



Behaviour, Engagement & Relationship Policy

Polisi Ymddygiad, Ymgysylltu a Pherthynas

School / Ysgol:	Rhyl High School
Responsible / Cyfrifol:	Headteacher / Governing Body
Last Reviewed:	20 th March 2025
Review Date:	20 th March 2026

"Being the best we can be"
"Be brave, risk being exceptional!"



This Policy is a:

Please indicate (✓)

Statutory policy :

This is a model policy that has been developed by Denbighshire Education and Children's Services with schools and partners which school governing bodies can choose to adopt, or they must produce their own in line with the relevant guidance.

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This Policy relates to:

Please indicate (✓)

Rhyl High School (Secondary)	☐
All Schools (please name)	☐
Other (please name)	☐

Headteachers Signature:

Miss C. Ellis

Date:

20/03/25.

Chair of Governors Signature:

Mr M. Harris

Date:

20/3/2025

Rhyl High School

Behaviour, Engagement and relationships Policy

Behaviour is the responsibility of everyone. All staff are responsible for the behaviour in their classrooms, corridors and around the school.

This policy forms an integral part of our school community. At Rhyl High School, we believe that good behaviour and respect are essential for effective teaching and learning. In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We are committed to providing a caring, friendly, safe and orderly environment for all of our pupils so that they can learn in a happy, secure atmosphere.

Our clear values are reflected and reinforced throughout the school's curriculum and play a role in the development of the social, moral and emotional well-being of our pupils. A culture not solely based on sanctions, consequence and isolation, but one that models enquiry, reflection, resolution and interactive repair (e.g. restorative conversation)

Our school is invested in creating the strongest relationships between all members of our extended school community.

We promote this through:

- Protect
 - Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (fight/flight/freeze).
 - A whole-school commitment to not using harsh voices, shouting, put-downs, criticisms, sarcasm and shaming (proven to be damaging psychologically and neurologically).
 - Staff 'interactively repair' occasions when they themselves move into defensiveness.
 - Staff know their pupils and adjust their expectations to meet their needs
 - The nurturing of staff in such a way that they feel truly valued and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.
- Relate
 - A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Regulate
 - Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in all children, enabling them to feel calm and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.

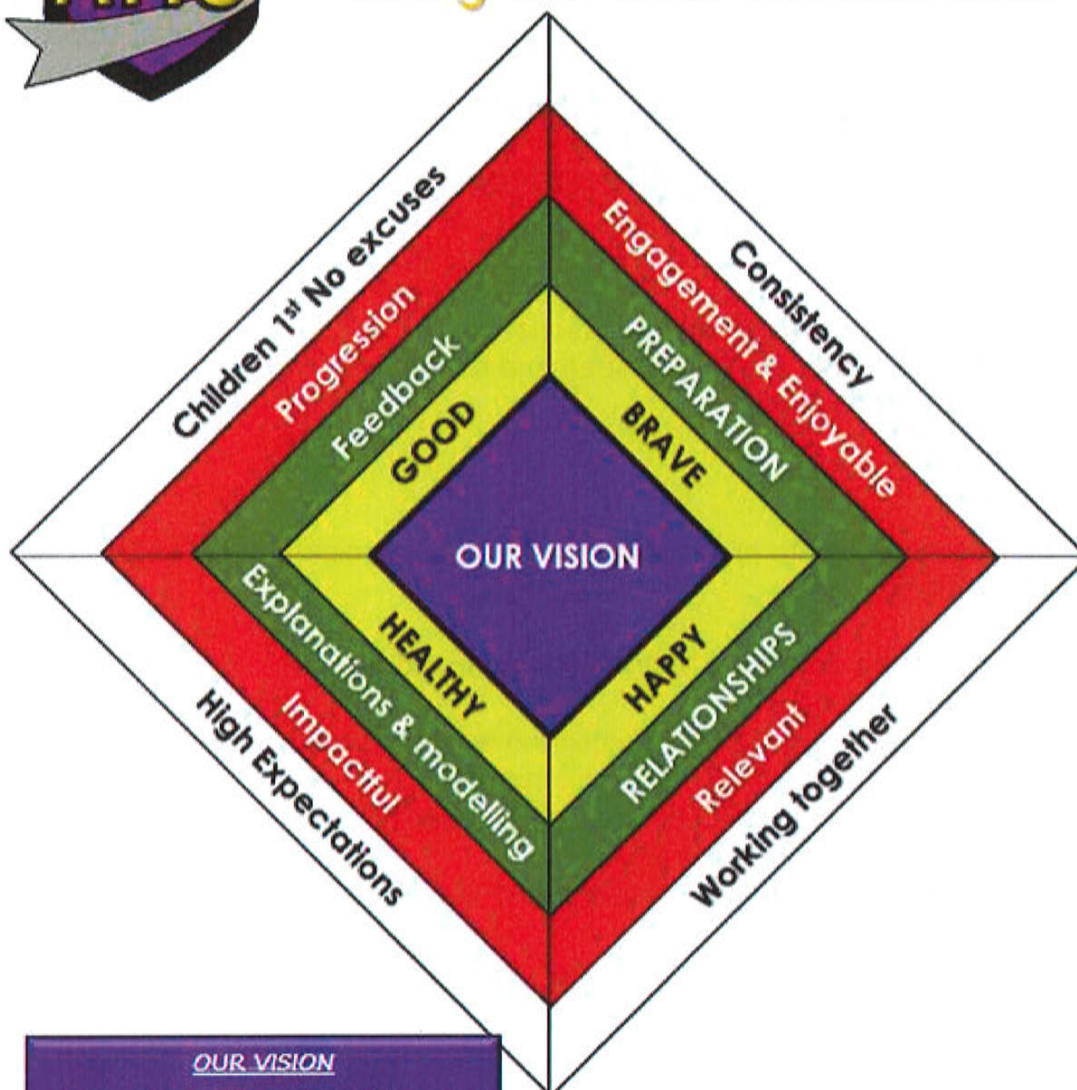
- Evidence-based interventions, through emotionally regulating, and enriched adult-child interactions.
- The emotional well being and regulating of staff is treated as a priority to prevent burn-out, stress related absence, or leaving the profession.
- Designated staff-only spaces
- Reflect
 - Staff development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
 - Provision of meaningful restore and repair conversations and practices
 - PSE as preventative input, informed by current research on mental health, mental ill-health, relationships, emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their lives, and how they treat their brains, bodies and minds.
 - Staff development and training to help children move from 'behaving' to reflecting on those experiences. Through empathic conversation, addressing children's negative self- referencing and helping them develop positive, coherent narratives about their lives.

