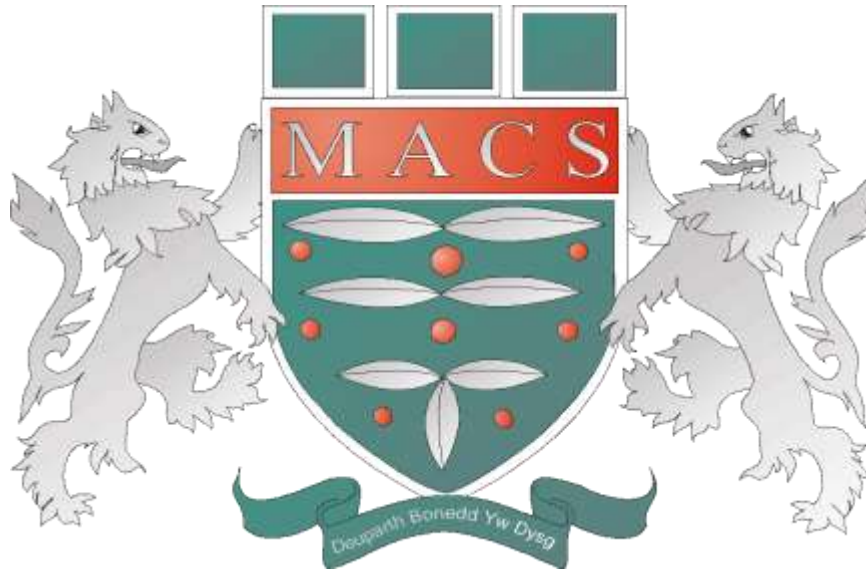




MOUNTAIN ASH COMPREHENSIVE SCHOOL



POSITIVE RELATIONSHIPS POLICY

Signed G. Thomas (Chair of Governors)

Date 01.10.2024

Updated: September 2024
Next Review Date: September 2025



Positive Relationships Policy



Policy Status: Statutory

This policy was approved by the Governing Body and is subject to annual review. There are opportunities for stakeholders to review the policy at other times and also for any amendments to be made, as and when necessary

Policy Scope

This policy applies to all Mountain Ash learners whenever they are at school. This policy also applies to any pupil in school uniform even outside of school, where behaviour could reasonably reflect upon the school whether in uniform or not (i.e. on school trips or when representing Mountain Ash at an event).

School is not responsible for the behaviour of learners when they are under the care of their parents/carers. However, the Head Teacher can use discretion (and in accordance with Safeguarding and Child Protection requirements) to apply the behaviour policy in respect of non-criminal behaviour and bullying in any circumstances where it is considered to be justified in the best interests of that or another pupil, of a member of staff or of the school.

The Head Teacher may use discretion (again in accordance with Safeguarding and Child Protection requirements) to inform the police, as appropriate, if there is evidence of a criminal act or if there is concern that one may take place (e.g. if illegal drugs or a weapon are discovered, cyber bullying, criminal damage or harassment).

Relationship to other policies

This Positive Relationships Policy is linked to and should be read in conjunction with Mountain Ash's:

- Child Protection Policy
- Safeguarding Policy
- Equality Policy
- ALN Policy
- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Teaching and Learning Policy
- Marking and Feedback Policy
- Online Safety Policy
- Exclusions Policy

Equality Impact

This policy acknowledges the legal duties of Mountain Ash Comprehensive School under the Equality Act 2010 and Children and Families Act 2014, in respect of safeguarding; discrimination, harassment or victimisation; and in respect of learners with Additional Learning Needs (ALN).

The practices within this policy will ensure that the school fulfils its general duty to:

- Eliminate unfair discrimination (by applying reasonable adjustments, as necessary) as well as harassment, victimisation and other conduct that



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is prohibited by the Equality Act;

- Advance equality of opportunity – generally for all learners and specifically between learners who share relevant protected characteristics and those who don't; and
- Foster good relations – generally for all learners and specifically between learners who share relevant protected characteristics and those who don't.

Our Vision

At the heart of our vision is our school motto, ***'Every Child will Succeed'*** ensuring that every child is given the right support in order to be successful.

We want our learners to become ***MACS Learners - Motivated, Aspirational, Conscientious Students***, acquiring the skills and qualities to be:-

- Ambitious, capable learners who are ready to learn throughout their lives
- Enterprising, creative contributors who are ready to play a full part in life and work
- Ethical, informed citizens who are ready to be citizens of Wales and the world
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

This vision drives and motivates us as a school community and directs our policies and practice at school.

Our commitment to every learner's wellbeing and success is supported by our Positive Relationships Policy which encapsulates high expectations for positive behaviour for learning to:-

- ensure that each child's contribution is valued and every potential is reached
- ensure the safety of the whole school community
- develop and celebrate a culture of respect, tolerance and collaboration across our local and wider communities

Within this policy and within our everyday practice at school are the standard operating procedures and expectations of all ***'The MACS Way'***, which make explicit how we do things at MACS.

Our 3 over-arching values of ***"Ready, Respectful and Safe"*** provide the school community with clear guidance and direction. ***'The MACS Way'*** makes our routines, rules and expectations explicit and these 3 values are easily understood by all members of the school community; learners, staff, parents and Governors.



