

Relationships and Behaviour Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

Approved by Governors: July 2023

Reviewed by Governors: May 2024, May 2025, April 2026

Next Review Due: April 2027

Rationale

We love our pupils, and we care about them.

Every pupil and adult has the right to learn, the right to be safe and the right to feel safe. Every teacher has the right to teach.

We have very high expectations of pupil behaviour in lessons and in the whole school.

We believe in the unlimited power of warm positive relationships between all staff and pupils and that all pupils are much more likely to behave well if they feel a real and meaningful sense of belonging to the school.

We believe that teaching and education are the best way of ensuring high quality behaviour and of avoiding a repeat of poor-quality behaviour.

We believe that a values-based education helps ensure that pupils make positive behaviour choices.

We also accept that pupils often begin making the correct behaviour choices only because they fear the action that follows if they do not. These pupils often then progress to doing the right thing because of the feeling that arises from the rewards and praise received. Finally, they move to behaving correctly because it is the right thing to do. We refer to this as the 'top of the pyramid'. Considering this we acknowledge that action is needed because conscience alone will not immediately and always prevent poor behaviour choices.

We recognise that pupils need clear boundaries and structure and need to be fully aware of the action that will follow if they do not behave within these boundaries. We ensure that staff are firm on the behaviour and gentle on the child.

We fully understand that school routines and procedures need to be explicitly taught and repeatedly practised until they become habit. Pupils need to be deliberately taught what behaviour is needed, how to do it and what it will look like. The word 'discipline' comes from the Latin root word *discere* – 'to learn'.

We realise that the certainty and immediacy of action is far more important than the severity of the action.

We understand that behaviour improves when there is public recognition and praise for actions that go over and above rather than for expected standards.

Our behaviour policy reflects the fact that we are an all-through school and that we have children on site who are as young as three years old.

We recognise that parents and carers should be appropriately informed about any concerns regarding their child and the actions that will be taken.

Securing positive and helpful behaviour choices and preventing negative behaviour



Article 29: Your right to become the best that you can be.

We explicitly teach our pupils to live by the school's values and to hold these deep in their hearts. We teach our pupils about the values, what they mean, and the behaviours required to demonstrate these values. We model these values to our pupils. Our staff also live by these values. We teach our pupils to demonstrate our values by being:

Respectful	Say please, thank you and excuse me. Follow all instructions straight away.
Kind	Be kind and polite to everyone. Do things to make others happy. Hold the door open for others. Remember that there is nothing more important than how we treat people. Tell the truth and accept and face the consequences of our actions. Be patient.
Appreciative	Say thank you to others for helping and teaching us. Let people know when they have done something good.
Harmonious	Remain peaceful in difficult situations. Walk calmly in the corridors.



Article 28: Your right to learn and go to school.



Article 19: Your right to be safe and to feel safe.

We teach our pupils to understand and respect each other's rights according to the UNCRC Rights of the Child. We teach our pupils that everyone has a right to learn, a right to be safe, and a right to feel safe.

We teach these behaviours repeatedly, via deliberate practice, until they become routine and habit. We teach and re-teach the expected behaviours. Every academic year starts with induction where every pupil completes a robust programme to learn about the behaviours required and how to demonstrate them. This is reinforced at regular points throughout the academic year. If a problem arises then the normal curriculum is temporarily suspended so that the behaviours can be reinforced. This learning is furthered by daily form time/class activities and weekly assemblies. This includes teaching pupils about how to be ready to learn.

We teach routines with positive reinforcement and positive correction to ensure that the consistency that pupils need is present every day across the whole school. These routines are taught until they are embedded perfectly.

We do not reward minimum standards; this avoids pupils striving for these minimum standards. Instead, we reward pupils for going over and above, this creates a sense that there is no limit to their excellent behaviour. Our staff talk a lot about the 'over and above'. We keep raising the expectation bar, once a certain habit has been embedded, that becomes the new minimum standard, and then we teach the next habit.

