



Engagement Policy 2018

Responsibility:	L E Pownall
Review:	2019

1. Aims

At Llantwit Major School we strive to create an environment that encompasses a restorative ethos which gives students a strong sense of belonging as well as meeting their academic and pastoral needs. We aim to promote an environment where positive behaviour is rewarded and inappropriate behaviour is consistently dealt with fairly using restorative practices. We believe that in this climate pupils will be respected by one another and can be fully supported to reach their potential.

2. Code of Conduct

The code of conduct for all pupils is clearly displayed in the front of homework planners.

All pupils have the right:

- to expect a positive learning environment in which effort and achievement are recognised and rewarded;
- to be taught without interruption from inappropriate or disruptive behaviour of another;
- to know the rewards/sanctions as a result of different action.

All teachers have the right:

- to establish a safe, learning environment for all pupils;
- to expect appropriate behaviour and encourage positive social educational development
- to expect assistance from parents, senior management and governors in promoting a positive environment.

The Home School Agreement:

Under the schools Standards and Framework Act 1998, pupils and parents are required to enter into a partnership with schools. The aim of the partnership is to help the individual child mature and develop in supportive surroundings both at school and at home, so that he/she can make the most of the opportunities available during his/her time at school.

There is a copy of the Home School Agreement in the Homework Diary which will be signed every year by parent/pupil and school. There is also a pupil expectations page within the Homework diary.

Information about positive and negative behaviours shown by pupils is available to parents/guardians via our School Gateway. This enables parents/guardians to support school expectations and monitor their child's engagement.

3. The use of Restorative Practices

Restorative Practice acknowledges the intrinsic worth of the person and their potential contribution to the school community. The approach requires all staff to be aware of the principles of Restorative Practices, and to have the ability to apply them to resolving situations within classes, corridors, and elsewhere in the school community. In addition to this a small team of staff have been trained to use restorative practices in a formal and structured manner to resolve more serious problems. These staff have been trained to facilitate Restorative conferences with the wrong doer and the harmed, with the aim of allowing young people to recognise harm caused and resolve their own conflicts in an appropriate and supportive way so that relationships can be repaired.

Our Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour,
- resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe community for staff, pupils and parents to share ideas and discuss issues

At Llantwit School we believe it is best to do things **WITH PEOPLE**. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.

Restorative Questions

Responding to challenging behaviour

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen next?

Responding to those harmed

What happened?

What were your thoughts at the time?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen next?

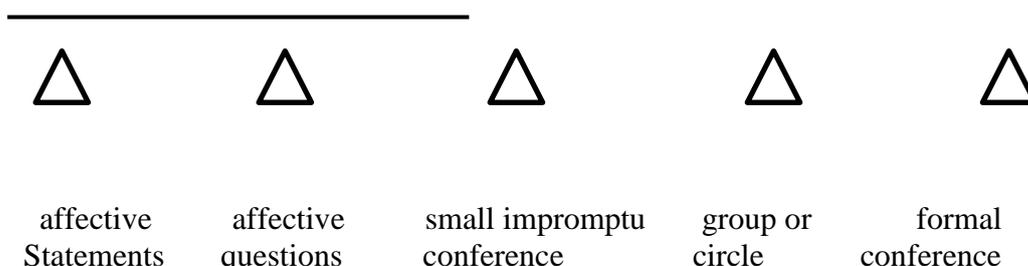
The questions are non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require

people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.

INFORMAL

FORMAL



Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum. All Restorative Interventions should be recorded as appropriate on the schools SIMS system.

Unsuccessful conferences or refusal to take part:

Unless all parties have agreed to take part in the Restorative Intervention, it will not proceed; all individuals involved have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed, the intervention will be stopped and an alternative resolution will be imposed. If those involved fail to comply with the agreement made through the restorative intervention then other school sanctions may be applied to the wrongdoer.

4. Incentive Scheme

A key aspect of the School's policy is to encourage pupils to practice good behaviour by operating a system of praise and reward. Our incentive scheme is for all pupils. All points must be recorded on the SIMS system.

The Llantwit Major School scheme is based on a graded system of awarding points. Pupils are rewarded for good behaviour, good effort, good attendance and for taking part in all aspects of school life. Points are celebrated through special year group assemblies.