This policy aims to put into practice, the shared values of the Rhyl High School community: its pupils, staff, parents/carers and the wider community. Our school vision is **to be the best we can be** for ourselves, for our school and for our community, to share and learn, to experience and grow and to be motivated, resilient, happy and ready for life.



Rhyl High School

Being the best we can be...



OUR VISION

Our vision is to equip our pupils to be Brave, Good, Happy and Healthy. To give our pupils skills to be lifelong learners and experiences fit for the 21st century enabling them to have successful futures.

To realise this vision, we will create a nurturing, safe and aspirational environment for pupils to learn. An environment that celebrates Cymraeg, diversity and respect. This will allow our children to be inspired, develop a sense of cynefin and to be tolerant of others. We will as teachers equip pupils with skills for life and routes to success so they can achieve our vision of 'Being the Best we can be'.

KEY

Yellow	Core Values
Green	Curriculum
Red	Teaching
White	Non-Negotiables

Expectations and Values

Expectations in Lessons

Teaching and learning are the core activities at Rhyl High School. Good behaviour, therefore, is vital to ensure that teachers may teach effectively and that all pupils may have an equal chance to learn and to reach their potential. As teachers we will adapt and focus our teaching to allow all of our children to learn -

At the start of lessons pupils are expected to follow the “Are you ready to learn ...?” principles:

- Line up quietly
- Have the correct equipment for lessons
- Mobile phone/earphones – not seen and not heard
- Be punctual to lessons

During the lesson pupils are expected to follow basic principles linked to LISTEN, TRY AND BE KIND:

- Be polite, listen and follow instructions without delay
- Follow safety rules
- Have an awareness of their targets, and where they currently are at for each subject and what they need to do to improve
- Ask questions and learn to the best of their ability
- Let others work without interruption
- Mobile phone/earphones – not seen and not heard
- Be punctual to lessons
- Try their best



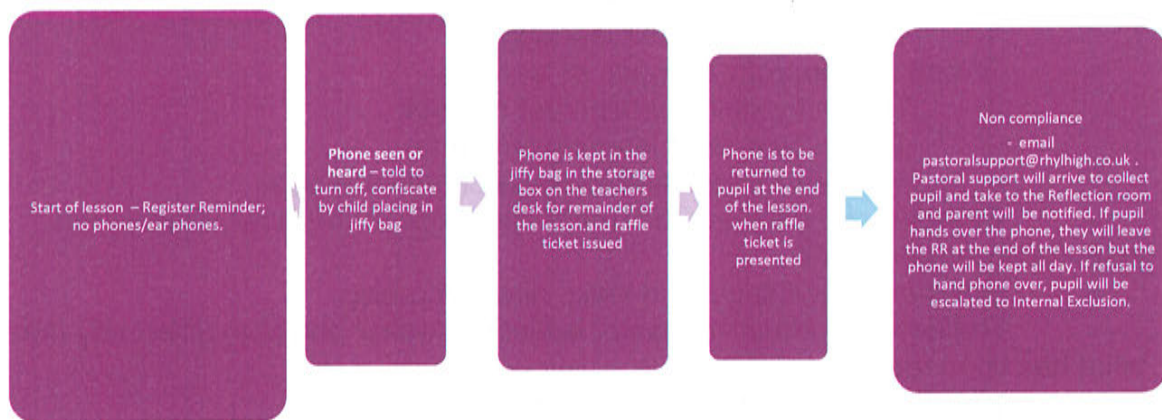
Mobile Phones/Earphones (please refer to mobile phone policy for full detail)

