

Porthcawl Comprehensive School

Positive Relationships and Positive Behaviour Policy



Approved by: Full Governing Body

Date: 2nd March 2026



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1. Rationale and Aims

The development of a disciplined, productive environment within the school is essential if we are to have high standards of achievement and to develop our students to their full potential. Learning how to behave in an appropriate manner is part of growing up. Positive reinforcement of good behaviour is therefore an essential aspect of making clear our expectations to pupils.

This policy aims to:

- Allow all pupils to develop a sense of self discipline, self-respect and a sense of responsibility for their actions.
- Promote a positive attitude to learning, which enables pupils to realise their full potential in a safe environment free from disruption, violence, bullying and any form of harassment.
- Ensure that all pupils are treated equally and fairly with regard to both rewards and sanctions and encourage consistency of response to both positive and negative behaviour.
- Have clearly defined expectations that are linked to a system of rewards and sanctions.
- Ensure that all staff, pupils and parents are fully aware of the consequences of unacceptable behaviour by pupils.
- Provide consistent and effective support for staff and pupils
- Promote positive relationships between pupils, staff and parents/carers to encourage a shared, consistent approach.
- Ensure pupils adhere to the Local Authority Home-to-School Transport Code of Conduct.

Our Positive Relationships and Positive Behaviour Policy is based on the underlying principles of the United Nations Convention on the Rights of the Child, the most complete statement of children's rights ever produced.

This is in particular relation to the following articles:

- **Article 2 (Non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background;
- **Article 3 (Best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children;
- **Article 4 (Implementation of the Convention)** Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights;



- **Article 12 (Respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life;
- **Article 19 (Protection from violence, abuse and neglect)** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them;
- **Article 28 (Right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this;
- **Article 29 (Goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment;
- **Article 39 (Recovery from trauma and reintegration)** Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life;
- **Article 40 (Juvenile justice)** A child accused or guilty of breaking the law must be treated with dignity and respect.

2. Roles and Responsibilities

The Governing Body

- The governing body is responsible for reviewing and approving the written statement of behaviour principles.
- The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness. The governing body is responsible for monitoring this behaviour policy's effectiveness.

The Headteacher

- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with undesirable behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

All staff (both teaching and support) are responsible for:

- Implementing the behaviour policy consistently;



- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular students;
- Recording behaviour incidents; and
- Duty Officers and Senior Leadership Team will support staff in responding to behaviour incidents.

Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour; and
- Discuss any behavioural concerns with the Head of Year promptly.

Pupils

Pupils are expected to take responsibility for their own behaviour and show that they exhibit the characteristics of our core values of:

- Ready to Learn;
- The Porthcawl Pupil;
- Respectful to ourselves and others; and
- Safe in our environment.

Every opportunity will be made to reinforce these values with pupil's as well as the school's Positive Relationships and Positive Behaviour Policy, procedures and expectations. We encourage and support pupils so that they develop excellent relationships for learning; we expect them to use language that is positive and affirmative when engaging with staff and other pupils. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on the grounds of age, sex, race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, disability, religion or belief will not be tolerated.

All pupils are expected to prioritise their learning and understand the importance of respect and good manners. Good behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning.

Pupils must:

- Always work to the best of their ability;
- Strive to meet all homework and classwork deadlines.
- Arrive on time, properly prepared for learning;
- Follow teacher directions immediately and work to the best of their ability;
- Refrain from making unkind and inappropriate comments;
- Listen to the person who is meant to be talking ;
- Respect all ethnicities, genders, religions and sexuality;
- Take care of all materials, equipment and the learning environment.

Furthermore:

- Smoking and vaping are strictly forbidden in school and whilst travelling to and from school or at any time whilst wearing the uniform;



- Pupils are not allowed to chew gum;
- Pupils must not bring any items/materials or illegal substances to school that endanger their own safety or the well-being of other members of the school community;
- Pupils should not bring valuables to school;
- Mobile phones must be switched off and kept out of sight during the school day (unless instructed otherwise by a member of staff).
- No pupil has the right to infringe upon the personal lives of our staff. No member of staff should be photographed, filmed or recorded. No images should be shared of any member of our staff whilst in role during the school day or while outside in their personal lives.

3. Ready To Learn

- The Porthcawl Pupil is always **“Ready to Learn”**.
- The Porthcawl Pupil shows Respect to staff and peers.
- Staff at Porthcawl Comprehensive School believe in and commit to Powerful Routines.
- These are our daily habits and expectations. We make these explicit, and we return to them often:



- Arrive to school and all lessons on time.
- Line up outside of the classroom.
- Enter the classroom when your teacher tells you to do so.

- Sit in your allocated seat.
- Ensure you have the correct equipment. E.g. books, pens, pencils.
- Answer register clearly in Welsh.
- Work hard. Be respectful. Follow instructions the first time. Never give up.

- Wear uniform as stated in our School Uniform Policy.
- Remove jackets / coats upon arrival to lessons.
- Only wear PCS hooded tops to PE lessons.
- Not to wear Jewellery.

- Not be seen with a mobile phone – unless instructed by a member of staff.
- Expect to have phones confiscated if used without consent.
- Not to use Headphones / EarPods.
- Expect these items to be confiscated.

- Walk around the school site in an orderly manner.
- Only consume food and drink at break or lunchtime.
- Only drink water in lessons, but not in labs or ICT Suites.
- Have written consent from a member of staff to leave lessons.

- Treat all school buildings, designated break and lunchtime areas and equipment with respect.
- Queue if required and asked.
- Put all rubbish in the correct bin and place plates and cutlery in designated areas of the canteen.





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The 'Porthcawl Pupil' will...



<p>Punctuality</p> 	<ul style="list-style-type: none"> • Arrive to school and all lessons on time. • Line up outside of the classroom. • Enter the classroom when your teacher tells you to do so.
<p>In lesson</p> 	<ul style="list-style-type: none"> • Sit in your allocated seat. • Ensure you have the correct equipment. E.g. books, pens, pencils. • Answer register clearly in Welsh. • Work hard. Be respectful. Follow instructions first time. Never give up.
<p>Uniform</p> 	<ul style="list-style-type: none"> • Wear uniform as stated in our School Uniform Policy. • Remove jackets / coats upon arrival to lessons. • Only wear PCS hooded tops to PE lessons. • Not wear Jewellery.
<p>Mobile Phones & Headphones</p> 	<ul style="list-style-type: none"> • Not be seen with a mobile phone – unless instructed by a member of staff. • Expect to have phones confiscated if used without consent. • Not use Headphones / EarPods. • Expect these items to be confiscated.
<p>Movement around school</p> 	<ul style="list-style-type: none"> • Walk around the school site in an orderly manner. • Only consume food and drink at break or lunchtime. • Only drink water in lessons, but not in labs or ICT Suites. • Have written consent from a member of staff to leave lessons.
<p>School Buildings</p> 	<ul style="list-style-type: none"> • Treat all school buildings, designated break and lunchtime areas and equipment with respect. • Queue if required and asked. • Put all rubbish in the correct bin and place plates and cutlery in designated areas of the canteen.