We are careful of pupils who try to lower the expectation bar by being a little better than last time. We never praise in public for this as it would become the new minimum expectation. Pupils who improve their behaviour choices in this manner are praised in private for this and then reminded what the next step is to reach the behaviour expectation. This includes how to achieve this and what this looks like.

We routinely advertise the behaviour that we want and praise those that go above and beyond. We pursue the behaviour that we want by chasing it hard and by reinforcing it enthusiastically when it is displayed. This is not just an individual strategy but also a collective strategy to motivate all pupils to do the same.

We do not allow a poor behaviour choice to cancel out an excellent behaviour choice. The published action will follow for the poor behaviour choice and the praise will follow for the excellent choice.

We teach our pupils the skills and behaviours required in lessons to learn lots and make excellent progress. Our values help us with this. We teach our pupils to demonstrate our values by being:

Ambitious	Have a strong desire to achieve highly.
Courageous	Carry on when you find something hard. Not turn to negativity in hard situations and not complain.
Curious	Have a strong desire to know or learn something.
Determined	Never give up. Put in 100% all the time. Do whatever it takes. Remember that it is just we cannot do it yet.

Developing warm, positive, and meaningful relationships with pupils



Article 3: Everyone who works with children should always do what is best for each child.

We recognise the huge importance of creating secure attachments with the pupils in our school. We understand that scientific research shows us that simple, caring actions can have hugely positive effects on pupils' sense of belonging to our school.

All our teachers greet every pupil as they arrive to each lesson.

We use warm body language, and smile with our eyes when we greet pupils, using the tone of our voices to show we are welcoming.

Our staff persistently catch pupils doing the right thing (active noticing).

Our staff take a daily and continued interest in the lives of their pupils, they remember what they tell them, and they regularly ask them about this.

There is a school wide commitment to getting to know the pupils on an individual basis. For example, 'I wish my teacher knew'.

Our staff are kind, caring, and loving to the pupils at all times.

Our staff do everything they can to ensure that the pupils feel important, valued and that they belong.

Our staff actively look for opportunities to engage with pupils around the school on a daily basis, for example in the corridors and on the playground.

Our teachers recognise that this interest and investment in pupil lives will help incredibly in avoiding and resolving problems that may arise in the future.

We give even more positive, warm interactions to pupils who we know have experienced trauma or are relationally-deprived.

Rewards and positive actions

Positive choices where pupils go over and above are reinforced through active noticing, praise, and encouragement. Actions to provide this include:

- Public recognition, praise, and attention
- Stickers
- Merits
- Bronze, Silver, Gold, and Platinum Awards
- Halfway to award letters
- Visit to Headteacher/Senior Leadership Team /Wellbeing Leaders to receive Bronze, Silver and Gold Awards and presentation of these by Wellbeing Leaders in assemblies
- A visit to a senior member of staff, for special recognition
- 'Special Mentions' in regular assemblies
- Daily praise notifications sent home
- Value Awards
- Value badges
- Reward events and trips

Responding to unacceptable behaviour

Our staff always focus on building warm, positive, and meaningful relationships with pupils. This is not at the expense of holding the expectation line. We recognise that we are letting the pupils down if we do not hold this line and follow through on the published course of action. This supports pupils in developing their own sense of what is appropriate or acceptable

behaviour and thus moves them to the 'top of the pyramid'. Pupils feel secure when we are clear about our approach to managing behaviour and that they can rely on us to resolve the issues.

Staff are positive and assertive with pupils when dealing with unacceptable behaviour. Staff are mindful of their language and interactions. Staff are firm on the behaviour and gentle on the child.

Our staff do not unnecessarily shout. They are mindful of displaying good manners at all times. Our staff are calm and respectful and avoid an emotional-led response. We avoid responding to and following up poor choices publicly as we do not want to advertise poor behaviour or shame pupils; we never put names on the board. Staff ensure that their responses are socially engaging and not socially defensive, this reduces the chances of distressed or defensive reactions from pupils.