Any mobile phones or ear phones that are **seen** or **heard** in a classroom will be **confiscated**. Classrooms are to be a no phone zone.

Why we do this:

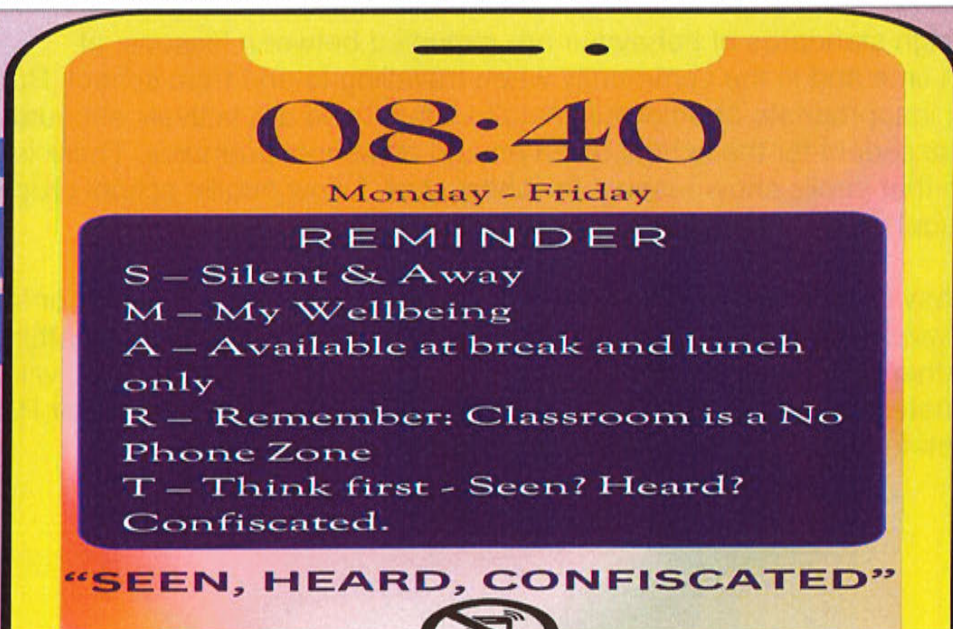
- To support pupils with their wellbeing linked to issues around mobile phones.
- To prevent learning being disrupted by mobile phones in the classroom.

The process below is followed:



Principles:

- Key focus on Seen or Heard = Confiscated
- Raising awareness about the why – Wellbeing and avoiding learning being disrupted by classrooms being a no phone zone.
- Pre-register reminder as we meet and greet
- National Health research on phones linked to SMART acronym.



Engagement will be maximized, by all staff, through

- Consistent and compassionate expectations for all pupils
- Classroom ownership
- Directing movement whilst at classroom door
- Consistent classroom routines
- Consistent and purposeful assessment – regularly seen in books
- Consistent and purposeful feedback in pupils' books which is completed within the cycle of learning to ensure
 - Pupils' feedback clearly shows and explains how improvements can be made
 - Pupils have regular opportunities to interact with their feedback in a meaningful way
 - Pupils have made progress
 - Pupils do not move on until misconceptions are challenged
 - Pupils invest in their learning
- Strong and appropriate pace of learning
 - Driven by skill development not task
 - Driven by a clear learning structure
 - Where progress and success criteria are clear
- Personalised planning that meet the needs of the class, making the learning accessible to all
 - Positive relationships and valid, directed praise
 - Reflection of effectiveness of lessons to adapt and plan differently from what has been learnt
 - Knowing classes and using pupils' names

Meet and Greet

All children will be greeted at the point they enter the school grounds, by staff on duty.

A member of staff will be positioned at the point of entry to the school building and welcome children with a friendly face

On entry to the classroom, at the door, children will be greeted by their class teacher. All staff are expected to meet and greet at the start of every lesson

Expectations Out of the Classroom

The same high standards of behaviour are expected between lessons, at break/lunch time and in the community when travelling to and from school. Pupils are not to bring inappropriate or unlawful items to school and are actively encouraged to act as ambassadors for the school when on and off school premises. There is an expectation that pupils show respect to school staff, fellow pupils, school property and the school environment and to be respectful of the rights of others.