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Our "Ready to Learn" expectations are clearly shared on our school website: ['Ready to Learn' - Porthcawl School](#).



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4. Rewarding Positive Behaviour

At Porthcawl Comprehensive School we believe that encouragement and praise is central to the promotion of high standards of behaviour. Whilst we will not tolerate poor behaviour, and will deal with it appropriately, we want to focus on what pupils are getting right; highlighting the good and reinforcing positive behaviour. Rewarding our pupils makes them feel valued, helps them become healthy and confident, being motivated to become ambitious and capable learners.

As a school ***we will reward regularly; consistently; and sincerely.***

- All staff are expected to praise and reward good behaviour, effort and kindness within lessons and across the school.
- Recognising pupils' achievements (inside and outside of school) should be done frequently through verbal praise in class, in assemblies, through the Porthcawl Post and the school's social media platforms.
- During lessons staff will identify and use the '**Ready to Learn**' button on Class Charts to award the pupils who have met all learning expectations.

Pupils can also be awarded positive points on class charts under one of the headings:

- Excellent learner
- Resilience
- Helping others / kindness
- Leadership and Teamwork
- Improvement

Wider Whole School Rewards can be awarded under the following headings:

- Community Contribution
- 100% weekly attendance
- Pupil of the Week

Recognition of positive behaviour can be further emphasised through the following:

- When a pupil gets more than 100 points in a month a praise message will be sent to parents/ carers congratulating the pupil.
- Positive phone call home from the form tutor/head of year.
- Postcards home/Headteacher letter.
- Porthcawl 'Pupil of the Week' Award.

Every week staff nominate pupils to be considered for the Porthcawl Pupil of the Week. Heads of Year select a pupil(s) from each year group, and they will receive a certificate and earn 5 positive points. This is shared on the school social media platforms for parents and the wider community to see.

- Pupils of the Week are invited to 'Hot Chocolate Friday' with the Headteacher.
- Termly celebration assemblies: attendance draws and positive points prizes, certificates.
- End of Year, whole school prize draw for positive points and attendance.



Awarding Rewards:

Within lessons teaching staff will identify and use the 'Ready to Learn' button to award the whole, or majority of the class who have done everything they should.			
Reward			Points Value
	Ready to Learn	Met all learning and organisational expectations regarding: <ul style="list-style-type: none"> • Meeting classroom expectations • Correct uniform • Brought correct equipment to lesson • Excellent standard of behaviour 	1
An additional 2-5 students can be awarded merits under one of the further headings.			
	Resilience	<ul style="list-style-type: none"> • Displayed an ambitious work ethic to make excellent progress and overcome any barriers to learning. • Happy to always work hard and achieve. 	2
	Helping others	<ul style="list-style-type: none"> • Acted with thoughtfulness, kindness and empathy towards others, increasing their happiness! 	2
	Leadership and Teamwork	<ul style="list-style-type: none"> • Excellent leadership of self and others demonstrating independence and entrepreneurial skills to become a positive role model to others. • Excellent participation when working with others. • Thoughtful interaction with others. 	2
	Improvement	<ul style="list-style-type: none"> • Improved attitude to learning, behaviour, attendance and punctuality; • Improved outcomes and capability in learning. 	2
Wider Whole School Rewards			
	Community contribution	<ul style="list-style-type: none"> • Participation in sporting, arts and charitable activities outside of the classroom. • Thoughtful contribution towards helping within the school or wider community. 	5
	Pupil of the week	<ul style="list-style-type: none"> • Awarded by HT for learners who have been identified by staff at PCS for embodying characteristics of the 'Porthcawl Pupil' and making an exceptional contribution to school life this week. 	5
	100% weekly attendance	<ul style="list-style-type: none"> • Form Tutor to award a merit point to pupils who achieved 100% attendance and punctuality for a week. 	1



5. Graduated Response to Behaviour

Pupils who do not adhere to the 'Ready to Learn' process will follow the school's Graduated Response to Behaviour: 'Ready-Warn-Move-Remove'.

Step 1 - Ready

- Staff will reward pupils for good punctuality, appearance, positive attitudes to learning and general readiness at the start of every lesson. Pupils should expect to receive at least 5 Ready to Learn points per day.

Step 2 - Warn

- Inappropriate behaviour throughout the lesson will result in a verbal warning. At this stage pupils are expected to adhere to the Ready to Learn process. Pupils are reminded that failure to improve behaviour will result in a change in the seating plan.