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The Governing Body's Statement on Behaviour

The school's Governing Body publishes a statement of general principles on behaviour and that are taken into account when drawing up and implementing the school's Behaviour Policy. While the Head Teacher retains responsibility for the Behaviour Policy and its operational implementation, the purpose of this statement is to ensure that the policy reflects the shared aspirations and beliefs of Governors, staff, parents/carers and learners, as well as taking account of law and guidance (including that published – and updated from time to time - by Welsh Government and Rhondda Cynon Taf County Borough Council) on behaviour matters.

The statement that follows is silent on matters including exclusions, screening and searching learners, contact with the police, dealing with malicious allegations against staff, use of reasonable force and application of the policy beyond the school gates. These are instead covered in detail, and to the satisfaction of Governors, within the policy. In other regards, the Governing Body states as follows:

The Governing Body expects high standards of positive behaviour from all adults and learners at Mountain Ash Comprehensive School. It expects all adults to consistently role model positive behaviours and for learners to be supported to do the same on the basis that this delivers the most effective and safest environment for quality teaching and learning.

Support at school, as outlined in the policy, will give learners the tools they need to develop self-regulation of their own behaviour moving forward (i.e. to make the right choices for themselves), which is critical not only for lifelong learning but also for their lifelong wellbeing.

Adults, including parents/carers and other visitors to school, as well as learners, are expected to be kind, considerate, constructive, respectful, inclusive and well-mannered in all their interactions.

Praise and recognition for success, effort and other positive behaviour is a priority at Mountain Ash Comprehensive School, as is clarity and consistency about school rules, values and expectations. Learners are also supported to learn about the behaviour choices available to them, with a structured and consistently applied framework of interventions for any anti-social behaviour.

Teaching staff are enabled to deliver a stimulating curriculum in which learners can positively engage with their learning. Learners are encouraged to focus and try hard in all they do, as well as to take pride in their own and others' achievements and in their school environment. They are expected to develop an understanding of personal responsibility, respect, citizenship, and of right and wrong; honesty, integrity and a growing understanding of their own and others' contribution as part of wider society. This is supported and encouraged consistently throughout school.



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Parents/carers are enabled to support school and their child(ren) through a shared understanding of the Behaviour Policy and its aims. They are supported to do that by having access to suitably detailed guidance and clearly defined expectations as well as by other partnership arrangements, such as Home/School Agreements, workshops, training opportunities and reasonable access to staff.

Mountain Ash is an inclusive school and its community should be free from unfair discrimination of any sort. A clear and comprehensive Anti-Bullying policy will give confidence that measures are routinely in place to identify and prevent bullying and that any allegations will be taken seriously so that incidents can be addressed promptly and firmly to reduce the risk of harm and repetition. Measures to protect learners from unfair discrimination as a result of gender, race, ability, sexual orientation or background will also be clearly set out, and as with bullying, these will be regularly monitored for their effective implementation.

Monitoring of the effectiveness of the Behaviour and Anti-Bullying policies will be a matter for SLT consideration at least every term and more regularly if/as required and findings will be shared with Governors for discussion as a routine part of the Head Teacher's termly report.

Policy Aims - What does 'effective' look like?

We believe that the policy is working well and that its aims are being met when:

- Parents/carers, staff and learners are positive about behaviour and safety;
- learners' positive behaviour is what we see in a 'normal' school day;
- High levels of progress are achieved as a result of learners' positive behaviour;
- learners demonstrate that they understand and accept that choices have consequences
- learners' attitudes to learning are exemplary;
- learners and staff are aware of the different forms of bullying, including cyber bullying and prejudice-based bullying, and how to respond to it;
- learners and staff feel safe at school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including e-safety.

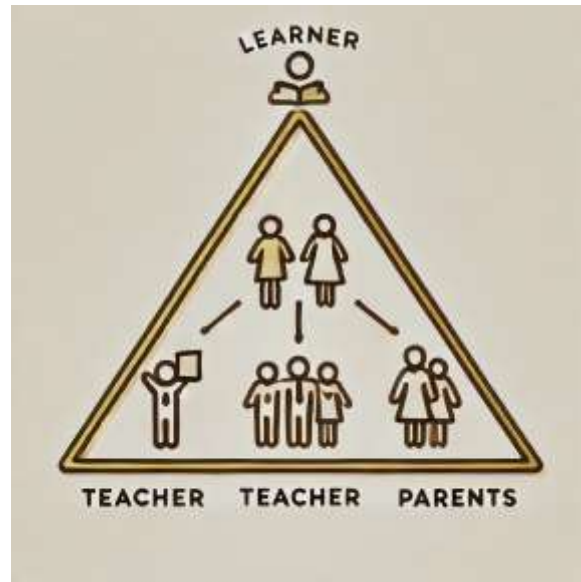


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Roles and responsibilities

Working together is critical to best support our learners, as the Golden Triangle diagram below exemplifies



Learners, teachers and parents each have a key part to play. To be most effective:-

- **Learners** will need to feel positive about school, demonstrate positive behaviour for learning, commit themselves to working hard and assume responsibility for their own actions and education.
- **Teachers** will need to support learners by making lessons rewarding, interesting, and inspiring and promoting positive behaviour for learning
- **Parents** will need to encourage their children to be open and receptive to education and support them, as they mature, to take responsibility for their learning and their actions.