For any behaviour that causes concern outside the classroom, e.g. break or lunch time, in between lessons, a member of staff will intervene and only if something requires further action, log a **BPM** on Behaviour Watch which will be dealt with by the appropriate Head of Year, supported by the Behaviour Team and wider Pastoral Team. All staff need to arrive to duties and duty positions on time.



Rhyl High School

How we praise...

Our core values are:
GOOD BRAVE HAPPY HEALTHY

When we see you showing these core values we will record it and reward it

GOOD

This means you are ready to be good citizens of Rhyl and Wales.
You will show this by being:

- Ethically informed
- Good knowledge & understanding of values
- Know your rights
- Show knowledge about welsh culture & community
- Respect diversity
- Promote sustainability

BRAVE

This means you are ready to play a full part in life and work. You will show this by:

- Solving problems
- Creative thinking
- Grasping opportunities
- Team players
- Being responsible

HAPPY

This means you are ready to learn Around the school and in lessons you may show some of these:

- Ambition
- Skill development
- Questioning
- Problem solving
- Good communication skills
- Integral skills

HEALTHY

This means you show you are a member of our school community and value others by:

- Modelling values
- Showing confidence
- Overcoming challenge
- Staying safe
- Having positive relationships with others
- Showing empathy
- Taking care of your mental health and wellbeing
- Taking part in PE and other group activities

All staff should take every opportunity to reward and praise pupils

Rewards and acknowledgement of good behaviour and progress are very important in reinforcing these expectations and creating a positive school culture.

Our praise and reward will be focussed around:

- *Good* work ethic & behaviour
- *Brave* ambitious & motivated
- *Happy* kind & helpful
- *Healthy* active & resilient

Positive behaviour and progress rewarded and acknowledged through **verbal praise** (public and private), **written praise** in the *marking/feedback* of work and contact with parent/carers via a *phone call*.

House points and **Praise Postcards** recorded on Behaviour Watch by individual staff. The issue of HP's monitored on a half termly basis and *certificates* awarded and *badges* earned.

Positives celebrated and promoted regularly through school **social media** platforms, the school **website**, **local press** as well as **assemblies**.

Friday form time – a time when we reward - positive recognition of pupils who have had a great week, shown improvement, achieved something special.

Department initiative/celebration board for praise and reward in every curriculum area led by the Head of department.

Heads of year lead on **House Competitions**.

Tocyn laith/stickers awarded to pupils using every day Welsh

Half termly **breakfast with the head**- nominations from staff

Termly year group **reward assembly** as well as an end of year **Celebration evening**

Consequences/Sanctions:

Where pupils choose, after appropriate help and intervention, not to respond to the school's expectations for behaviour, then sanctions will be necessary. We want available sanctions to be used to promote and develop positive behaviour. We expect all adults and pupils to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the poor behaviour.

We expect pupils to take responsibility for their behaviour. The stages of the sanctions are in place in order to allow learners to engage with their work and enable all to thrive and learn in a positive environment. All sanctions are to be recorded appropriately with staff ensuring that actions are followed.

All detentions and any restorative meetings that are set by staff are compulsory. It is essential that the school is supported by parents/carers in promoting a positive culture where pupils accept and comply with sanctions. If a pupil does not follow the classroom rules, then there is a clear system in place.

Classroom behaviour:

Staff will manage low level disruption and behaviour in the classroom by purposefully intervening in the following ways:

- Modelling expectations
- Giving take up time
- Using positive corrective language
- Tactical ignoring
- Creating a positive culture – driven by praise
- Having a conversation
- Giving pupils time outside the classroom door
- Offering reminders of the expectations

Teaching staff will log any behaviours observed and/or interventions and strategies used in the classroom if they wish and may do so on our Behaviour Watch system or in their own teacher planners/reflection notes. Teaching staff may choose to also action the following:

- Parental contact
- Hold a restorative conversation
- Issue a detention at break or lunch

With the firm aim of reducing poor engagement and low level disruption within lessons and to enable Pastoral and Curriculum leaders to track and monitor the behavioural and engagement patterns of each pupil, a negative behaviour during the lesson can be recorded (Classroom **concern**) on the Behaviour Watch system by the class teacher.

Serious incident in the classroom:

If a serious incident occurs in the classroom i.e assault, swearing directly at a staff member, threats to harm, the pupils will be asked to leave the classroom on a **Severe Claus**. Staff will e mail the Pastoral support team to collect the pupil and escort to the reflection room. A detention will be issued as a minimum to any pupil that leaves the classroom on a severe Claus. The incident may warrant escalation to an internal or external exclusion. This will be decided upon by the Heads of year and Senior Leadership team.