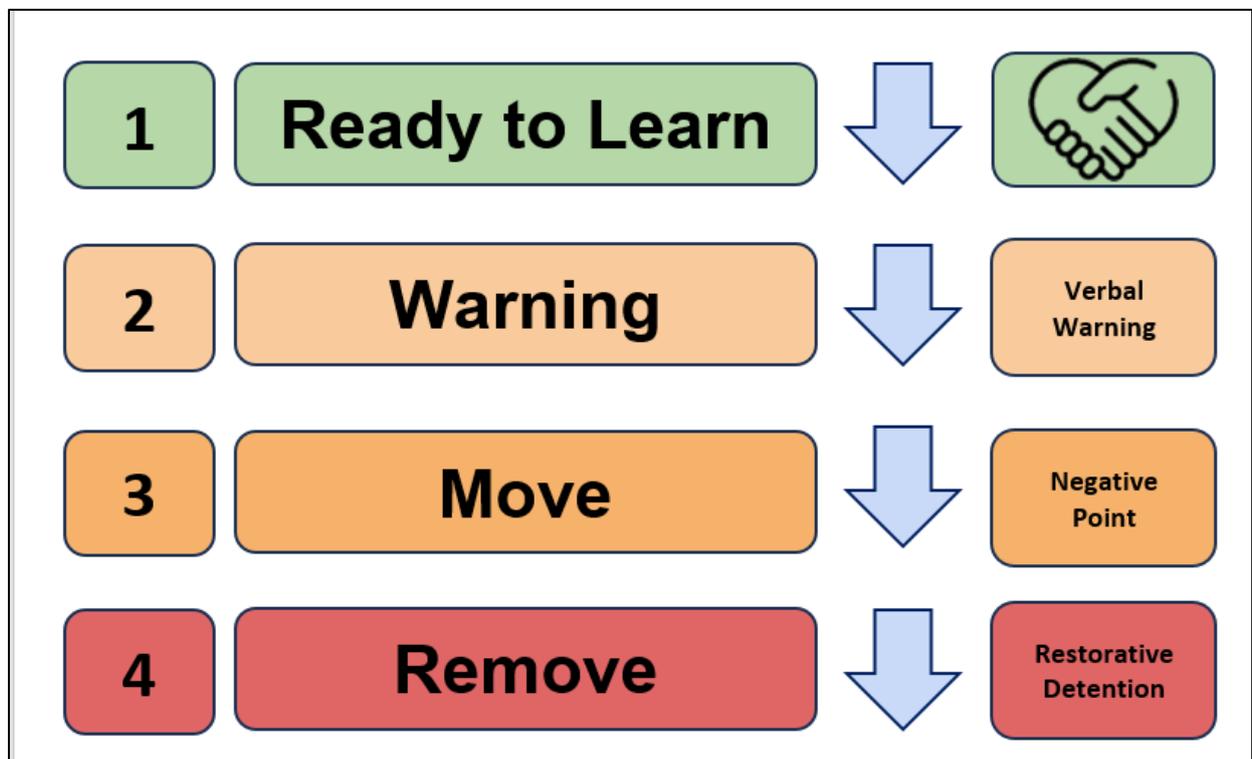
Step 3 - Move

- Further failure to improve classroom behaviour will then result in a change of the classroom seating plan. At this stage staff will issue a ClassCharts Negative that will log the specific behaviour and record the incident.

Step 4 - Remove

- Continued disruption and or a lack of improvement will result in removal of said pupil. Staff will place the pupil in a 'Partner Room' for the remainder of the lesson and a Class Teacher Restorative Detention will be issued on ClassCharts.





6. Restorative Detentions

Restorative detentions are part of our graduated response to behaviour concerns in lessons. A restorative detention will last for around 5-10 minutes and should be held at the end of a lesson, break, lunch time or end of the school day at a time which is agreed by the member of staff with the pupil.

As a classroom teacher, restorative detentions should be issued as part of the 'Ready, Warn, Move, Remove' approach. If it has been necessary to remove a pupil from a lesson due to their conduct, then a restorative detention is required. All restorative detentions must be logged on ClassCharts as well as the specific behaviour(s) which led to the detention being required.

The purposes of a 'Restorative Detention'

- A. Time for a pupil to reflect on their behaviour and the impact their behaviour has had on other people and the learning of the lesson.
- B. An opportunity for the relationship between the pupil and teacher to be repaired, supporting a 'fresh start' in the next lesson.
- C. Providing a sanction for the pupil where their conduct does not meet the expectations of the school.

What if the pupil doesn't attend or will not engage appropriately?

Where this occurs, the restorative detention should be referred to the Head of Department / Head of Faculty. In a Head of Department / Faculty detention, the class teacher will still attend, but the Head of Department / Head of Faculty will support in facilitating and leading the restorative dialogue and may also wish to add additional steps to support the situation such as a departmental report or phone call home. In turn, Heads of Year and Senior Leadership Team links to the faculty can be



referred to subsequently if the pupil is still refusing to engage with the restorative detention.

7. The role of the Duty Officer (DO)

Middle and Senior Leaders in school have 'Duty Officer' slots on their timetables as part of their teaching allocation hours. Every lesson of the school day has a Duty Officer allocated to it. **The primary role of a Duty Officer is to support a positive and safe learning environment around the school site and respond to critical incidents when they occur.**

Staff should contact the Duty Officer if:

- a. The behaviour of a student or group of students in your lesson presents an immediate risk to the safety of themselves or others.
- b. The behaviour of a student or group of students in your lesson means you are unable to continue teaching your lesson. Please note in this instance, it is expected that your HoD or HoF will have attempted to support the situation prior to the DO being called.
- c. A student or group of students has left the classroom without permission and their whereabouts are unknown.

Staff must ensure they are using DO calls appropriately, as misuse of the system can slow down response times for staff and students in genuine need. Low-level disruption and misbehaviour should be followed up through classroom and departmental level strategies as per the graduated response. Students not attending the start of a lesson but have been in previous lessons should be recorded via the ClassCharts 'unexplained absence' button.

If staff feel a situation meets the criteria of points a, b, or c above, the DO should be informed via the DO alert button on ClassCharts. This generates an immediate report to DO staff to make them aware of the location and the pupil concerned. The DO will then attend as soon as possible.

The Duty Officer will arrive and will speak to the member of staff to find out what has happened. The DO will then speak to the student(s) involved in the incident outside the classroom. From there, an assessment will be made by the DO and one of three pathways will be decided upon:

1. Following a brief restorative conversation with the member of staff, the student will return to the lesson with an agreed consequence (for example, a change in the seating plan or restorative detention).
2. The DO will move the student to a different classroom within the department for the remainder of the lesson, and any further consequences discussed and agreed with the classroom teacher (for example, a referral to the Head of Department/Faculty for subject report).
3. The DO will move the student to the pastoral office due to a significant event and further actions or investigations are necessary. Pupils may also be removed to this room if no suitable room is available within the department.

All DO calls must be recorded on ClassCharts by the classroom teacher.

In the event of actions 1 or 2 above (the student returns to class or is placed in a partner room), the



classroom teacher and/or Head of Department/Faculty has the responsibility to ensure that agreed consequences are enacted and followed up. The same is also true if a student is re-roomed due to a lack of suitable space within the department.

In the event of action 3 above (the student is taken to the pastoral office) the DO will supervise agreed follow-up steps are taken regarding a fixed-term exclusion, but these may still involve you as the classroom teacher (for example, by providing a written statement of what happened, or applying an agreed sanction such as a change of seating plan in future lessons).

Why is it important to record incidents and actions?