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Governors' Responsibilities

It is the responsibility of the Governing Body to:-

- Publish and keep under review a Statement on Behaviour (see p2) for Mountain Ash Comprehensive School;
- Assist the school in achieving its policy objectives, most specifically where individual governors:
 - Provide a positive role model for behaviours
 - Celebrate learners' and the school's successes; and
 - Support responses as requested.
- Ensure that the school has appropriate arrangements for dealing with Exclusions in accordance with the law and relevant guidance, including establishing a Pupil Discipline Committee (PDC) with a minimum of three members who have received the required training to fulfil their statutory role in relation to exclusions (see p15);
- Ensure appropriate procedures for dealing with bullying and complaints about bullying (see separate Anti-Bullying Policy)
- Evaluate the impact of this Positive Relationships Policy by:
 - ❖ Establishing a Link Governor(s) to monitor the policy :
our link Governor is Gareth Newton
 - ❖ Receiving information (as part of the Head Teacher's routine report to the Governing Body) on behaviour in school, including:
 - The number of incidents of significant anti-social behaviour recorded (see Table 1b) with detail such as the number of children involved in each incident and a breakdown of type including specific information about the basis for/focus for all incidents concerning discrimination and bullying;
 - The number and duration (including cumulative duration if the same child has been excluded already in a term) of any exclusions;



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Head Teacher's Responsibilities

It is the responsibility of the Head Teacher to lead behaviour management, generally by modelling the behaviour that she wishes to see in her staff, and also to:-

- Ensure that this policy is available to and understood by staff, volunteers, visitors (where appropriate), parents/carers and learners, including on the website, discussed as part of 'welcome to your class', and on visible displays throughout school;
- Ensure the consistent and reasonable implementation of this policy throughout the school;
- Ensure that staff receive appropriate training and support to manage behaviour;
- Ensure the application of statutory guidelines that relate to pupil discipline;
- Promote the health, safety and wellbeing of all staff and children at this school;
- Report the effectiveness of this policy to the Governing Body;
- Retain records relating to all significant anti-social behaviour (see Table 1b);
- Manage the process to issue fixed term exclusions and/or permanent exclusions to individual children (only once all other procedures have been followed and always in accordance with the law and statutory guidance).

All Staff's Responsibilities

It is the responsibility of **all** staff to model positive behaviour, and to support the Head Teacher by consistently responding to behaviour according to the approach established in this policy.

It is also the responsibility of **all** staff to respond reasonably in the circumstances of each individual incident and to consider whether any behaviour they observe gives cause to suspect that a child is suffering or likely to suffer significant harm or is at risk of radicalisation. Where there is a concern, staff **must** follow the steps set out in the school's Safeguarding and Child Protection policies.



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Parents'/Carers' Responsibilities

As for all adults in school, parents/carers are expected to model positive behaviour, treating other adults and children at school with respect and consideration at all times. In addition, we expect our parents/carers to:-

- Support the pledges in the Home School Agreement, including by discussing these at home before signing them, so that children understand what they and their parents/carers are agreeing to, and to help children develop a clear sense of home/school partnership;
- Support our Positive Relationships Policy, by taking account of the approaches used in school so that children receive a consistent response (also see Annex B);
- Offer information to staff about anything that may impact on a child's education or behaviour at any time (e.g. a parent working away from home, parents separating, a change of carer, loss of a pet, a death or illness in the family) so that staff are aware and so that joint workable support strategies can be developed;
- Actively support homework completion and punctual attendance at school to reinforce the positive messages about these behaviours and the value of them for improved educational outcomes.
- Raise any issues or concerns with staff first and do nothing that could harm the reputation of a pupil, parent/carers, member of staff or the school itself.

Learners

All learners will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy. Their responsibilities are to:-

- Make appropriate choices with regards their behaviour
- Adhere to the school behaviour policy
- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Follow the instructions of school staff
- Take care of the school environment
- Cooperate with other learners and adults
- Complete work, homework and any coursework to the best of their ability
- Wear uniform correctly at all times during the school day.
- Attend school and arrive on time.
- Take responsibility for their choices and resulting praise or sanctions



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Everyone's Rights

All members of our school community, as well as visitors to Mountain Ash Comprehensive School, have the ***right*** to:

- feel secure, safe and happy
- be treated with kindness and understanding
- be treated fairly and consistently without discrimination and with equality of opportunity
- be listened to (at an appropriate time)

Pastoral Team

At MACS we pride ourselves on the high levels of pastoral care, support and guidance we provide for our learners and families. Learners are placed into form groups of approximately 28 learners.

We have three Heads of School that lead on pastoral support, care and guidance:-

- Head of Lower School (Years 7 and 8) - Mrs J Grashoff
- Head of Middle School (Years 9 and 10) - Mr P Barry
- Head of Upper School (Years 11, 12 and 13) - Miss S Richards

Our Heads of School are supported by a very effective pastoral team:-

- Pastoral Support Officer - Mr G Turner
- Pastoral Officer - Mrs P Evans
- Pastoral Officer - Mrs M Courtney

Learners are supported and encouraged to make the right choices but when behaviours are demonstrated that are below our expectations class teachers, department teams and ultimately the pastoral support team will work with learners and families to address the shortcomings and plan for improvements in learner behaviour

Anti-Bullying

Our clear and detailed response to bullying and our Anti-Bullying policy is covered in another policy. Please see Anti-Bullying Policy.

Attitude to Learning

To help us achieve our aims we have agreed a set of expectations that are set out in the Attitude to Learning framework. This framework forms part of our Behaviour Policy and learners are expected to work towards these at all times. The Attitude to Learning framework is included within this document (Appendix 1) and will be displayed around the school, in teaching rooms, break out spaces and corridors.