Serious incident (in or out of lesson.)	B3 issued Internal exclusion within school
Serious incident (in or out of lesson)	B4 issued External exclusion from school Signed off by HT or DHT only.

The accumulation of Severe Claus, B3's and B4's are monitored by the Head of Year and discussed within their QA meetings with the Pastoral Lead and AHT Behaviour – the pattern of these accumulations will be the trigger for progression within the behaviour system.

Lesson Truancy/Lateness to lessons & use of toilets

If a pupil is marked in school, however, does not arrive in lesson the classroom teacher will follow the **missing child protocol**

There will be a high staff presence around the school during lesson time. Pupils will be located and taken to their lesson.

If caught before lesson 2 a 15-minute break detention will be issued that day, led by staff without form

If caught lesson 3 or 4, a 15-minute lunch detention will be issued that day, led by staff without form

If caught lesson 5, a 15-minute break detention will be issued the following day, led by staff without form

Failed detentions at break or lunch will be escalated to a HOY detention 2.55 - 3.25pm – the following day with parents notified via e mail or phone.

Failed detention with HOY will be escalated to an SLT detention on a Friday 2.55pm to 3.40pm minutes. Parents will be notified via e mail or phone and pupils will be collected for the detention at the end of lesson 5.

Should the child refuse to attend the lesson they will be taken to Internal Isolation – the pattern of these accumulations will be the trigger for progression within the

behaviour system. A pattern of this behaviour will be monitored by HOY and Quality Assured by the Pastoral Lead and AHT

Toilets are only used before school, after school, break, lunch and in the last 5 minutes or first 5 minutes of a lesson. Staff are proactive and visible to support lesson changeover and supervise toilet areas. Arrangements are in place for any pupils with a toilet pass due to a medical condition. Pupils will only be permitted to fill water bottles during the times that toilets are open and will be expected to bring water bottles.

Detentions

Pupils should not be kept for detention after school without notifying parents. If a pupil receives a detention then this is recorded on Behaviour Watch and either a phone call home by the Behaviour Team on the day or an e mail generated to parents informing them of the date and time of detention. If an individual teacher chooses to set an after-school detention, they are responsible for informing parents.

Behaviour Structure

At each stage of the behaviour process pupils are supported to enable them to improve their behaviour and make the right choices. However, if a pattern of behavioural issue is identified that is not rectified through intervention pupils will progress through the behaviour structure.

<u>Stage</u>	<u>Action</u>	<u>Intervention</u>	<u>Possible Outcome</u>
Stage 1 (S1) Concern at number of referrals.	Parental contact- Pupil placed on report (monitoring period 2 weeks). Specific targets set.	Identify possible triggers for behaviour. Monitored through BW Behaviour conversations carried out by the HOY and S1 booklet. Any other relevant interventions identified.	Improvement – reduction in referrals, pupil is taken off report. Little progress – 1-week extension of S1. Continued concern – Progress onto S2.

<u>Stage S2</u>	<u>Action</u>	<u>Intervention</u>	<u>Possible Outcome</u>
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Extension of individual behaviour report due to deteriorating pattern of behaviour	Seen weekly by HOY Parental meeting Specific targets set with the pupil Referral considered to external agency for assessment	Identify possible triggers for behaviour and analyse possible patterns of behaviour HOY to monitor through BW. S2 Intervention booklets and behaviour conversations carried out by HOY. Any other additional interventions identified	Improvement – reduction in referrals, Return to S1. Little progress – 1-week extension of S2 Continued concern – Progress onto S3
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<u>Stage S3</u>	<u>Action</u>	<u>Intervention</u>	<u>Possible Outcome</u>
Extension of individual behaviour report due to deteriorating pattern of behaviour	Pupil continues onto S3 report (6 weeks) parents meeting to be held with HOY - create PSP to set targets and agree intervention/curriculum and any modifications. Referral to additional relevant agencies considered as well as in house interventions. Liaise with ALN department and consider 1-page profile where appropriate	Reconsider possible triggers for behaviour and analyse possible patterns of behaviour Link with ASP if applicable HOY to monitor through BW. Behaviour conversations carried out by HOY twice weekly Any other additional interventions identified. Head of KS to QA PSP.	Improvement – reduction in referrals, - return to S2. Little progress – 2-week extension of S3 Continued concern – Progress onto S4