5. Attendance

The school's primary aim is to develop a creative association amongst pupils, staff, parents and the local community so that all pupils can achieve the highest possible standards in academic, personal and social life.

Pupils' attendance at schools is a basic requirement for the achievement of this goal. The school will therefore work to achieve the highest possible rate of attendance by its pupils.

To achieve this the School will: -

- Offer rewards to students who meet with declared attendance criteria.
- Communicate with parents pointing out the importance of attendance and requesting that family holidays be taken during school holidays.
- Inform parents when a pupil's attendance drops below the school's agreed benchmarks.
- Issue with academic reports to parents a full statement of attendance with an accompanying explanation of codes used. Parents will have the opportunity to authorise any outstanding unexplained absences.
- Check students form attendance during year assemblies and praise good attendance.
- Strive to ensure that every absence is explained by the use of follow up procedures when an absence remains unauthorised.
- Check internal truancy regularly (via the Attendance Officer).
- Targeting Years 7-11 with first day absence telephone calls/text if on mobile.
- Work with the Educational Welfare Officer to monitor attendance.
- Work closely with outside agencies on any attendance related issues and initiatives.

(See separate Attendance Policy for full details)

6. Sanctions

Llantwit Major School has a clear and graded list of sanctions that may be imposed on pupils who fail to adhere to the Code of Conduct. Tied into the sanctions is a loss points, the value is graded to the offence. All sanctions must be recorded on the SIMS system.

Sanctions may include:

- Loss of points
- Note in planner
- Detention at break or lunch
- Removal from the classroom by patrol to another classroom or other isolated area
- Facilitated reintegration to the classroom by patrol
- Referral to Leader of Key Stage
- After school detention
- Daily report
- Internal exclusion
- Parental meeting
- Fixed term exclusion
- Disciplinary meeting with governors
- Permanent exclusion

It is not school policy to give whole class detentions.

Stage 1

In the first instance, the classroom teacher will deal with a classroom based incident and record the details and actions on SIMS. A suggested and fair approach is that in dealing with a classroom based incident a teacher could:

1. Give the pupil a warning that if their conduct does not improve, there will be a classroom level sanction.
2. Move the pupil, and warn them that if their conduct does not improve they risk being removed from the class.
3. Give the pupil a final warning (this may be accompanied by a 5 minute maximum time out, outside of the classroom).
4. Removal of the pupil from the classroom to a partner classroom.
5. Provide 1-1 support/conversation about the incident/behaviour.
6. Undertake a break/lunchtime catch up/detention with a pupil.

Stage 2

Should it be required, an incident, or repeated incidents should be referred to the Leader of Learning (department) through the SIMS system, detailing the incident and actions taken to date.

Stage 3

Should further referral be needed, this will be from the Leader of Learning (department) to the Leader of Key Stage, detailing the incident and action taken to date. If necessary the Leader of Learning will liaise with the Leader of Key Stage for further advice/action.

In the case of a serious incident, Patrol should be called (**dial 262005**). A decision will be made either to remove the pupil from the situation or to aid reintegration back into the classroom. It is still the responsibility of the classroom teacher to report the incident through SIMS immediately, detailing the incident and action taken, or to refer to the Leader of Learning (department) if needed. The patrol call is not the sanction, nor is it the responsibility of the person acting as patrol to investigate the incident and apply a sanction. Sanctions will not be imposed until the teacher report is received through the SIMS system. The patrol person may request the support/advice of the Leader of Learning (department)/Leader of Key Stage.

Detentions

Section 92 of the Education and Inspections Act 2006 gives schools the legal backing to detain pupils after a school session on disciplinary grounds. Head teachers and other teachers authorised by the Head have a clear legal authority to detain pupils on disciplinary grounds after the end of a school session **without the consent** of the parent. At Llantwit Major School detention is used as a sanction in the following ways:

- 10-15 minutes break time detention by class teacher as a result of breaking one or more of the rules set out in the Code of Conduct
- 30-40 minute lunchtime detention
- Up to 1 hour after school detention. Only to be given by Leaders of Learning or Leaders of Key Stage or a member of the SMT. Parents are notified of this sanction -at least 24 hours written notice is provided
- Any special circumstances will be taken into account.