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Graduated Response

The school has a very clear graduated response to consequences and sanctions. Where learner behaviour falls below the expectations set out in the Attitude to Learning framework learners will be issued with an appropriate sanction in line with the schools graduated response.

Staff Duty

To ensure all learners are safe from the moment they enter the school grounds to the time they leave staff are allocated key duty points at the following times;

- Morning from 8:15 – 9:05
- Break time 11:05 - 11:25
- Lunch time 13:25 - 14:00
- After School 14:50 – 15:10

Break Duty

During break teaching staff are allocated a 'zone' and will be at their designated zone for the duration of break time. In addition, the Senior Leadership Team (SLT) will support the supervision of learners in key designated areas.

Lunch Duty

During lunch teaching staff are allocated a 'zone' and will be at their designated zone for the duration of break time. In addition, the Senior Leadership Team (SLT) will support the supervision of learners in key designated areas.

After School

At the end of the day to ensure learners safely exit the building and access their designated bus, staff are available in the bus bays.

In all cases where a learner demonstrates behaviour that is below expectations it is essential that there is a discussion with the learner so they are able to fully understand why the behaviour demonstrated was unacceptable or inappropriate. It is important that any sanctions issued are fully explained to the learner.



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Consequences and Sanctions

There are a number of sanctions detailed below that are available to staff at MACS when a learner demonstrates behaviour that is below expectations. Further details of sanctions can be found in our Behaviour Blueprint (Appendix 2)

Negative Points

Negative behaviours are issued and recorded on class charts and negative points are issued. These are recorded on the class charts system against the learner and they are shared with the learner and parent/carer.

Detention

Various forms of detention are given when a learner has carried out an action that disrupts the learning of others. They have been given the opportunity by the teacher to change/conform but choose to disregard the class-teacher's request(s). All Tutors/Class-Teachers/Faculties/HoS/SLT are able to detain learners either at break, lunch or after-school. All detained learners will be informed verbally about the detention, its time, location and duration.

For after school detentions parents will be contacted, and informed of the detention.

Break/Lunchtime

If a learner is detained at break or lunchtime they will have the opportunity of going to the toilet and offered the opportunity to have food / drink.

After-School Detention

After school detention will be carried out between 3:00 pm to 4.00 pm, Tuesday to Thursday. If the detention falls on a Friday due to transport restrictions the detention will run between 2:50pm and a time when the senior staff are available to transport the learner home. For after school detentions parents will be contacted, and informed of the detention.

Restorative Approaches

At certain times and for certain incidents it may be more appropriate for the incident to be dealt with via a restorative approach. MACS has a number of staff who are trained to undertake restorative approaches. This type of approach is suitable when there has been conflict and the process focuses on repairing the harm that has been done.

Attitude to Learning Tracking

Attitude to Learning Trackers are used to help learners achieve set targets that are agreed by the learner, staff and maybe parents/carers. ATL Trackers Cards are issued for a set period of time and monitored to see if there is an improvement in behaviour, participation, engagement etc.

For the card to have an effective and positive outcome, the respective teacher will:-

- Regularly monitor the card.
- Take time to discuss with the learner the response of staff.
- Where possible ensure that parents/carers are informed of the process.



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Code 4 - Emergency on Call

The Code-4 system is to support staff when an emergency occurs in and around the learning environment. These situations may vary from teacher to teacher; from environment to environment and from incident to incident, however the nature of the incident should be “where there is a risk to the health and safety of the learner or staff”. The Senior Leadership Team, supported by the pastoral team will carry out Code 4’s on a rota basis. When an incident occurs where there is a risk to the health and safety of learners or staff which requires immediate action, staff will press the Code 4 button on ClassCharts. The member of staff on-call will be contacted and asked to attend the designated area. When the Code 4 member of staff has arrived at the designated area, he/she will assess the incident and act accordingly.

Calon MACS - Reset and Reflect

When the class-teacher has exhausted the classroom and/or faculty policy guidelines and procedures for inappropriate and unacceptable behaviour, they will contact the Code 4 team (senior staff and pastoral team) for assistance. On assessing the situation, where learners fail to cooperate with the faculty processes, learners can be escorted to the Rest and Reflect room. In the Reset and Reflect room, learners will be supervised for the duration of that lesson in silence, carrying out the work supplied by the appropriate class teacher or department. At the end of the session, if appropriate the learner will be allowed to return to their timetabled lessons.

Internal Exclusion

The procedures for Internal and External Exclusion are very similar. Both involve a fixed term exclusion, yet one is completed at school and the other at home. When an incident occurs that warrants an internal exclusion the following will occur:-

- Staff will investigate the incident.
- Staff will gather relevant learner witness accounts of the incident and any other appropriate/necessary information such as CCTV footage.
- An appropriate sanction will be issued that is appropriate.
- When the sanction has been determined staff will contact home, explain the incident and sanction. Details will be provided of the number of days etc
- Staff dealing with the incident will complete the appropriate internal exclusion-recording sheet.
- When the learner arrives at school, they will report to the Internal Inclusion room. The learner will be supervised by staff on a rota. The learner will have an isolated break and lunch at a different time to the rest of the school. They will have access to the toilet, water and food as required for the duration of the sanction. Once the sanction has been completed learners will return to their timetabled lessons.

External Exclusion/Fixed Term Exclusion

The Head teacher may decide after reviewing and discussing all of the evidence regarding a behaviour incident that a fixed term exclusion is necessary for a learner.