Preventing a continuation of unacceptable behaviour

When responding to unacceptable behaviour our staff focus on preventing its continuation or escalation using a range of strategies. In lessons these are referred to as 'take ten':

- Amend the learning task (Please do it this way instead)
- Provide a positive comment (Your effort here was fantastic, let's have more of that)
- Be a caring presence (What can I do to help)
- Provide responsibility (Please can you give out the exercise books)
- Provide distraction (How did you get on with...?)
- Provide time (I'll come back and see how you're getting on in five minutes)
- Focus on relationships (How did the football match go on Saturday?)
- Remind of past success (You received a merit last week; it would be great for you to receive another one today)
- Reinforce the routines (We write the Question for Learning as soon as the lesson starts)
- Stand close by

Outside of lessons these are referred to as 'take five':

- Provide time (I'll come back and see how you're getting on in two minutes)
- Provide alternatives (Why don't you do this instead?)
- Provide consistency (give the same instructions to other pupils)
- Provide de-escalation, calm and clear without confrontation and aggression
- Provide responsibility (what do you think you should do now?)



Article 40: Our role to support you in putting it right

Behaviour during lessons (including teacher explanations and during learning tasks)

Pupils are required to ensure that they are ready to learn at the start of every lesson. This means unpacking their equipment, taking coats and bags off, writing the Question for Learning and date, and listening as soon as the teacher says 'Listening Everyone'.

Pupils are required to make sure that they are actively listening during teacher explanations. This means sitting up straight, focussing on the key messages, looking at the teacher, and never interrupting.

Pupils are required to focus during learning tasks. This means facing the right way, keeping the noise to a whispering level, and raising their hand to get the teacher's permission to leave their seat (this means that only one person is out of their seat at a time).

Pupils are required to ensure that they exit classrooms calmly. This means packing away only when asked, standing behind chairs quietly, and following dismissal instructions (for example, one row/table at a time).

Pupils are not allowed to disturb the learning of others. This is important to ensure that the rights of all pupils to learn and make exceptional progress are not impinged and to ensure that the teacher is not prevented from teaching.

A staggered response is used if pupils do not follow these lesson routines, or if they disturb the learning of others.

Secondary Phase		
Not following routines	WARN and MODEL required behaviour (B1) <i>You need to...because everyone has a right to learn. You do this by...</i>	
	MOVE pupil's seat and REMIND of required behaviour (B2) <i>A reminder that you need to...</i>	
	WARN and REINFORCE required behaviour - outside classroom (B3) <i>You need to...because everyone has a right to learn. You do this by...</i>	Breaktime department detention
	REMOVE pupil to a different classroom in department (B4)	20-minute after-school detention
Refusal to move classroom	REMOVE by on-call to a different classroom (B5)	40-minute after-school detention
Refusal to follow removal by on-call or removal not solving the problem	Contact on-call (B6)	Relocation Room

Primary Phase		
Not following lesson routines	MODEL required behaviour <i>You need to...because everyone has a right to learn. You do this by...</i>	
	MOVE pupil's seat and REMIND of required behaviour <i>A reminder that you need to...</i>	
	REINFORCE required behaviour – outside the classroom <i>You need to...because everyone has a right to learn. You do this by...</i>	Inform parents at handover Follow up conversation. This could be breaktime / lunchtime / after-school / during lesson.

REINFORCE has not resolved issue	Years R-2: Call on-call to support resolution of issue with pupil Years 3-6: REMOVE pupil to paired classroom. Call on-call to take to paired classroom if refuse to go to paired classroom	Follow up conversation. Inform parents at handover.
Paired classroom does not resolve issue	Call on-call	Pupil to work with on-call Call parents to inform

Pupils are not allowed to leave lessons, unless for urgent and medical reasons. The school's Toilet Policy allows access to suitable toilet facilities for all pupils as required. In an emergency, toilet passes are available.