<u>Stage 4 (S4)</u>	<u>Action</u>	<u>Intervention</u>	<u>Possible Outcome</u>
Progress to S4 due to deteriorating pattern of behaviour	Pupil continues onto S4 and placed on a 5 Strike contract. Parents meeting to be held with HOY - create PSP to set targets and agree intervention/curriculum and any modifications. Referral to additional relevant agencies considered as well as internal in house interventions. LA	Parental contact – 3 weekly review of PSP. Strike to be issued usually when a B3/B4 is issued but professional discretion will be issued and this will be signed off by Head of KS/SLT. Daily intervention with HOY.	Improvement – reduction in referrals, - return to S3. Earn strike back if improvement shown over 25 school day period – attendance will be considered. Strikes issued if no improvement. Meeting to be arranged with Key

	Inclusion Officer notified. Liaise further with ALN department.	Request consent for pupil to be discussed at MAP if appropriate.	Stage lead to consider options such as Managed Move. Other modifications at Strike 3. LA Officer to be invited also.
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Use of isolation/Exclusion

Internal Exclusion

An Internal Exclusion will be used for pupils who have seriously breached the school's expectations for behaviour. This may include:

- Swearing directly at a member of staff
- Physical violence towards another student /physical altercation
- Escalation for not complying with other consequences
- Repeated severe Clause
- Escalation in line with mobile phone policy
- Damage to property

Before any pupil is internally excluded, the case must be discussed with the Pastoral Lead or Assistant Head. The parents/carers will be informed of the reason for using this sanction and appropriate work/tasks will be provided for the pupil.

Any student internally isolated (B3) will be expected to follow the rules that are in place or else the expectations of the room will not have been met and this will be escalated further:

- Arrive and be respectful
- Complete a reflection
- Phone/device not seen or heard
- Maintain a quiet environment

External Exclusion

External exclusion will be our last resort

External Exclusions are used in response to verbal or physical abuse of staff or pupils, racist comments, bullying (in line with the anti-bullying policy), continued persistent and excessive defiance, Substance Misuse (in line with policy), and acts of violence and damage, deliberate activation of fire alarm. Parents will be contacted prior to the exclusion and informed as to the reason for this action and the duration of the exclusion. All exclusions must be agreed by either the Headteacher or Deputy Headteacher.

Work will be provided for pupils to complete during a period of fixed term exclusion of 2+ days. This is the responsibility of the HOY or BT link_

- A return to school meeting will be arranged with parents following any Exclusion and a return to school contract agreed and signed by all parties. This may be over the phone, Microsoft Teams or Face to Face. This will be led by the HOY. For significant exclusions or pupils at significant risk of permanent exclusion HKS will also attend. Logs will be completed by the HOY on BW

The decision to permanently exclude a pupil is a serious one and is not a decision taken lightly. Permanent exclusion is usually the final step in the process, once the pupil has progressed through Stages 1, 2, 3 and 4 and has been issued with a 5th strike. At 3rd strikes, the LA Inclusion Manager will be consulted and will usually meet with the pupil and parents and the position and options discussed. The options could involve a placement at the Pupil referral unit or a Managed Transfer to an alternative mainstream school on an 8-week trial.

In exceptional circumstances the Headteacher may make the judgement to permanently exclude a child for a one-off offence. These may include:

- Serious violence against pupils or staff
- Sexual abuse or assault
- Using or threatened use of an offensive weapon

Appendix A

Engagement and Behaviour

Rights and responsibilities with regard to staff

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Rights and Responsibilities: -

Ysgol Uwchradd Y Rhyl and its staff have the right to: -

- Enforce the school's behaviour policy including rules and disciplinary measures.
- Expect pupils and parent's cooperation in maintaining an orderly climate of learning.
- Expect pupils to respect the rights of other pupils and adults.
- Not tolerate abusive or violent behaviour.
- Involve outside agencies as appropriate.

Classroom Expectations.

The rules of the classroom need to be few in number and referenced regularly by the classroom teacher. Pupils should be questioned about the rules and asked to offer reasons why we have such rules. The rules will only remain effective if all the teachers use them on a regular basis.

It is vital that we manage our expectations based on the pupil's ability and understanding.

Staff at Rhyl High School are expected to:

- Make clear they are dealing with the behaviour, not the person.
- Avoid early escalation to sanctions.

- Avoid whole group sanctions that punish those that follow the expectations as well as those choosing not to follow school expectations.
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve their behaviour
- Never humiliate a pupil.
- Use sanctions in a calm and controlled manner.
- Ensure that sanctions are seen as consistent and inevitable (i.e. when a sanction is mentioned, it is used).
- Take account of individual circumstances.
- Show a consistency of approach – Firm and Fair.
- Be friendly and smile
- Seek support and communicate concerns
- Share good practise
- Don't take it personally
- Follow up with restorative meetings when appropriate and when possible.