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Fixed Term Exclusion requires the child to remain at home and they will not be permitted to enter the school building for the duration of the exclusion. Work will be provided for the child to complete at home.

Following a fixed term exclusion there will be a readmission meeting at the school. The readmission meeting will be arranged at a time convenient to both parents and staff at the school. In some circumstances it may be necessary to complete the readmission meeting via telephone or at home. The readmission meeting will be held with the Assistant Headteacher, the parent/carer and the learner. It may be appropriate to invite any external agencies and or the police liaison officer.

Governors Disciplinary Panel

When a learner has incurred a total of 15 days or more fixed term exclusions in a term then a 'Governors Disciplinary Panel' will be initiated. The panel will discuss with the parent/carer the exclusions, behaviour demonstrated and together agree an appropriate course of action. The Governors disciplinary panel will consist;

- Governors
- Headteacher
- Assistant Headteacher or SLT
- Pastoral Leader Parent / Carer
- Learner
- Other relevant agencies as appropriate

Permanent Exclusion

The Head-teacher may decide after reviewing and discussing all possibilities, that permanent exclusion is necessary for a learner. This may include, but is not limited to, the following:

- All other steps to encourage the learner to obey the school rules have failed.
- Allowing the learner to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a learner or member of staff
- Sexual misconduct.
- Supply of an illegal drug, or the severe misuse of an illegal drug.
- Carrying an offensive weapon.

Exclusions are issued in line with the Welsh Government, Exclusions for Schools and Pupil Referral Units Guidance document no: 255/2019.

Safe and effective intervention - Physical restraint

There may be times when staff, in the course of their school duties, have to intervene physically in order to restrain learners and prevent them from coming to harm.



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Section 93 of the Education and Inspections Act 2006 states;
All school staff members have a legal power to use reasonable force to:-

- prevent pupils committing a criminal offence;
- injuring themselves or others, or damaging property;
- and to maintain good order and discipline amongst pupils.

The school uses the Team Teach strategy is used; some members of the senior leadership/; pastoral team have been Team Teach trained by members of the Local Authority, Communications & Relationship Team. Team Teach is a training programme which supports staff to have the confidence and strategies needed to de-escalate situations and reduce the need for any physical intervention. Any physical intervention used will always be the minimum necessary to resolve the situation. The staff involved in any such incident will report the incident to the HT and a written record kept.

Screening and searching of learners for weapons

It is a criminal offence to have a knife or offensive weapon on school premises. It is a defence to be carrying one for an educational or other lawful purpose.

The Welsh Government, as part of its measures to reduce violent crime and to maintain safety in schools, has introduced a power, contained in Section 45 of the Violent Crime Reduction Act 2006 which allows schools in Wales to be able to screen any learner for a knife or other weapon, and search learners suspected of carrying a weapon.

If staff are concerned or alerted that a learner is carrying a knife or other weapon then they will report the matter to the Senior Leadership Team. Members of the SLT will take appropriate action and search the learner reported to be carrying a knife or other weapon. If the learner refuses to cooperate then the police will be called and parents/carers contacted to attend the school. If the situation requires the use of the invacuation procedure this will be initiated.



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Additional Supportive Measures / Alternatives to Exclusion

Targeted Support Plan (TSP)

Targeted Support Plans consist of recommendations and strategies for learners who consistently have difficulty in following whole school rules, or who display challenging or concerning behaviours. Unlike school rules, TSPs are made specifically for individual learners. Staff develop a plan to support the learner. These plans consist of identifying any possible causes or triggers of the behaviours of concern and addressing these where possible. The plan identifies alternatives to the behaviour of concern (for example providing a child who displays outbursts of anger with a time-out pass or a safe space when they feel themselves becoming angry)

Pastoral Support Plan (PSP)

Pastoral Support plans are similar to TSPs but these are often more detailed and have the input of specialist services, additional support or external agencies. These plans also consist of recommendations and strategies for learners who consistently have difficulty in following whole school rules, or who display challenging or concerning behaviours.

Risk Assessment (RA)

RA - Risk Assessment A risk assessment for a learner is a document written by professionals that identifies potential hazards and how to manage these. It provides a plan to identify the potential risks, details the strategies required to help reduce the risk and details who is responsible for the risk management actions. Learners who pose a risk to themselves or others will be required to have a risk assessment. If when completing the risk assessment it becomes apparent that the school is unable to manage or reasonably reduce the risk of harm to the learner or others additional support will be sought from external agencies



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Further Information Regarding Specific Expectations/Behaviours

Truancy and Absconding from School

All incidents of truancy internally, externally or absconding from school pose a health and safety risk to the learner and other learners. Learners who truant lessons in school will be subject to a lunch time detention. Learners who frequently truant lessons in school or who truant outside of school will be subject to further sanctions and a risk assessment will be put in place to safeguard the learner and other learners. The same will apply to learners who frequently abscond from the premises. In extreme cases where the risk assessment is unable to safeguard the learner, a referral to external agencies for additional support and possible alternative provision will be sought. See also the school attendance policy.

Mobile Phone

At Mountain Ash Comprehensive School, we recognize the role that mobile phones play in our students' lives. While we allow phones on site, it is essential to maintain a focused and respectful learning environment. Therefore, students are required to keep their mobile phones securely stored in their bags during school hours.