Detentions

Detentions are used as an action in response to some pupil behaviour. The detention process recognises that the immediacy and certainty of action is far more impactful than the severity of this action. As such a measured and staggered approach is followed. After-school detentions begin at 20 minutes. Pupils are required to organise themselves to attend this detention. Failure to attend, or to complete successfully, results in a 40-minute detention being issued. Pupils who refuse to attend the 40-minute detention, after two opportunities, or do not complete this successfully, spend time away from their peers in the Relocation Room.

Behaviour outside of lessons (including in corridors and at breaktime and lunchtime)

Pupils are required to walk calmly along the corridors, and are to keep left. It is not acceptable for pupils to run, shout and push in the corridors or behave in any other manner that could jeopardise the safety of pupils and staff. Pupils are required to follow all instructions at breaktime and lunchtime to ensure a calm and safe environment.

Staff will reinforce the required behaviour to pupils who are running, pushing, shouting in corridors, or refusing to keep left. Secondary Phase pupils will receive a 10-minute lunchtime detention.

Primary Phase pupils follow a Playground Charter, which is co-constructed by pupils, and regularly reviewed by pupils. A staggered response is followed if pupils do not follow the Playground Charter. Firstly, staff model the required behaviour, secondly, they remind pupils of the required behaviour, thirdly they reinforce the required behaviour in an alternative location, and finally they remove the pupil for time out with a member of staff and a fuller discussion of how the problem can be resolved.

Staff always arrange a time to discuss any issues with pupils that may have arisen at breaktime or lunchtime. This includes an understanding of root cause and impact on others. There is a focus on repairing relationships. On-call are immediately called if the issue is immediately impacting on learning or wellbeing.

Home learning

We make every effort to ensure that home learning is accessible and that the means of completion are easy and efficient. The completion of home learning greatly aids pupil progress and achievement. It also aids time management, organisation, and communication skills that are vital for the pupils' future lives. It is not acceptable for pupils to not complete their home learning.

Pupils receive the following home learning.

Reception, and Years 1 and 2	Years 3, 4, 5, and 6	Years 7, 8, and 9	Years 10 and 11
Weekly reading book to practise sounds and words (5-10 minutes per day for a few days per week)	Times Tables Rock Stars (20 minutes per week)	Vocabulous (Activities for a new root word are released every fortnight)	Weekly tasks set by subject teachers
	Study Ladder (one Literacy task per week)	Sparx Maths (Weekly assigned questions)	
		Educake (Science questions released at various points of the half-term)	
		Learn Welsh vocabulary (provided by teacher – once per fortnight)	
		Tasks from Home-Learning Grids (Two tasks per week)	
	Read for Pleasure (15 minutes per day)	Read for Pleasure (15 minutes per day)	Read for Pleasure (15 minutes per day)

Every week form tutors check that Year 7, Year 8, and Year 9 pupils have completed their home learning from their half termly grids.

Equipment

Secondary phase pupils are required to bring the correct equipment every day to school. This is to ensure that pupils are ready to learn and so that learning time is not wasted and lost. This equipment must include a school bag, pencil case, writing pens, pencils, ruler, scientific calculator, home learning book / school planner (provided by the school), and reading book. The school sells equipment at very good value and provides key equipment for pupils eligible for free school meals.

Pupils who do not bring in the required equipment will be reminded of the importance of doing so, and will receive a lunchtime detention.

Uniform

Pupils are only allowed to wear items on the uniform list. This is so they feel fully part of the King Henry VIII 3-19 School community, so they are smart and ready to learn and to foster a sense of belonging.

Form tutors and class teachers will monitor if pupils have the correct uniform. Staff will respond to pupils who have incorrect uniform by reminding them of what is required and why it is important.