Lessons

To support a positive environment in school all staff will:

- Meet and greet pupils at the beginning of lessons
- Remind pupils of expectations
- Not allow pupils out of lessons without an appropriate reason
 - Toilet pass
 - Appointment – red flagged
 - First aid in line with procedure
- End and send from the door at the finish of lessons
- Use appropriate differentiation
- Consider seating plans
- Provide equipment
- Manage and challenge lateness to lessons in a way that doesn't impact on the flow of the lesson and the learning of the other pupils
 - Start lessons promptly
 - Allow appropriate take up time – time to respond to strategies and intervention given.
- Record all praise and rewards in line with our policy

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. In the classroom however, the primary responsibility for creating a learning climate lies with the adults in the classroom.

Developing a positive climate for learning and managing inappropriate behaviour

To create a culture where praise and reward are the norm and sanctions the exception, it is helpful if all staff develop the skills and strategies needed for them to be effective in encouraging behaviours for learning, for example:

- Consciously giving praise and looking for positive behaviour
- developing a presence in the classroom
- Tactically ignoring
- offering assertive statements or directions
- making use of good questioning technique
- using the language of correction
- offering partial agreements
- using the language of choice

Avoiding challenging behaviour:

- Be organised and on time
- Have a positive or upbeat start to the lesson
- Be aware of your tone of voice – calm and persuasive, not arrogant or condescending
- Use your initiative, tailoring your actions to individual situations
- Use pupils' names rather than referring to them in impersonal terms
- Try to have a sense of humour; be relaxed
- Give pupils a choice or a way out of situations
- Deal with secondary issues at a later date

Malicious allegations

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Appendix B

Engagement and Behaviour

Rights and responsibilities with regards to pupils

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Pupils have the right to:

- Be treated with respect and listened to.
- Be taught in an environment that is safe and conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.
- To use relevant school procedures i.e. complaints, if you feel a situation has not been resolved satisfactorily.

Pupils are expected to take responsibility to:

- Meet the behaviour expectations of our school.
- Conduct themselves around the building in a responsible manner and show regard to others.
- Arrive on time to lessons.
- Bring equipment appropriate for the lesson.
- Follow reasonable instructions given by staff, obey rules and accept sanctions.
- Behave in a respectful and polite manner to all.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the school environment.
- Demonstrate collective responsibility and respect for the school environment.
- Act as representatives of the school when away from the building.

- Not bring inappropriate items to the school.
- Never harm, denigrate or bully other pupils or staff.

Items not permitted: -

- Mobile phones (if seen or heard in the classroom) will be confiscated – they are only to be used during break and lunch in the canteen or outside.
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Headphones are not permitted to be worn inside.
- Energy drinks are not permitted in the school.
- Cigarettes/tobacco/e-cigarettes.
- Illegal items or other drugs/substances/paraphernalia.

Pupils will be expected to: -

- Adhere to the school uniform policy.
- Eat only in the canteen and designated outside eating areas.
- Not engage in any commercial activity on the school premises.
- Respect property belonging to others.

Advice to Pupils: -

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Use bags for school which are a suitable size and strong enough to carry books and other equipment.
- Contact your Head of Year if you need clarification on any issue.

Travelling to and from the school

- While pupils are travelling to and from the school they are representing the school and must act in a manner that does not damage the school's reputation.
- Pupils should respect the people and property in the local community and behave in a safe and responsible manner.
- Pupils who misbehave while travelling to and from the school may be subject to the school's sanctions, and/or those contained in the Denbighshire School Transport Policy.
- Pupils behaviour outside of school that has an effect upon the education and welfare of pupils within the school may also be subject to disciplinary proceedings.

Behaviour outside the school

We value our pupils' experiences, both inside and outside of the school, and as such we will expect our pupils to behave in a manner that promotes Ysgol Uwchradd Y Rhyl. However, on occasions pupil's behaviour may not be up to the expected standard and as such they may be subject to action from the school.

Malicious allegations by Pupils

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Appendix C

Engagement and Behaviour

Rights and responsibilities of parents and carers

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

We treat each other with kindness and respect when supporting your children, and we expect you to do the same when working with us. We need to work in partnership - collaboration and consistency between parents and the school will lead to improved outcomes for your child.

We believe that all parents have a right to be heard, understood, and respected. However, all school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive, or unreasonable behaviour.

Parents and carers are expected to:

- Support the school. You have trusted us with your child's education and welfare. Sometimes we have to make difficult decisions that you may not agree with, but we always make them with positive intent.
- Be a positive role model for your children in all interactions with the school; be polite, proportionate, and courteous at all times. Set a good example in your own speech and behaviour.
- Adhere to all our school policies and procedures.
- Work in partnership with staff to ensure good behaviour.
- Maintain appropriate communication.
- Inform staff of any concerns, but please always be proportionate and courteous. We will deal with your concerns, but we ask that you allow us a reasonable time to respond.
- Respond to concerns raised by members of staff courteously.
- Ensure pupils come to school on time, correctly equipped, and prepared to work.