Any phone seen outside of a bag will be confiscated and taken to reception. Students may collect their phones at the end of the school day.

If a student refuses to hand over their mobile phone when requested, further sanctions will be imposed. This may include a meeting with school leadership, additional disciplinary actions, and parental contact.

The purpose of this policy is to ensure that our learning environment remains focused and free from distractions. Mobile phones can disrupt the educational process, interfere with social interactions, and impact students' ability to engage fully in classroom activities. By requiring students to keep their phones stored away, we aim to:

- **Promote Engagement:** Students can participate more fully in lessons without the temptation of mobile phone use.
- **Encourage Responsibility:** By managing their phone use, students learn to balance their personal device usage with their academic responsibilities.
- **Enhance Safety and Well-being:** A phone-free environment helps reduce incidents of cyberbullying and social anxiety related to social media pressures during school hours.



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Uniform and Dress Code*

We expect all learners to wear the uniform correctly throughout the school day. We believe that a smart uniform is very important; it demonstrates the pride that learners take in our school and signals their belonging and commitment to our learning community. On entry to school all learners will be greeted by senior staff and pastoral staff and on entry all learners are subject to a uniform check. Details of this can be found in the appendices. Parents/carers will be contacted immediately if a learner is inappropriately dressed to establish the reasons for the uniform issue.

If learners persistently choose not to wear the correct uniform in school and refuse to address the uniform issue then we will contact home and learners will be placed into Internal Exclusion until the matter can be resolved. The school provides a range of support for uniform and financial assistance. Please ask to speak to our Family Engagement Officer, Mrs B Jones, for further information.

Jewellery

For Health and Safety reasons we only allow learners to wear one pair of studded earrings in the lower lobes – one stud in each ear lobe. Hooped earrings, stretchers and flesh tunnels are not allowed. Although the school appreciates, there may be a need for certain learners to wear plugs, these will need to be clear plastic. No facial or body jewellery is allowed (nose, tongue, lip, eyebrow, belly button etc). The school will not be responsible for any injury caused by a body piercing. All jewellery brought into school is at the learners' own risk.

Clear plastic retainer piercings are acceptable and learners are encouraged to wear these instead of the piercing if they need to. These can be provided by the school if necessary. In extreme circumstances where the learner refuses to remove unacceptable jewellery the learner will be placed in Internal Exclusion and contact will be made with learner's parents/carers to resolve the matter.

Hair and Make-Up

Hair should be a natural colour. Hairstyles must not be extreme. The school will decide what is extreme and if you are in any doubt about your child's hairstyle, please check with the school. Head-bands and hair bobbles should be of a dark colour and not excessive. Shaved designs in hair or shaved eyebrows are not permitted. In extreme circumstances the learner will be placed in Internal Exclusion and a meeting will be made with learner's parents/carers to discuss the matter.

Make-up is only allowed if it is very subtle and is applied minimally. The school reserves the right to make that judgement and we will ask learners to remove excess makeup. In extreme circumstances or refusal to comply the learner will be placed in Internal Exclusion and contact will be made with learner's parents/carers to resolve the matter.

*our policy is compliant with the Equality Act (2010) and WG Uniform Guidance (2023). The school will apply a flexible approach, working with and aiming to support families and learners where aspects of uniform/ hairstyles are different due to race, religion, culture or gender.



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Smoking

MACS and RCT does not allow the smoking of any nicotine substances on their premises. If any learner is caught smoking, including an electronic vapourised e-cigarette, on or near the school premises in uniform during the allocated school times the following will occur:-

- The nicotine substance or VAPE will be confiscated.
- Parents/carers will be contacted.
- The items can be collected if requested, providing they are over 18.
- The learner will be given a sanction
- The school's police liaison officer will speak with the learner, highlighting the consequences of their actions.
- The learner may be referred to the school nurse for help and support with quitting smoking.

Substance / Alcohol Misuse

The use of drugs / alcohol can adversely affect the performance of individuals and consequently have an impact on health and safety. A drug or alcohol related situation is one where there is suspicion, disclosure or observation of the use of unauthorised drugs or the discovery of unauthorised drugs. We do not allow anyone to be under the influence, in possession of or distributing alcohol / illegal drugs on the premises in accordance with the Misuse of Drugs Act 1971. Any suspected illegal drugs found, or confiscated, on premises will be disposed of appropriately. The designated senior member of staff for drug related situations is the Headteacher or Assistant Headteacher.

If an incident of alcohol / drug related misuse occurs the school will carry out the following:-

- Initial response and investigation
- Inform a senior colleague – who will guide the investigation, ensure written record is made and make a decision about any disposal
- Consider responses, including whether to contact police – including possible disposal and undertaking a search
- Contact parents / carers
- Consider contacting chair of governors, LA and other support services
- Consider sanctions / support needs of the learner(s) involved

However there are, we believe, different scenarios where drug related incidents are used and therefore each requires different procedures.