In the case of after school detentions parents are notified in writing using the Notification of Detention letter which clearly states the date and time of the detention, the reason for the detention and the person to contact if parents wish to discuss the sanction further.

7. Bullying

Bullying will be dealt with under the Vale of Glamorgan Anti-Bullying Policy which follows national and local guidance on dealing with bullying.

8. Persistent Misbehaviour of a Serious Nature

Pupils who continuously misbehave and show flagrant disregard for the Code of Conduct and / or school rules will appear with their parents before a school disciplinary panel which will consist of one or more SMT Members, and one Governor. Teacher governors and staff governors may sit on this panel.

A full report on the pupil will be circulated before the meeting. The outcome will be documented and a copy sent to parents, the Chair of Governors and the L.E.A. Staff will also be informed of the outcome.

Pupils who display ongoing emotional / behavioural difficulties will be referred to the SENCO. Students will be monitored and internal intervention programmes set up and/or placement on the ALN register as appropriate at the relevant stage. Where it is deemed necessary the services of an Educational Psychologist will be requested to assess the pupil further. The report of the Psychologist will make recommendations as to how the school can be supported and what should be included in the Individual Education and Behaviour Plan for that Pupil.

Individual Education / Behaviour Plans will be used in conjunction with parental consultation.

Pupils with emotional and behavioural difficulties who have received a variety of supportive strategies in their school with limited success may benefit from a managed move to a different school. This would only be considered when there is a genuine belief that a fresh start would be beneficial for the pupil. This decision could only be with the agreement of all relevant parties i.e. parents/pupil, LA and the receiving school.

See Vale of Glamorgan Managed Moves policy.

9. Use of Reasonable Force to Control or Restrain a Child

See Vale of Glamorgan 'Physical Intervention: The Use of Reasonable Force to Restrain and Control Children and Young People' policy.

10. Exclusion (Fixed Term)

A decision to exclude a learner will only be taken:-

- in response to serious breaches of the School's engagement policy and
- if allowing the learner to remain in School would seriously harm the education or welfare of the learner or others in the School.

The School will follow procedures as laid out by Welsh Government. (Guidance document 081/2012; issued September 2012). Only the Headteacher has the right to exclude a pupil.

The Headteacher can issue a fixed term exclusion to a pupil for up to 45 days in a school year.

When the exclusion of a child is imminent the Headteacher, Leader of Learning or member of the Wellbeing Department, if possible, contact the parent immediately by telephone informing them of the impending exclusion.

If necessary the child will be isolated from his/her peers until he/she leaves the premises. A letter will be sent to the pupil and parent of pupils in Year 7-11 by the Headteacher notifying them of the exclusion. The content of the letter will include:-

- The reason for the exclusion.
- The number of days the child is excluded from school.
- The contact person at the school with whom an appointment should be made to discuss the problem.
- Procedure for the setting and marking of work during the exclusion period.
- The right of access to pupil files.
- The date and time for a post exclusion meeting.
- The name and telephone number of a LA officer who can provide advice.

The School will use one of four standard letters:

- Fixed term – less than 6 days where a public exam is not missed.
- Fixed term – for period of 6 to 15 school days, or where cumulative exclusions fall in this range, or where a public exam is missed.
- Fixed term – for a period of 16 school days or more, or which cumulative exclusions in the same term are sixteen days or more.
- Permanent exclusion.

Copies of all standard letters used for exclusion are kept in the school office. Copies of the letter will be sent to the LEA and Chair of Governors.

11. Governing Body Disciplinary Committee

The Governing Body will elect a School Discipline Committee made up of 3-5 governors not including the Headteacher. They will also appoint a clerk.

The committee will meet if requested by parents or pupil to consider exclusions.

The committee will automatically meet to consider one or more fixed term exclusions totalling more than 15 school days in any one term or a permanent exclusion.

Those present at the meeting will include:

- At least 3 Governors. One of the Governors will chair the meeting.
- A Clerk.
- The Headteacher or his/her representative.
- The parent and the child.
- If the parent so wishes a friend or legal representative may be invited.
- Representatives from outside agencies who may have been involved with the child.
- An LEA representative, particularly for longer fixed term exclusion meetings.

The meeting will be conducted in accordance with LEA guidelines.