Accurate recording of behaviour incidents and DO calls is essential for the following reasons:

- It provides evidence for the classroom teacher to support referrals to HOD / HOF.
- It is useful information when a member of staff needs to contact home.
- It enables form tutors to discuss incidents with pupils during morning registration.
- HOY can monitor pupil behaviour across the curriculum.
- ALNCO / Student Support staff can collect evidence to support referrals to external agencies and as evidence to intervene with strategies.
- If situations escalate, ClassCharts data will be required by HOD, HOY or SLT when meeting with parents / carers to discuss concerns.
- They are required as evidence for pre-exclusions / exclusions.

8. Mobile Devices

At Porthcawl Comprehensive School we follow a 'see it, hear it, take it' approach to mobile devices. Students are allowed to carry a mobile device for use to/ from school however they must be in their bags during the school day, turned off. If a student needs to contact a parent / carer during the school day due to personal reasons or medical needs, they must do so with a member of staff's consent.

This mobile device ban starts at the school gates and encompasses all parts of the school site. If a mobile device is brought into school, it must remain switched off and kept in a school bag. If a phone is used at any point during the school day, the phone will be confiscated, and the appropriate sanctions will follow. See appendix 3.

If a student is seen using a mobile device, it will be confiscated and recorded on Class Charts and a Daily Detention issued. This includes mobile phones and ear pods/ear buds. Students will then be able to collect the mobile phone from the main reception on the first occasion during the school year. Any further occasions may require a parent / carer to collect the mobile device. Porthcawl Comprehensive School cannot take responsibility for any mobile device which is lost or damaged.

9. CCTV

For the safety of staff and students, Porthcawl Comprehensive School has CCTV operational in key areas of the site. CCTV footage can be used to identify truancy, incidents of poor behaviour, damage to school property, unsafe behaviour and any other issues of concern on



school site.

10. Searches

Porthcawl Comprehensive School searches students in line with the Welsh Government's 'Safe and effective intervention – use of reasonable force and searching for weapons Guidance' March 2013.

Informed consent

School staff may search a student for any item with their consent. The ability to give consent may be influenced by the student's age or other factors. If a member of staff suspects that a student has a banned item in his/ her possession, they can instruct the student to turn out his or her pockets or bag. If a student refuses, parents/ carers will be contacted. The school is not required by law to inform parents before a search or seek parental consent.

Searches without consent

In relation to prohibited items, as defined below, the Headteacher and staff authorised by the Headteacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

Prohibited items

Knives or weapons, alcohol, illegal drugs, drug paraphernalia, tobacco / cigarettes / cigarette paper, matches / lighters, e-cigarettes or any form of vapes, fireworks, pornographic images, stolen items, energy drinks or any other item defined to put students or others at risk.

Searches generally

If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out one or more of the following:

- A search of outer clothing;
- A search of personal items e.g. bag or pencil case.

Searches will be conducted in a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student (where possible) and another member of staff.

Where staff find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain or dispose of that item. Where there is a repeated allegation of concerns raised about a student's possession of a prohibited item depending on the severity, the Police may be called, and their assistance required.

Where staff have found a student to possess prohibited items, they will undertake random follow-up searches of that student's property. Depending on the item found in the student's



possession a risk assessment may be put in place that requires the parents / carers to carry out a search each morning in addition to the school searching the student each morning.

See Appendix for Vaping/Smoking Procedure

11. Confiscation of property

Staff will confiscate student property if it is felt that the property is harmful, contravenes a school policy, is detrimental to school discipline or is inappropriate for school. Property will be returned to the student at a later date, returned to parents/ carers or disposed of following discussion with either the parent/ carer or student. If the property is illegal in any way, then the Police will be involved.

12. Suspected Criminal Behaviour

Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police. School staff will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard students (including any victims or alleged perpetrators). When a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation, or 'tip off' anyone involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use during criminal proceedings. Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions. The school will follow its Safeguarding Policy and procedures at all times and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services.

13. Fixed Term Exclusions

Exclusions take place in line with 'Exclusion from schools and pupil referral units, 2019'.

A decision to exclude a learner should be taken only:

- in response to serious breaches of the school's Positive Relationships and Positive Behaviour 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 community.
- if all other available sanctions/alternatives to exclusion have failed.

Only the headteacher can exclude a pupil. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the Headteacher's absence.

Governor Disciplinary Committee



Pupils who accumulate 15 days or more of exclusions within one term are deemed to be at risk of permanent exclusion and so, along with their parents/carers, will be required to appear before the Governor's Disciplinary Committee.

If a learner's total number of days of fixed-term exclusion exceeds 15 school days in one term, any subsequent fixed-term exclusion or fixed-term exclusions of the learner in the same term would again trigger the discipline committee's duty to consider the circumstances of the exclusion.

The Governor's Disciplinary Committee may also consider it appropriate to convene to consider a situation where there has been 25 to 30 days of fixed-term exclusion within the school year, regardless of whether the exclusions occurred in different terms.

14. Permanent Exclusion

A decision to exclude a learner permanently is a serious one. It will 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. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence.

These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault supplying an illegal substance to other pupils
- carrying, use or threatened use of an offensive weapon
- arson
- any other behaviour which the school, in conjunction with WG guidance, feels that a permanent exclusion is the appropriate sanction.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.

In most cases it would be appropriate for the school to inform the Police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed term. The school should also consider whether or not to inform other agencies, for example, the youth offending team and social workers.

In making a decision on whether or not to exclude for a drug-related offence the headteacher will have regard to the school's substance misuse policy.

The school will ensure it follows the Welsh Government Guidance on exclusions.

[Exclusion from schools and pupil referral units](#)

15. Support and Reintegration



Parents/carers will be requested to attend a reintegration meeting following a fixed term exclusion. The member of staff leading the reintegration meeting will outline the reason for the exclusion. Behaviour expectations and next steps will be agreed at the meeting and a reintegration form will be signed by the pupil, parent/carer and the member of staff. If needed, a person-centred approach will be used to co-create a positive handling plan with the school to support the pupil in managing their behaviour. Consideration of undiagnosed additional needs may also be considered, and advice/assessments sought through the ALNCo if appropriate. Consideration of an Early Help referral may also be discussed.

16. Behaviour Support

Universal provision; “Ready to Learn” strategies/tools should be used to minimise the need for additional intervention through effective whole school behaviour management to meet a wide range of needs and provide an effective foundation for all pupils including those needing individual support.