Under the Influence

- Learner will be searched for any illegal substances
- Possible involvement of the Police / Police Liaison Officer
- Contact with the parents/carers and arrangements made to collect the learner from school
- Consider medical support for the learner



Positive Relationships Policy



- Fixed term Exclusion
- Re-admission meeting with the Assistant Headteacher
- Incident recorded
- Possible referral to partner agencies for drug/alcohol support

In Possession

- Learner will be searched for any illegal substances
- Contact with the parents/carers and arrangements made to collect the learner from school
- Internal Exclusion / Fixed term exclusion. Depending on severity of incident
- Re-admission meeting with Assistant Headteacher
- Involvement of the Police Liaison Officer
- Possible referral to partner agencies for drug/alcohol support
- Incident recorded

Distributing / Dealing Illegal Substances

- Learner will be searched for any illegal substances
- Contact with the parents/carers and arrangements made to collect the learner from school
- Permanent Exclusion
- Discussion with the Police Liaison Officer
- Possible referral to partner agencies for drug/alcohol support
- Incident recorded
- Governors learner Disciplinary Panel meeting


These incidents will be dealt with in line with the RCT/School Substance Misuse Policy



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Appendix 1 - Attitude to Learning

<div>  <h1>The MACS Way - Attitude to Learning</h1> </div>					
1 Excellent	2 Good	3 Meeting Expectations	4 Below Expectations	5 Cause for Concern	
Ready: <ul style="list-style-type: none"> Outstanding attendance and punctuality Always brings correct equipment Always gives 100% effort to tasks and perseveres when challenged Always completes homework on time Always acts on feedback to improve Always participates well. Contributes to school life and activities. 	Ready: <ul style="list-style-type: none"> Regularly attends lessons and is on time Nearly always brings correct equipment Attempts all tasks and perseveres. Nearly always completes homework on time Regularly acts on feedback to improve work Nearly always participates well Contributes to school life and activities 	Ready: <ul style="list-style-type: none"> Attends lessons and is almost always on time Usually brings correct equipment. Usually attempts all tasks to best of ability Usually completes homework on time Acts on feedback to improve work Attempts to participate/engage 	Ready: <ul style="list-style-type: none"> Often late for lessons or absent Occasionally brings correct equipment Needs frequent prompting to attempt tasks and persevere with challenging work Acts on feedback sometimes Does not always work to best of ability 	Ready: <ul style="list-style-type: none"> Regularly late for lessons or absent Fails to bring correct equipment Rarely attempts tasks and gives up easily Does not attempt to improve work Lack of effort hinders progress 	
Respectful: <ul style="list-style-type: none"> Always shows kindness to others Always listens to others Always polite and shows manners Always helps to pack up equipment 	Respectful: <ul style="list-style-type: none"> Shows kindness to others Listens to others Demonstrates politeness and manners Offers to help monitor classroom 	Respectful: <ul style="list-style-type: none"> Shows kindness to others Listens to others Demonstrates politeness and manners Packs own equipment away 	Respectful: <ul style="list-style-type: none"> Distracts other learners Causes low level disruption Interrupts others/doesn't listen Needs prompting to pack equipment away 	Respectful: <ul style="list-style-type: none"> Frequently distracts others Has to be removed from class Rude to staff or peers Rarely packs equipment away 	
Safe: <ul style="list-style-type: none"> Leads others to promote a calm environment Always follows instructions immediately 	Safe: <ul style="list-style-type: none"> Promotes a calm environment Follows instructions immediately 	Safe: <ul style="list-style-type: none"> Contributes to a calm environment Enters and exits classroom safely Follows instructions 	Safe: <ul style="list-style-type: none"> Sometimes disrupts calm environment Needs prompting to follow instructions 	Safe: <ul style="list-style-type: none"> Frequently disrupts calm environment Fails to follow instructions 	
Reward: Public Praise in Class → ClassCharts Points → Positive Phone Call Home → Positive Postcard → MACS Awards Nomination → Trip priority					
Consequences: Follow MACS Behaviour Blueprint → The MACS Way Reminder → Private Conversation → Move Seats → Zoning → Detention → ATL Tracker → Code 4					
<h1>Motivated Aspirational Conscientious Students</h1>					



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Appendix 2 - Behaviour Blueprint

Examples	Behaviour Code	Actions
Low level - Off task - Silly behaviour - Interrupting - Failure to complete work.	The MACS Way reminder	1. Silent non-verbal cue eg. raise hand, eye contact, pause, positioning in classroom. 2. Positive group correction eg. 'I need to see everyone writing', 'we're tracking and waiting for everyone...' 'check you're tracking me'. 3. Anonymous individual correction eg. 'we're just waiting on one more person to look this way', 'I can see most pens moving now...just need to see a couple more...' 4. Named correction '_____ I need to see you working as hard as the row behind', _____ I can't wait to hear your answer for this task' Allow time for learner to choose to modify their behaviour. Acknowledge a positive choice if made.
Low to medium level - Further deterioration of behaviour - Continued refusal to follow staff instructions	Private conversation	1. Positive Individual Praise Approach learner privately for conversation about expectations. Quietly tell them what you need them to be doing and why or ask learner to step outside the classroom briefly for a conversation. Allow time for learner to choose to modify their behaviour. Acknowledge a positive choice if made.
	Move Seats	2. Move seats Ask learners to sit in a different location within the classroom. Record on ClassCharts at the end of the lesson if you have asked them to move. If this continues over a series of lessons, place the learner on ATL Tracker and log this on the ATL spreadsheet . Class teacher to phone home to detail reasons why ATL Tracker is in place.
Medium level -No improvement of behaviour despite 3 opportunities given.	Zoning Recorded on CC	1. Zone with a colleague and notify DoL/LoL/Deputy 2. Seek support from DoL/LoL/Deputy (where appropriate) if the learner is refusing to be zoned. Class Teacher Detention (break or lunch) held by class teacher to discuss incident and next steps (eg. Restorative conversation, effort report) Record on ClassCharts.
High level -Refusal to be zoned or disruption to lesson in which learner has been zoned. -Unsafe behaviour or serious one-off incident.	Code 4 Recorded on CC	If the incident cannot be deescalated using the previous strategies, or if there is a serious incident, press the 'Code 4' button on ClassCharts to alert staff on patrol. Staff on patrol to attempt to reintegrate/zone if appropriate to minimise disruption to learning. If unable to reintegrate/zone, patrol staff to escort learners to inclusion. Learners logged on the inclusion register and Pastoral Lunch Time Detention issued. Restorative conversation should be conducted before the next lesson. Inclusion register to monitor this.