The Governing Body has the right to reinstate a pupil who has been excluded for more than five days or where the pupil may lose the opportunity to sit a public examination.

Should a meeting take place, the Governors may in the case of an exclusion of more than five days decide either to recommend reinstatement or uphold the exclusion.

12. Exclusion (Permanent)

The School works towards the principle of avoiding permanent exclusion.

A pupil will only be permanently excluded as a result of extreme difficulties that have arisen at school.

It will be usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

A managed move may be considered for pupils who are at risk of permanent exclusion but who might succeed in a new environment. This decision could only be with the agreement of all relevant parties i.e. parents/pupil, LA and the receiving school. See Vale of Glamorgan's Managed Moves policy.

There will, however, be exceptional circumstances where in the Headteacher's judgement it is appropriate to permanently to exclude a learner for a first or one off offence. This might include sexual abuse or assault, supplying an illegal drug, use or threatened use of an offensive weapon.

When the exclusion of a child is imminent the Headteacher or member of the Pastoral Team will, if possible, contact the parent immediately by telephone informing them of the impending exclusion.

The child will be isolated from his peers until he/she leaves the premises.

A letter will be sent to the pupil and parent by the Headteacher stating

- The reason for the permanent exclusion
- There will be a meeting of the Governing Body within 15 days of the exclusion.
- Procedure for the setting and marking of work until the pupil is admitted into another school or the time allowed for making an appeal has elapsed, whichever is the sooner.
- The right of access to pupil files.

Copies of this letter will be sent to the LEA and the Chair of Governors. The Governing Body has a duty to consider any permanent exclusion imposed by the Headteacher within 15 school days from the date of the exclusion. This is to consider whether the permanent exclusion should be upheld or the pupil is reinstated.

Pupil and parents will be notified of the meeting and told of their right to make verbal or written representations.

Those present at the meeting will include:

- At least 3 Governors. One of the Governors will chair the meeting.
- The Headteacher or his/her representative.
- The parent and pupil.
- If the parent so wishes, then a legal representative or friend may be invited.
- Representatives from outside agencies who may have been involved with the child.
- An LEA representative.

The Discipline Committee should inform the parent/carer and /or learner, the Headteacher and LEA of their decision in writing within one school day of the hearing.

Where the Discipline Committee decides not to direct a Headteacher to reinstate a permanently excluded learner, its letter to the parent/carer and/or learner should also include the reason for the decision and details of their right to appeal to an independent appeal panel.

13 (a). Re-Integration of Pupils to Main Stream Education from a PRU or Following a Permanent Exclusion from another School

It is the policy of the school to re-integrate pupils into mainstream education where appropriate. It is not possible where numbers in a year group exceed the standard intake number for that year. It is not feasible to admit pupils into key stage 4 after initial

coursework deadlines have past, and end of module examinations sat in year 11, unless pupils have met the criteria for the chosen course.

Should an admission be sought:

- The Headteacher will be informed at the earliest indication of such a request.
- The Chair of Governors will be informed of the possibility of the admission.
- A meeting will be set up with interested parties including Pupil Support Services to discuss the feasibility of the reintegration and if considered feasible, a possible format for the reintegration.
- The discipline policy of the school will be clarified with the pupil, parents and other interested parties.
- A contract of commitment will be drawn up and signed, together with the Home School Agreement.
- Staff will be informed.
- A review date will be agreed.
- If the re-integration is successful then pupil will be taken on roll.

13 (b). Reintegration of pupils due to a managed move

It is the policy of the school to admit pupils following a managed move from another mainstream school if there is a genuine belief that a fresh start would be beneficial for the pupil. This decision could only be with the agreement of all relevant parties i.e. parents/pupil, LA and the receiving school.

See the Vale of Glamorgan's Managed Moves policy.

14. Outside Agency Support

The school will continue to develop the strong links it has established with outside agencies such as the Police, Children's Services, FACT and CAMHS and will continue to work with them (both in and outside school) to maintain an orderly community.

The implementation of this policy will enable us to provide a well-disciplined society and a calm atmosphere conducive to learning.

15. Other Relevant School Policies

- Substance Misuse
- Vale of Glamorgan Anti-Bullying Policy
- Vale of Glamorgan Physical Intervention: The Use of Reasonable Force to Restrain and Control Children and Young People Policy