Secondary Phase pupils will be given a lunchtime detention if they do not wear their school tie and blazer. Pupils will have the opportunity to purchase or borrow a school tie from school if they do not have one on any particular day. ParentPay is debited if the borrowed tie is not returned, parents and carers are made aware of this in advance.

Hoodies and other jumpers are not allowed in school, they will be removed as appropriate by school staff for pupils to collect at the end of the school day. Pupils will be asked to remove white socks, if appropriate.

Jogging bottoms, leggings, skinny trousers, football/Lycra shorts, and Lycra/Jersey skirts are not part of our school's uniform. Pupils are also asked to wear plain black shoes. Parents and carers will be contacted to bring the correct uniform into school if their child arrives without wearing trousers or a black skirt (i.e. if they are wearing jogging bottoms, leggings, skinny trousers, or football/lycra shorts), and if they are not wearing plain black shoes. We will supervise pupils until parents and carers arrive.

Pupils are required to bring the correct PE kit to every PE lesson. This is to ensure that they are fully ready to learn and so that their progress is not hindered. It also ensures that the required levels of hygiene are met.

Punctuality

It is a non-negotiable that pupils arrive to school and all their lessons on time. This is to make maximum use of all learning time and so the learning of others is not disrupted.

Pupils who are late to a lesson are required to knock, enter, and sit down in a manner that does not disturb the learning of others.

Secondary section pupils who are late to school or who are late to a lesson (after five minutes and before fifteen minutes) will receive an educational detention at breaktime or lunchtime.

Truancy

It is not acceptable for a pupil to truant a lesson or their morning form time session due to the serious impact on their learning and progress. If a secondary phase pupil is truanting (after the first fifteen minutes) they will be taken to the Relocation Room for a period of two lessons.

Members of the Wellbeing Team will discuss the issue with the pupil to identify any problems and resolve the issues. Secondary phase pupils will also attend an after-school detention, which will be 20 minutes long.

Rudeness towards staff

It is not acceptable for pupils to be rude to staff. This includes swearing, leaving class without permission, and walking away from staff when they have been asked to discuss an issue. This includes if they do not like the instruction or course of action that is being taken in response to a poor behaviour choice.

Primary phase pupils who are rude to staff will have an immediate conversation with the member of staff, usually outside the classroom. If the conversation does not resolve the problem, or if the pupil is abusive to staff, the pupil will work away from their peers with on-call and parents and carers will be called.

If Secondary Phase pupils are rude to staff, the staff member will explain the required behaviour and the pupil will receive a breaktime detention. If pupils are verbally abusive to staff, on-call will immediately be called, and this is likely to result in fixed term exclusion.

Secondary Phase pupils who walk away from staff will be taken back to the staff member by on-call so the issue can be resolved, they will then will be separated from their peers for a period of time. This time will include a discussion about the causes of the problem, and how this course of action can be avoided in the future. Pupils who continue to refuse to follow reasonable instructions will receive a fixed term exclusion due to the risks to safety presented.

Mobile phones

It is the school's firm belief that smart phones are not suitable for school-age children. Mobile phones are not allowed to be used in school. This is to avoid pupils becoming distracted, addicted, monopolised, and controlled by these devices, and to avoid the craving of instant gratification. The removal of the burden of the mobile phone allows pupils to become more involved in school-based activities, take advantage of opportunities, and spend breaktimes and lunchtimes discussing and playing with friends and peers.

We do recognise that some parents and carers require pupils to have a phone so that they can communicate with them regarding their journey to and from school. This applies to pupils in Year 5 and above, Year 4 pupils and below must not bring a mobile phone to school. In these cases, secondary aged pupils are required to keep their phones turned off and out of sight in their school bags during the school day. This includes inside and outside the school buildings. This policy applies during lessons and during breaktime and lunchtime. It includes when walking in the corridors and between lessons. Years 5 and 6 pupils are required to hand these phones to their teacher at the start of the day.