To support pupils who have Behaviour, Emotional and Social Difficulties (BESD); a One Page Profile (OPP), at Stage 1 or 2C/2E (See appendix) is developed in most cases. All pupils receiving intervention will be identified on our ‘Provision Map’ (database) so that all staff are aware what intervention they are receiving. This is highly important and is an effective way of understanding the pupil needs at the time of teaching.

At Stage 2 Enhanced (2E) of the graduated response, this is an additional layer of Stage 2; this is for pupils who are needing more than targeted intervention but do not have an ALN. For example, this could be a pupil who has had a wellbeing intervention but requires longer than the usual 6-week block to meet their needs. A pupil may also have a Pastoral Support Plan (PSP) and Person Centered Plan (PCP) to support their needs. Regular reviews of these plans take place at this stage.

Pupils receiving Stage 3 support are usually placed on the ALN register. An Individual Development Plan (IDP) will be in place along with an OPP. An IDP will consist of Additional Learning Provision (ALP). This may include consultation with outside agencies and the delivery of specialist interventions. This additional learning provision must be something that is additional to or different from what is ordinarily available for all other pupils. However, it is noted that some ALP may be the same provision that is offered at stage 2C/ 2E of the graduated response model, but the frequency and intensity of interventions will be significantly greater. External agencies may be responsible for providing the ALP and where this is the case the information will be recorded in the IDP. An annual review of an IDP is a statutory requirement but more frequent reviews can be held if required.

17. Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.



The ALNCo will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are currently not being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and act on any recommendations for that child. The child will always be at the heart of any plan and this is known as a Person Centered Plan (PCP) where the parents, child and school will work collaboratively to support the child's needs. The PCP will be reviewed regularly.

18. Managed Moves

A managed move is a carefully planned transfer of a pupil from one school into another. It enables the young person to move onto a new school - directly. The new placement must be acceptable to all parties, including the pupil. Managed moves are an important tool in providing pupils with the opportunity of a fresh start in a new school. They can also reduce the need for permanent exclusions and minimise the negative outcomes associated with them.

At the core of any managed move must be the best interest of the child in line with the United Nations Convention on the Rights of the Child (UNCRC) and the seven core aims in the Welsh Government document 'Children & Young People: Rights to Action'.

Bridgend County Borough Council (BCBC), in conjunction with Welsh Government's 'Effective managed moves' document – February 2011, information document No. 096/2011' has developed a comprehensive programme of support and intervention that helps schools in the management of their pupils' behaviour and attendance.

A managed move could be an appropriate strategy for the following pupils:

- pupils for whom there is a genuine belief that a fresh start would be beneficial. However, it is essential to establish the core reasons for the problems being experienced and/or behaviours displayed by the pupil prior to consideration of a managed move;
- pupils who find that attendance at their current school is negatively affecting their emotional wellbeing;
- pupils with emotional and behavioural difficulties who have received a variety of supportive strategies in their school with limited success; and
- pupils who are at risk of permanent exclusion but who might succeed in a new placement.

19. Physical Intervention

In some circumstances, staff may need to use physical intervention. In line with Welsh Government Guidance ('Safe and Effective Intervention' 097/2013), intervention should be applied for two different purposes. This is to 'control' and/or to 'restrain' a student(s).

"Control" can mean either passive physical contact (e.g. standing between students or



block a student's path) or active physical contact (e.g. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back);

When members of staff use "**restraint**" they physically prevent a student from continuing what they were doing having been told to stop. Restraint techniques are usually used in more extreme circumstances. For example, where two or more students are involved in an altercation where physical intervention is needed to separate them.

All school staff have a legal power to use physical intervention to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. However, staff will be aware of the sensitivities associated with any form of physical contact with students.

Prior to using physical intervention, staff should be aware that physical intervention should:

- always be used as a **last resort** and, wherever practicable, a member of staff should warn a student(s) that intervention may be used before using it;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing serious, deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson; or
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

20. Bullying

There is no legal definition of bullying, however our school definition of bullying, in line with the Welsh Government definition is: Behaviour by an individual or group, usually repeated overtime, that intentionally hurts others either physically or emotionally.

There are a number of distinctive elements associated with bullying. These include, but are not limited to:

- Intention to harm – bullying is deliberate with the intention to cause harm. Those who



bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.

- Harmful outcome – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
- Direct or indirect acts – bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/images were not intended.
- Repetition – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour, which develops subsequently. That is why incident records are so valuable.
- Unequal power – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Bullying can take many forms (for instance, cyber- bullying via text messages or on social media) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, disability, physical characteristics or family background. It might be motivated by actual differences between children, or perceived differences.

Examples include but are not limited to:

- Physical – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation.
- Verbal – taunts and name-calling, insults, threats, humiliation or intimidation.
- Emotional – behaviour intended to isolate, hurt or humiliate someone.
- Indirect – sly or underhand actions carried out behind the target’s back or rumour-spreading.
- Online – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video.
- Relational aggression – bullying that tries to harm the target’s relationships or social status: drawing their friends away, exploiting a person’s additional learning needs (ALN) or long-term illness, targeting their family’s social status, isolating or humiliating someone or deliberately getting someone into trouble.
- Sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called ‘revenge porn’ and any misuse of intimate, explicit images of the learner targeted.
- Prejudice-related – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes protected characteristics.

Some behaviour, though unacceptable, is not considered bullying. In such cases, we will support pupils and deal with the behaviour in line with our Positive Relationships and Positive Behaviour Policy.



The following examples are cases, which would not normally be considered bullying:

- Friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by their former friends feel betrayed.
- A one-off fight– the Welsh Government expects it to be addressed according to the school’s behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual.
- An argument or disagreement – between two children or young people is not generally regarded as bullying. Nevertheless, they may require assistance to learn to respect others’ views.
- A one-off physical assault – the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate.
- Insults and banter - children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another, it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed.
- A one-off instance of hate crime – unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour, which the Welsh Government would expect to be dealt with in accordance with the school’s behaviour policy and other relevant policies, such as the school’s ‘Prevent’ policy. If considered necessary, the school would also need to involve the police.

On-line Bullying

While offline bullying remains more prevalent than online bullying, pupils note that the characteristics of online bullying, set out below, make the experience uniquely distressing.

- The audience can be unlimited.
- It can happen anywhere and at any time – there is no respite from it.
- It may involve unknown people, although there are known peers in most cases.
- Technology facilitates the storage of images and messages for re-watching.
- Online bullying where it has an impact on the well-being of pupils in school is always addressed.