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Appendix 3 - Behaviour Blueprint - Pupil Friendly



The MACS Way - Behaviour Blueprint

Excellent ATL				
MACS Award	Praise postcard	Positive phone call	ClassCharts points	Reward trip
Good ATL				
MACS Award	Praise postcard	Positive phone call	ClassCharts points	
Not Meeting Expectations (Low level disruption)	Zoning (Failure to modify in-class behaviour)		Code 4 (Unsafe or aggressive behaviour, defiance).	
The MACS Way Reminder - modify your behaviour and make the right choices	Removal from lesson and placed in another classroom to continue work		Removal from lesson and taken to inclusion	
Verbal Warning - modify our behaviour and make the right choices	Break/lunchtime detention scheduled by your teacher. (failure to attend this will result in a whole-school detention)		Phone call home	
Move Seats - negative points on ClassCharts	Phone call home		Restorative conversation	

Continuous failure to meet expectations in particular subjects will result in being placed on a faculty ATL tracker.

Motivated Aspirational Conscientious Students



Positive Relationships Policy



Appendix 4 - Targeted Support Plan

Targeted Support Plan

Pupil Name:			
Year / Form		DOB	
Date of Meeting People Present		Date of Review	

Attendance since September Last 6 Weeks – Baseline Analysis Class charts.			
Attendance:		Truancy	
Positives		Negatives	

What is going well? (Staff, pupil and parents, external agencies)
•
•
•

What are our concerns? (Staff, pupil and parents, external agencies)
•
•
•

Target Behaviour	Outcome Desired	Support / Intervention	Person Responsible	Progress



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Appendix 5 - Pastoral Support Plan

Pupil Name:	Date of Birth:
Year group:	Mainstream / ALN / Nurture / Alt C:
Parent / Guardian Name:	Relationship to Child:
Address & telephone number:	

Outside agencies:

Learner Support Services (Speech & Language with ASD, Complex Needs, Behaviour Support, Physical, Medical and Sensory Team)	Educational Psychologist
Children's Services / Resilient Families	Other e.g. YOS / YEPS

Exclusions:	Number of days	Reasons
Year 7		
Year 8		
Year 9		
Year 10		
Year 11		



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What are the current issues that concern staff?

What strategies have already been tried?

How would staff like things to change? 3 (max) targets:

Support offered at school to meet these targets

Names of all people present at the meeting (or on the phone call) including job title (if relevant)

Pupil comments

Parent / Guardian comments



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Staff comments / further actions

Reduced timetable information (if needed):

Date of meeting / phone call to agree these targets:

Notify staff (including LAM in attendance) reduced timetable starts:

Periods pupil will attend:

Week	Date	Lessons	Arrive/Leave
1	04.03.24 – 08.03.24	4 & 5	12.25pm
2			
3			
4			
5			
6			

Date of review (max 6 weeks from the above date):

Signed:

Pupil	Parent / Guardian	Staff



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Appendix 6 - Graduated Response

Achievement System	All Staff	<ol style="list-style-type: none"> 1. Use Of ClassCharts to reward pupils for positive behaviour in lessons / out of lessons. 2. Weekly positive phone call / postcard. 3. Blue and Green MACS Award (Attendance, ATL and RTL). 4. Termly MACS awards.
<u>Universal Strategies</u>	Classroom Teacher	<ol style="list-style-type: none"> 1. The MACS Way reminder - Silent non-verbal cue, positive group correction and anonymous individual correction 2. Verbal reminder - Named correction 3. Private conversation / Move seats 4. Zoning (record on ClassCharts) 5. Code 4
Targeted Support	HoS	Targeted Support Plan (HoS and Pupil) <ol style="list-style-type: none"> 1. Entry - Attendance and behaviour 2. Identify up to 3 target with pupil 3. Identify interventions needed to support improvements 4. Monitor for 6 weeks using mid term review at 3 weeks 5. Exit - Attendance and behaviour
Intensive Support	HoS	PSP (HoS, Pupil and Parent) <ol style="list-style-type: none"> 1. Entry - Boxall profile, attendance and behaviour 2. Identify up to 3 target with pupil 3. Identify interventions needed to support improvements 4. Monitor for 6 weeks using mid term review at 3 weeks 5. Exit - Boxall profile, attendance and behaviour
ALP Support	ALNCO	Person Centred Planning (PCP) meeting (ALNCO, HoS, Outside Agency, Parent and Pupil) <ul style="list-style-type: none"> • If learner meets ALN criteria, continue to IDP • If learner does not meet ALN criteria, continue with Intensive Support Individual Development Plan (ALNCO, HoS, Outside Agency, Parent and Pupil) <ul style="list-style-type: none"> • Termly progress reviews • Alternative Curriculum, Nurture, EOTAS, Panel