The school does not accept any responsibility for mobile phones that are lost or damaged when this policy is not followed.

Mobile phones and any linked items, for example ear pods, will be removed from pupils if they are using them during the school day and taken to the school office. Pupils will be able to collect these at the end of the school day. Parents and carers will need to collect these for primary section pupils.

A member of the Senior Leadership Team will be called to support if a pupil refuses to hand over their mobile phone. If the secondary phase pupil still refuses, they will be taken to the Relocation Room until they hand in their phone. Secondary phase pupils will attend an after-school detention, which will be 40 minutes long.

Unhealthy drinks

Pupils are only allowed to drink healthy drinks in school. This is to ensure that they do not become overweight, that they have enough vitamins and minerals to fend off illness and to reduce the chance of tooth decay. This is also to ensure that diet does not negatively affect behaviour. Energy drinks, drinks with too much sugar, fizzy drinks, and caffeinated drinks are not allowed in school.

These items will be removed from the pupil and either discarded or taken to the school office for pupils to collect at the end of the school day (as appropriate). On-call will be called to support if a pupil refuses to hand over their unhealthy drink. If the secondary section pupil still refuses, they will be taken to the Relocation Room until they hand over their unhealthy drink. Secondary section pupils will attend an after-school detention, which will be 40 minutes long.

Chewing gum is banned from the school site. Staff will respond to pupils who are chewing by requiring them to immediately place it in the bin.

Fighting, dangerous behaviour, the use of violence, spitting, abuse, and deliberate damage to the school environment

These behaviours jeopardise pupils' right to be safe and as such will not be tolerated. Any instances will be thoroughly investigated. The school will make its conclusions based on the balance of probabilities and is not required to prove 'beyond all reasonable doubt'. Pupils will be supported in resolving the underlying causes.

This policy includes online abuse which takes place outside of school hours if it affects the safety of pupils in school and the successful operation of the school.

Pupils engaging in these activities will be separated from their peers and placed with alternative members of staff during the investigation.

Parents and carers will be notified by telephone.

Our Designated Safeguarding Person will be informed because of the welfare concerns created.

These behaviours can lead to fixed term exclusion or permanent exclusion.

Pupils are required not to touch the fire extinguishers and fire alarms unless in the case of a fire. Pupils will receive immediate education about why this is wrong and how they have jeopardised the safety of the school. Parents and carers will be notified via telephone. This action is likely to lead to fixed term exclusion.

Restorative approaches for resolving conflict

Our school endeavours to use restorative approaches when resolving conflict. These approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

These approaches include:

- Allowing 'calming' time before discussion takes place.
- Using non-threatening seating and body language (open hands, all sitting in a triangle).
- Listening to all sides
- Aiming to understand motives, thoughts, feelings, and actions.
- Ensuring any person harmed has closure.
- Coming to a resolution.
- Ensuring clear and consistent use of consequences.
- Expressing clearly it is the behaviour which is not acceptable, not the child.
- Not humiliating anyone
- Viewing all incidents of unwanted behaviour as teaching opportunities

Staff follow a PACE approach when responding to conflict. This promotes the experience of safety and so pupils feel they have connected with their level of emotion:

Playfulness	Use a playful and light-hearted tone to give the message that the relationship is stronger than if things go wrong. The tone is similar to if you were telling a story. It reduces shame and allows conversations to be more successful.
Acceptance	This shows you have connected to feelings without judgement and without seeking to reassure the feelings away. This ensures the child knows you see them beyond their behaviour.
Curiosity	Connect with the emotion before you engage in discussion. Show that you are interested in what is going on for them and willing to do something about it. Use a quiet and accepting tone that shows your desire to understand the child.
Empathy	Show the pupil that their feelings are important to you, and that you are alongside them in their difficulty. Show you are trying hard to understand how it feels.