Where necessary, the school refers incidents to an appropriate agency or service. The school takes action in incidents involving a safeguarding concern. All staff receive regular training in safeguarding and online safety. Online and mobile communications leave a digital trail. Retention of evidence is essential. The school records incidents as part of its wider practice to monitor safeguarding work and evidence of its influence.

How to report bullying



All pupils are encouraged to tell someone. This could be parents/family members or someone in school who will initiate action to sort out the problem. This could be a form tutor, class teacher, Head of Year, Ty Enfys staff or other appropriate person.

Sometimes it might be difficult to speak to someone in person. Concerns can be reported to info@porthcawlschool.co.uk and the concern will be forwarded to the appropriate member of staff.

If anyone witnesses bullying behaviour, we ask that they too report their concerns using the above protocols. If parents or carers have concerns regarding bullying behaviour, we ask that this be reported to their child's Head of Year. This will be logged on MyConcern and the matter will be investigated.

Bullying behaviour that takes place away from school can also have an impact in school and we ask this is also reported to allow us to act to the best of our ability. However, there are limits to how much influence any school can have, especially in the online world.

What interventions we use

Our aim is to work to repair the relationships between those involved in bullying wherever possible.

The intervention used will depend on the specific circumstances but may include:

- Mediation – this involves helping those involved in bullying to talk about the issue and agree on a solution.
- Restorative approaches – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.
- Building resilience – strengthening the learner's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted.
- School sanctions – At our school, sanctions are applied fairly, proportionately, consistently and reasonably. Bullying/Victimisation of others is regarded as Serious Misbehaviour and after investigation could result in any level of sanction up to and including permanent exclusion.

How we monitor the situation

Staff including form tutor, relevant Head of Year and Pastoral Support Staff will try to check at regular intervals on the welfare of anyone who has been bullied, but we do rely on reporting of any repetition. Whilst intervention and sanctions will be used as appropriate, we cannot take action if we are not made aware.

- Pupils and parents/carers can be assured that their concerns will be responded to with sensitivity.
- If bullying occurs, we will implement the following procedures, as appropriate, in line with the Welsh Government guidance series 'Challenging Bullying – Rights, Respect, Equality'.
- We will take all incidents seriously and record their occurrence on a MyConcern.



The Pastoral Team will monitor and collate information on victims of bullying and perpetrators, that person will:

- Investigate the incident / establish facts by independently talking to all involved; Keep accurate, factual records of all reported incidents and the school's response.
- Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents.
- Involve parents as early as possible where appropriate.
- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased.

The person receiving the complaint will keep a written record of the conversation. The incident will then be referred to the appropriate Pastoral Staff person in the first instance.

If necessary, the target will be interviewed by the appropriate member of staff. The pastoral staff member and any staff who subsequently deal with the issue must complete and maintain accurate records on My Concern. The bullying incident or one-off prejudicial incident will then be reported to the Local Authority in line with Welsh Government guidance.

The child demonstrating bullying behaviour will be counselled by staff members, told to stop and given an official warning. The underlying cause of any bullying will be discussed. This will be recorded on MyConcern.

The pupil will be informed of the procedures that will take place should the incident occur again. The pupil's parents will be invited into school to discuss the situation and sanctions applied which are individual and proportionate. All teachers will be alerted to the problem, where this is appropriate.

Any repetition of this behaviour could result in short term "inclusion" with the pupil working away from the normal timetabled lessons, for a period of time, in line with the individual nature of the issue.

The School may access outside agencies along with parents to attempt to correct behaviour. In cases of severe and persistent bullying or prejudice-related incidents, exclusion from school may follow. These procedures do not cut across, compromise or pre-empt the right of the parents or the pupils from making a direct complaint to the Police.

In most circumstances, a restorative approach will be applied and mediation between the pupils and a suitably senior member of staff will take place. The aim of which will be to restore relationships and eliminate further unacceptable behaviour. Mediation could take place between pupils and the School's Police Engagement Officer, if deemed appropriate. Parents cannot be present during mediation meetings between pupils.

Some of the above steps may be bypassed depending on the specific nature of the case. After reporting an issue of bullying to the school, if a pupil or parent/carer does not feel that the School has taken the incident seriously or has not addressed concerns to a satisfactory standard, they can make a formal complaint. The School Complaints Policy is available on the school website and made available on request from the School.

See Appendix for Anti-Bullying Staged Response



21. Incidents involving protected characteristics

This is a key feature of the schools Strategic Equality Plan: [Strategic-Equality-Plan-2024-2027-Summary-Version.pdf](#). The actions of prejudice-related behaviour often involve or express ideas, stereotypes and prejudices relating to discrimination and inequality present in wider society. The Equality Act 2010 says you must not be discriminated against because of:

- Disability
- Race
- Sex
- Age
- Gender reassignment
- Marriage or civil partnership
- Sexual orientation
- Pregnancy and maternity.

In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. Any type of discrimination impacts on the individual, as well as on their families and others perceived to be from that group. At Porthcawl Comprehensive School we promote acceptance and respect and seek to educate learners on the impact of racism and bullying. We support initiatives in our community that promote equity and equality and provide the children with lessons, experiences and information to support this. We consider any form of incident involving protected characteristics as a serious breach of our rules and take swift action accordingly.

Behaviour related to prejudice can also be directed at those who do not have protected characteristics, including those with additional learning needs (ALN) who do not meet the definition of disability under the Equality Act 2010. This can lead to bullying for a variety of other reasons such as social status and background.

There are many examples of prejudice-related behaviour. Some of these might include:

- stigmatising a pupil with a disability or ALN.
- using homophobic, transphobic, sexist or racist language.
- seeking to remove any religious clothing such as a hijab, kippah, turban, cap or veil.
- bullying related to prejudice.
- using sexist comments, unnecessary touching or taking pictures without consent
- commenting on someone's appearance such as their weight or hair colour.

All forms of prejudice will be challenged equally.

22. Dealing with incidents of misconduct on and off school premises

The Welsh Government expects that effective policies on behaviour, anti-bullying and discipline within the school will clearly set out expectations for the positive behaviour of pupils off school premises. This includes behaviour during activities organised by the school such as educational visits and sporting events, as well as behaviour on the way to and from school and whilst wearing school uniform (if any) in a public place. The school acts reasonably in relation to expectations of pupil



conduct and in relation to any measures specified for the regulation of pupil behaviour when not on school premises and not under the lawful control or care of a member of the school's staff.