- Approach the school directly with your concerns and allow us to resolve the issues with you. Please do not use social media to discuss your concerns. Maintain appropriate communication using the agreed channels to the school
- Always adhere to socially acceptable standards of behaviour, as described below.

To support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including sports fixtures.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to inflict actual bodily harm on a member of school staff, Governor, visitor, fellow parent/carer, or pupil regardless of whether the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication.
- Defamatory, offensive, or derogatory comments regarding the school or any of the pupils, parents, or staff of the school, on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to a member of staff in school, so they can be dealt with fairly, appropriately, and effectively for all concerned.
- The use of physical aggression towards another adult or child.
- Approaching someone else's child to discuss or chastise them because of the perceived actions of this child towards your own child. Such an approach to a child may be seen to be an assault on that child and may have legal consequences. This includes contacting a child via social media, games consoles, other electronic devices, or over the phone.
- Coming onto the school site smoking or under the influence of alcohol or other recreational drugs.
- Dogs being brought on to school premises without permission.
- Insisting on a response to requests in an unreasonable time limit or outside normal school hours.
- Seeking to avoid or attempting to challenge the safety arrangements and staff instruction around the school during drop off and pickup times.
- Attempting to record any communication with staff including phone calls or meetings without prior discussion and agreement.

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds. We have an Unacceptable Stakeholder Behaviour Policy which we will use in these cases.

We trust that parents and carers will assist our school with the implementation of this policy, and we thank you for your continuing support of our school.

Malicious allegations made by parents

Our school is committed to dealing effectively with concerns and complaints. We aim to clarify any issues about which you are not sure. If possible, we will put right any mistakes we have made, and we will apologise. We aim to learn from mistakes and use that experience to improve what we do.

Allegations will be dealt with using appropriate policies and following the correct process outlined in our School Complaints Procedures. Please do not jump stages of the policy because this could delay our ability to deal with any concerns in a timely manner.

Parents or other adults that are found to have made malicious allegations are likely to have breached the Unacceptable Behaviour Policy.

If found to be in breach of either Policy, we will take sanctions if deemed serious enough, which may include contacting the police if there are grounds for believing a criminal offence may have been committed.

Appendix D - Engagement

Definition of engagement

- Active engagement in learning
 - Pupils own their learning
 - Pupils know how to improve
- Active participation
 - Driven by high quality questioning
- Skills driven
 - Ensuring skill is met before moving on
- Purposeful learning
 - Accessible to all
- Drives progression

What engagement isn't

- Passive learning
- All fun and games
- Task driven
- Fully teacher led
- Based on completion of content

Engagement will be maximised through

- Consistent expectations for all pupils
- Homebase ownership
 - Directing movement whilst at classroom door
- Consistent classroom routines
- Consistent and purposeful assessment – regularly seen in books
- Consistent and purposeful feedback in pupils' books which is completed within the cycle of learning to ensure
 - Pupils' feedback clearly shows and explains how improvements can be made
 - Pupils have regular opportunities to interact with their feedback in a meaningful way
 - Pupils have made progress
 - Pupils do not move on until misconceptions are challenged
 - Pupils invest in their learning
- Strong and appropriate pace of learning
 - Driven by skill development not task
 - Driven by a clear learning structure
 - Where progress and success criteria are clear
- Clear, challenging and directed questioning by teacher and by learner
- Variety of approaches that meet the needs of the class, making the learning accessible to all
 - Maximising AFL
- Positive relationships and valid, directed praise

- Reflection of effectiveness of lessons to adapt and plan differently from what has been learnt
- Knowing classes and using pupils' names

Tracking and evaluation

- Book monitoring
- Learning walks

Appendix E

List of relevant policies: All available through the DCC website

- Policy for dealing with unacceptable customer behaviour
- Schools managed transfer policy
- Learner Transport Policy
- Collective Grievance Policy
- HR policies

School based policies (*school to insert list of relevant policies*).

Child Protection/ Safeguarding in Education

Use of Reasonable Force & Physical Intervention

Preventing Misuse of Substances Policy: Secondary schools

Complaints

Mobile Phone Policy

Toilet Policy

All Wales Child Protection Procedures

<https://www.safeguarding.wales/>

North Wales Safeguarding Board Website that has all the individual policies and guidance which includes the resolving professional differences e

<https://www.northwalessafeguardingboard.wales/policies-and-procedures-children/>

Appendix F

Flowcharts