Racist, homophobic, and other discriminatory language

Pupils will be removed from their class and peers if they use any racist, homophobic, or other discriminatory language. This will allow staff to work with that pupil to provide the necessary education to prevent a repeat of the incident.

Senior staff will keep a log of these incidents and we will fully communicate with parents and carers. The school also reports this information to the Local Authority. It is likely that the school will involve outside agencies to further support the pupils to resolve the problem.

The action may also lead to fixed term or permanent exclusion.

Prohibited items

Pupils must not bring items into school which may be a risk to health or safety.

Items such as matches, lighters, cigarettes, tobacco and vapes are prohibited, will be confiscated on sight, and returned only to a parent or carer. The pupil will also receive immediate education about why carrying these items is prohibited. Parents and carers will be notified via telephone. This action can also lead to fixed term exclusion.

Smoking and vaping on school premises is prohibited and will lead to fixed term exclusion.

Handling an illegal drug, supplying an illegal drug, and handling drug related objects will lead to a fixed term exclusion or permanent exclusion.

Carrying, threatening to use, or using a weapon or other dangerous item (for example fireworks or knives) will lead to a fixed term exclusion or permanent exclusion.

Staff may search pupil belongings to check that they do not have these prohibited items in school. These items can be searched for without pupil consent if there are reasonable grounds to believe that they have these items. This would be organised in communication with the Senior Leadership Team and pairs of staff would carry out these bag searches.

Parental support



Article 18: Parents and carers have responsibility for bringing up their children, and they should always think about what is best for each child.

We recognise and understand that supporting pupils to ensure high quality behaviour requires a high-quality working relationship and partnership between school and home. We welcome questions from parents and carers so that they understand any course of action that we have taken. Parents and carers are encouraged to contact the school, and they will receive a response in a timely manner.

Parents and carers are required to fully support us with the implementation of this behaviour policy. This means that parents and carers fully back the school when the actions are implemented following behaviour that is in breach of our policy. It is not acceptable for parents and carers to refuse the course of action that we decide to follow which is listed in this behaviour policy.

This also means that parents and carers reinforce the necessity of the actions in front of their children. It means that parents and carers do not dispute the relevancy of the actions or question the accuracy of the behaviour the school reports whilst in front of their children. Failure to do this lets the pupil down. This is because they will not learn why this behaviour is wrong and how to act in future similar situations. This is also because pupils need a clear and consistent message from all the adults involved in their lives.

Where parents and carers have concerns about the school's actions, they should discuss this with the relevant member of staff separate to the pupil. In this manner concerns can be addressed whilst the pupil still receives a consistent message. It is not acceptable for parents and carers to post opinions about the school on social media without discussing issues with the school first. The school has a Complaints Policy which parents and carers can use if they are not happy with the school's response.

Fixed Term Exclusion and Permanent Exclusion

Exclusion decisions are made in line with the statutory guidance by Welsh Government (Exclusion from schools and pupil referral units (April 2024)) and with due regard to Local Authority Guidance.

Fixed Term Exclusions are issued by the Headteacher and the decision to exclude rests with the Headteacher. A fixed term exclusion is issued in instances where other internal measures are not sufficient. The Pupil Discipline Committee (Governor Committee) must convene when a learner exceeds 15 days fixed-term exclusion within a term.

Permanent exclusions are issued by the Headteacher. The Headteacher informs the Pupil Discipline Committee (Governor Committee) who will consider the decision. Permanent exclusion is an extremely serious sanction that will be considered in the most serious one-off incidents or for persistently disruptive behaviour.

Exclusion Decisions will be made without discrimination. The Headteacher considers all reasonable adjustments required when making exclusion decisions.

Exclusion decisions use all the available evidence including staff and pupil 'what happened statements', and this may include viewing the CCTV.

King Henry VIII 3-19 School is committed to providing early intervention and support to reduce the risk of exclusion. However, if a pupil presents problems with their behaviour in a way which seriously undermines others' right to learn and be safe, then they may need to be excluded from school for their own and/or others' safety.