The Welsh Government expects schools to decide what to consider when deciding whether a rule or penalty in a particular case is reasonable; challenging bullying behaviour is an example of when the school operates this provision.

The school takes into account the following factors:

- the seriousness of the misconduct.
- to what extent the school's reputation has been affected.
- whether the pupil / pupils in question were wearing the school uniform or were otherwise readily identifiable as a member / members of the school.
- to what extent the behaviour in question would have repercussions for the orderly running of the school and / or could pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- whether the misconduct in question was on the way to or from school; the Welsh Government expects the school, in collaboration with the local authority, to consider whether sanctions should be imposed under the travel behaviour code or school behaviour policy when tackling misconduct on the journey to and from school.
- whether the misconduct in question was outside the school gates or otherwise close to the school.
- whether the misconduct occurred taking part in a further education course as part of a school programme or taking part in a sporting event with another school (i.e. when the pupil would be expected to act as an ambassador for the school) which could affect the chances of opportunities being offered to other pupils in the future.
- whether the pupil / pupils were truanting.
- whether there has already been a warning to a pupil about the behaviour.

Applying such factors, there would be a strong case, for example, for disciplining a pupil for harassment and / or bullying of a member of staff off school premises, including on the internet.

There would also be a strong case for disciplining of a pupil verbally for the abuse of others, including members of the public, when travelling to / from school. However, the case for disciplining a pupil for verbally abusing someone, who had no contact with the school on a weekend would be much weaker.

Many extended school activities take place off school grounds. Behaviour during such activities can be dealt with in the same way as for any other activity on site.

23. Peer on Peer Sexual Harassment

Peer-on-peer sexual harassment is taken very seriously at Porthcawl Comprehensive School. The whole school approach to RSE ensures that a preventative and proactive approach is adopted to tackle the issue. This includes providing learners with assurance that school/education provision staff will take every incidence of peer-on-peer sexual harassment seriously and work in partnership with the learners, parents/carers, and external agencies where appropriate to deal with any incidents.



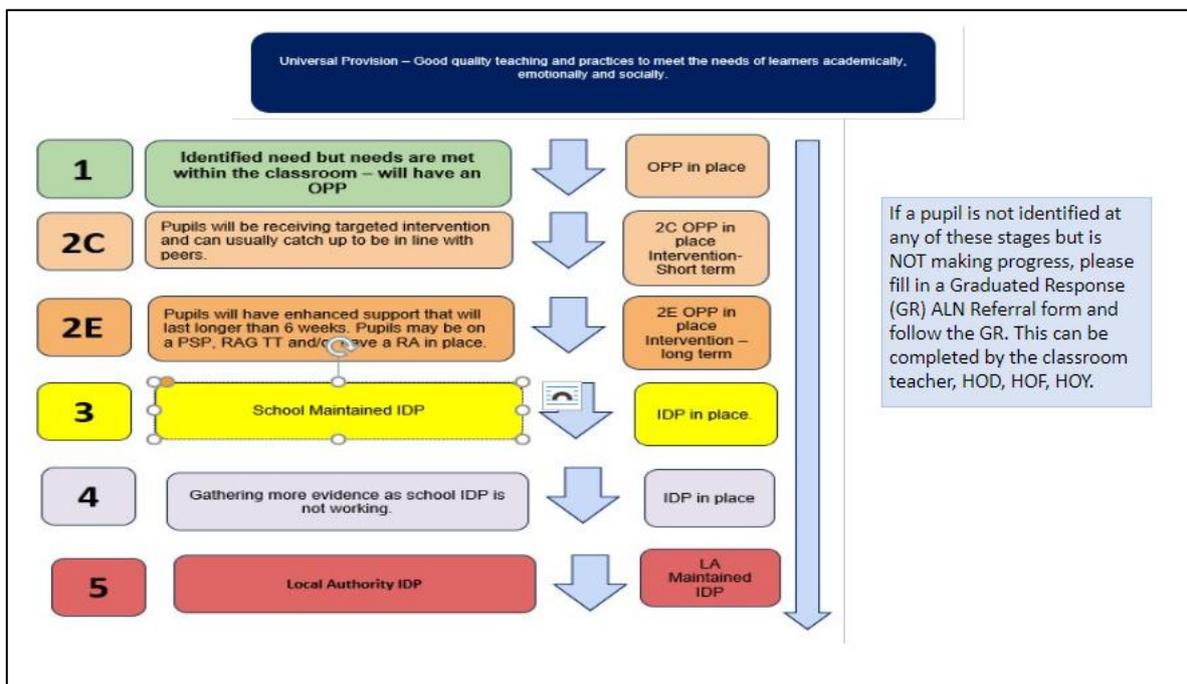
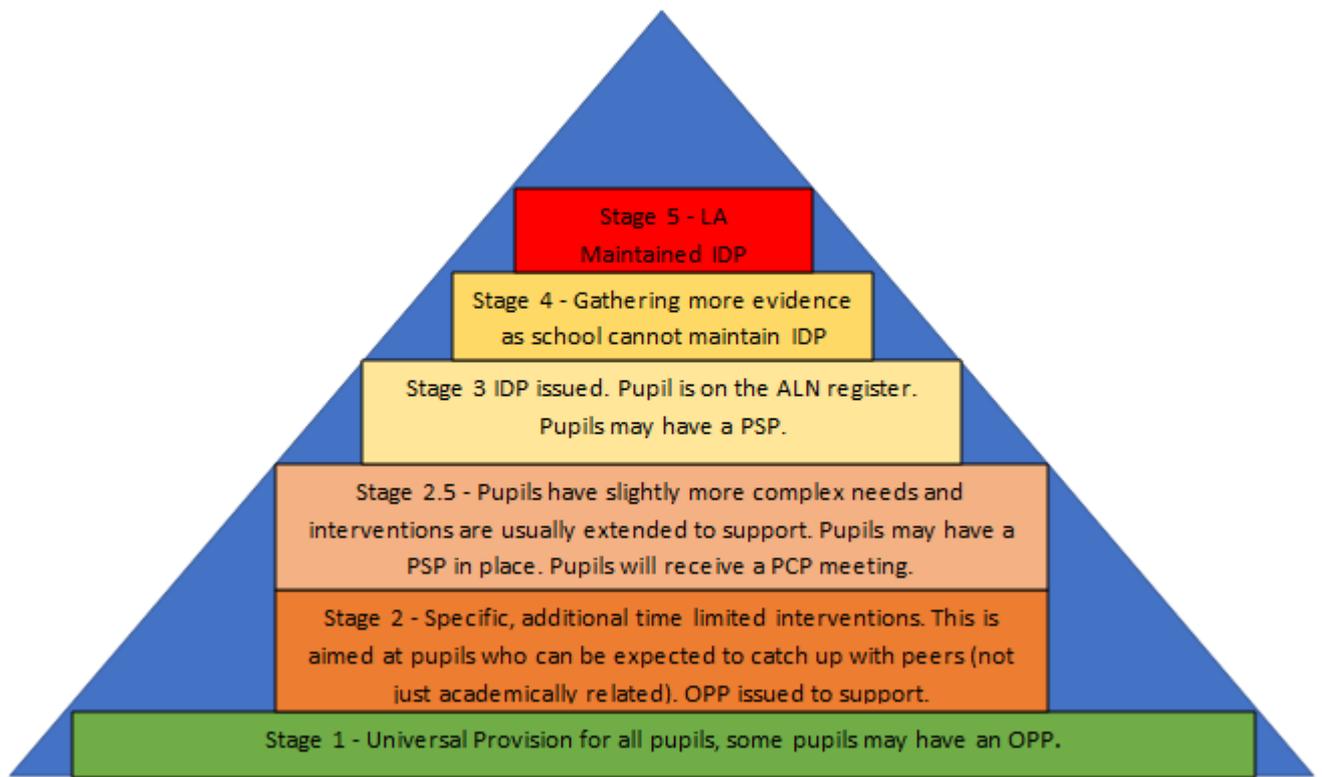
Incidents of child-on-child abuse are likely to be referred to Designated Safeguarding Lead (DSL) or Designated Safeguarding Persons (DSPs) to investigate and follow up with all parties involved, including the parents/ carers of both the perpetrator/s and the victims. Each incident will include a risk assessment which will inform whether the school needs to manage the incident internally, refer to early help, refer to Children's Social Care Services or report to the Police.

In every case, the school's response will be proportionate, considered and supportive, and decided on a case-by-case basis. Whilst Porthcawl Comprehensive School will not tolerate the behaviour, we will support and listen to all of the students involved and offer both to the victim/s and the alleged perpetrator/s so that they can change their behaviour.

24. Appendices:

- i. [School Website - Ready to Learn](#)
- ii. [The Porthcawl Comprehensive School pupil is always 'Ready to Learn'](#)
- ii. [Ready-Warn-Move-Remove](#)





iv. Vaping/Smoking School Procedure

The purpose of this procedure is to ensure there is a consistent approach to dealing with suspected vaping/smoking in school which safeguards staff and students.

Stage	Action
Toilet checks	Make yourself known in the communal area using phrases like



	'Everyone should be in lessons so please finish using the facilities and exit the cubicles'.
Safeguarding checks	If there are concerns as a cubicle has not been exited in an appropriate time frame knock on the door and ask if everything is ok.
Establish any suspicions	Suspicion is raised if there is evidence of: - multiple students in a cubicle - vapour/haze in the air in a cubicle - smell of smoke/vape in the cubicle
Establish who may be involved	Identify those leaving a cubicle and ask them to stand to one side.
Explain the suspicion giving an opportunity for the student to explain the situation	Ask the student to explain the following: - Why are there more than one student in the cubicle (If this has occurred) - Why is there vapour/haze in the cubicle - Why is there a smell of smoke/vape in the cubicle
Opportunity to explain	Ask the student if they have anything on them that they shouldn't
Search procedure	The student/s are to be taken to an area where there is more than one member of staff to carry out a search of their belongings (More than one member of staff must be present). Examples of areas include: Meeting rooms in A Block, the Pastoral Hub, SLT office, Ty Enfys meeting room, quiet room. If students refuse to have their property searched they are to be isolated immediately and parents contacted. This will be taken by staff as the student has something on them that they shouldn't.
Search	Staff are not to put their hands on the student. They ask the student to show them what is in their pockets. They ask the student to show them if they have anything in their socks/shoes. They ask the student to remove any coats/jackets and these are searched. They ask the student to empty the contents of any bags and these are searched.
Sanctions	First occurrence –Formal warning (Pre-exclusion). Second occurrence - Inclusion with HOY. Third occurrence – Possible FTE. Continued defiance of school rules will result in exclusion.

The Headteacher may implement changes to this procedure during the school year to further ensure learners are given the opportunity to learn, grow, thrive and flourish.

v. Anti-Bullying PCS Staged Response

Stage	Description	Possible Actions
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1	Initial first incident reported – alleged perpetrator and target	<ul style="list-style-type: none"> • Incident recorded on MyConcern and to BCBC • Learners spoken to by key staff • Restorative justice – school staff
2	2 nd incident received for either the alleged perpetrator or target	<ul style="list-style-type: none"> • Incident recorded on myConcern and to BCBC • Learners spoken to by key staff • Parents/carers contacted • Restorative justice – school staff • School sanctions - break/lunch detention • Review / follow up undertaken and recorded
3	Repeat incidents received for either the alleged perpetrator or target *Direct to Stage 3 for any incidents of bullying	<ul style="list-style-type: none"> • Incident recorded on myConcern and to BCBC • Learners spoken to by key staff • Parents contacted / meeting in school • Restorative justice – school staff • Support requested from additional agencies • Referral for emotional support • School sanctions - After school detention / Internal Exclusion / Fixed Term Exclusion • Anti-Bullying Education and Restorative • Referral to SWP Schools Police Link • Review / follow up undertaken and recorded • My Concern Updates
4	Persistent alleged bullying or persistently being bullied *Direct to Stage 4 for any incidents of racial, sexual, sexual harassment or homophobic bullying	<ul style="list-style-type: none"> • Incident recorded on MyConcern and to BCBC • Learners spoken to by key staff and or SLT • Parents contacted / meeting in school • Restorative justice – police • Support requested from additional agencies • Referral for emotional support • Referral to the Early Help Team • School sanctions (Inclusion / FTE) • Letter home regarding sanction • Anti-Bullying Education and Restorative • Referral to SWP Schools Police Link • Possible referral to YJS • Review / follow up undertaken and recorded on MyConcern

This list aims to outline the staged response to anti bullying incidents at Porthcawl Comprehensive School. The list is not exhaustive, and incidents will be evaluated by staff and the staged response implemented to reflect the severity of the incident.