The following are all incidents which will likely result in an external fixed term or permanent exclusion. No list of incidents can hope to cover every possible eventuality, and King Henry VIII 3-19 School reserves the right to use professional judgement to ascertain the seriousness of any incident that occurs. Examples are:

- Fighting or encouraging others to fight
- Hurting another child or adult deliberately or encouraging others to hurt another child or adult deliberately
- Aggressive behaviour
- Abusive, threatening, or derogatory, discriminatory, and racist language or behaviour towards other children or adults
- Dangerous behaviour
- Spitting at another pupil or adult
- Bullying and harassment, which is a pattern of behaviour aimed at harming another person or people including prejudice-based bullying and online-bullying
- Deliberate damage to property (including graffiti and vandalism)
- Persistent defiance and refusal to follow instructions
- Refusal to follow school routines and procedures
- Refusal to engage in action that results from a prior unacceptable behaviour choice
- Using the fire extinguishers, fire alarm or other fire equipment without just reason (including unsafe behaviour that causes the fire alarm to be set off)
- Theft
- Use of offensive sexualised language, sexual abuse, or assault
- Sexualised behaviour
- Smoking or vaping on school premises
- Carrying or drinking alcohol on school premises
- Supplying an illegal drug
- Handling an illegal drug or drug related objects
- Bringing to school, carrying, threatening to use, or using a weapon or other dangerous items (e.g. fireworks)
- Malicious and false allegation against a member of staff – including online and outside of school hours

The behaviour of pupils outside of school can also be considered as grounds for fixed term exclusion or permanent exclusion. The Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining safety among the pupil body as a whole. The school may exclude a pupil for any serious or persistent breach of the behaviour policy while the pupil is:

- taking part in any school-organised or school related activity
- travelling to and from school
- wearing the school uniform
- bullying
- making false and malicious allegation against staff
- writing online abuse

Parents and carers will be notified of the period of exclusion and the reasons for it.

In exceptional cases, usually where further evidence has come to light, a fixed-term exclusion may be extended or converted to a permanent exclusion.

In all cases of more than a day's exclusion, the school will set work which will be marked. This will be set as soon as the pupil is excluded. King Henry VIII 3-19 School provides both online learning (including from videos and online resources) and packs of paper based learning. Parents and Carers (or other family representatives) can return this work for marking at any point during the exclusion. Alternatively, work can be returned for marking at the Reintegration Meeting.

Reintegration Meetings (interviews) at King Henry VIII 3-19 School fully adhere to the requirements set out in the Education (Reintegration Interview) (Wales) Regulations 2010, which places a duty on the Headteacher to request a reintegration interview with a parent or carer of a pupil of compulsory school age who has been excluded:

- from a primary school for any fixed period
- from a secondary school for a fixed period of 6 or more school days

King Henry VIII 3-19 School arranges Reintegration Meetings for any pupil that has been excluded, irrespective of the number of excluded days.

Welsh Government guidance requires reintegration interviews to take place within 15 school days of the last day of the exclusion period. The school endeavours for Reintegration meetings to take place prior to the pupil's return to school (often on the readmission day). This helps ensure a successful return to school. King Henry VIII 3-19 School uses the reintegration meetings to:

- discuss how behaviour problems can be addressed
- explore wider issues and any circumstances that may be affecting the learner's behaviour
- reach agreement on how the learner's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour
- emphasise the importance of parents or carers working with the school to take joint responsibility for their child's behaviour

Where a pupil's behaviour affects the welfare of others at lunchtimes the school may, through discussion and agreement with the parent or carer, arrange for the pupil to go home for lunch. If this is not feasible, the school may exercise its right to exclude the pupil for the duration of the lunchtime, placing the legal responsibility for the pupil back with the parent or carer. Lunchtime exclusion will be a short-term measure with regular review of whether it continues to be an appropriate approach.