

# Cantonian High School

## Ysgol Uwchradd Cantonian



THE BEST FROM EACH  
SUCCESS FOR ALL

## Behaviour Policy

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## **introduction**

This policy sets out the whole school behaviour policy, completed following consultation with members of staff. It contains guidelines for staff on:

- Rewards
- Sanctions
- Support for staff
- Strategies
- Monitoring/Evaluation of pupil behaviour

APPENDIX I	INTERNAL EXCLUSION ROOM POLICY/PROCEDURE
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This policy sets out the expectations of behaviour at Cantonian High School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the development of positive attitudes. We recognise that there is a strong link between positive behaviour, relationships and standards of work.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school and we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

## **Whole School Behaviour Policy**

The school operates a behaviour system that incorporates the use of Class Charts to monitor all behaviours, both positive and negative.

The school's main behaviour system is based around the 3R's (Appendix VI) and pupils are expected to be Responsible, Ready & Respectful.

If pupils misbehave and fail to follow the rules, negative points will be allocated. If pupils achieve and perform well and follow the 3R's, positive points will be rewarded using Class Charts. All behaviours will be monitored, both positive and negative, with actions taken. These behaviours are recorded using our Class Charts and Provision Maps systems.

We are a caring, inclusive school and we aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school's Behaviour Policy (3R's) is therefore designed to encourage the way in which all members – pupils, staff, parents and Governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and wellbeing of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. We recognise that positive behaviour for learning has to be taught and that all staff have a responsibility for this.

We believe that in order to develop positive behaviour, the emphasis should be on pupils making the right choices and taking personal responsibility. A pupil understanding that there are benefits for positive behaviour with consequences for poor conduct is part of that responsibility. As a school, we will endeavour to provide the support structures necessary to develop pupils academically, socially and emotionally to reach their full potential.

## Rewards

Pupils will be rewarded by following our 3R's and showing they are Ready, Respectful and Responsible.

Positive points (using Class Charts) can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement; and should be given when:

- it is above the standard for that group (class, form, year, school)
- it is above the standard for that pupil
- it is of a consistently good standard – this one often gets missed

We should avoid giving rewards:

- as bribes e.g. for classroom control
- on demand
- in a way which causes embarrassment
- in a way in which devalues their worth to others (e.g. over-use)

Types of reward include:

- Positive comments in class and/or reinforcement at end of lesson
- Positive points on Class Charts
- Praise Cards
- A letter home to parents/carers
- Parents' Evenings Positive phone calls – use these as a means of praising where appropriate
- The top positive points winners from all year groups will be given the opportunity to gain rewards

## Sanctions

The school has agreed standards of behaviour (which includes conforming to the uniform requirements) with pupils and parents/carers because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare pupils to take their place in society. Pupils do not always conform to these agreed standards and a system of sanctions is therefore required. The school may seek reparation in whatever form to reimburse loss.

Sanctions can be linked to work, effort, behaviour and personal conduct/uniform and should be given when behaviour, work, uniform or effort is:

- below the standard expected by the school
- below the standard of that pupil
- of a consistently poor standard

We should avoid:

- Negative comments – especially about the person
- Punishing a whole group
- Inconsistency
- Promising and not carrying through those promises
- Imposing excessive sanctions
- Referring a pupil with a request for a specific sanction to be imposed e.g. I want David put on detention
- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of confronting their action and behaviour

## What Sanctions Can Staff Use?

- Make our disapproval of the behaviour clear – by a look, by talking to the pupil, by showing our disapproval in front of others
- Insist that work is repeated/completed or that extra work is done. Always give a deadline and check
- Pupils should be moved in class if their present position is influencing their ability to learn or influencing the learning of others
- Negative points given for pupils who fail in key areas in the classroom
- Meet with pupil and refer to Subject Area Leaders, Head of Year or Wellbeing Team to discuss future conduct
- Enter the inappropriate behaviour on Class Charts and take action, e.g. setting a restorative conversation for after school
- Follow school 'parking' procedure
- Use the 'On Call' button on Class Charts if appropriate to do so after all behaviour protocols have been exhausted
- Pupil is collected from the lesson and is escorted to the internal exclusion room (see Appendix I)
- Contact home

There are higher levels of sanction, which may be imposed after consultation with appropriate staff:

- Withdrawal of privileges
- Placed on report
- Internal exclusion room
- Ask parents/carers to come into school
- After school detention
- Lunch time detention
- Break time detention
- Child and parents required to appear before Governors' Disciplinary Committee
- Fixed term exclusion
- Permanent exclusion

Exclusions are the sole prerogative of the Headteacher, or in her absence, the Acting Headteacher. Exclusions are a measured response to unacceptable conduct, either as a 'one-off serious incident' or to a pattern of unacceptable conduct and will not be undertaken without investigation, listening and, wherever possible, gaining 'write-ups' from as many parties as possible.

## **Support for Staff**

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour.

Support is available at every stage and in every situation. Rather than working in isolation, it is much better to seek help and use the procedures that exist. A number of staff will have dealings with a given pupil or group of pupils and there will be information available that could prove useful in assisting your classroom management.

Use of the Form Tutor as a point of contact may prove beneficial as they can provide a wide overview of a pupil's behaviour. The pupil's Head of Year will have a range of approaches. The Assistant Headteacher with responsibility for whole-school behaviour may be able to suggest sanctions and assist in the writing of Behaviour Support Plans (BSPs). Any member of SLT can be approached to provide support and to discuss an issue, alongside the input from the Form Tutor.

Enlisting a senior colleague to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Staff can be assisted in their work by related INSET. All staff undertake Behaviour training during INSET. SLT should be contacted about what appropriate possibilities exist.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice and act upon it. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all pupils know what is expected of them.

## **Strategies**

### **Procedures – Strategies for Promoting Good Behaviour**

We firmly believe in an active partnership between parents/carers and school as we need to work together to help pupils achieve their potential. As such, we encourage the following strategies to promote good behaviour:

- Adhering to the Pupil Contract (see Appendix IV)
- Adhering to Home School Agreement (see Appendix V)
- Praising pupils for good behaviour (e.g. Class Charts, praise cards, letters home)
- Broadcasting information about successful events e.g. via assemblies
- Regular assemblies which help to promote good behaviour
- Staff being visible around the school, being seen to be interested in the pupils and in good self discipline
- Learning the names of pupils to let them know they belong
- Displaying examples of good pupil work
- Offering a wider range of extra curricular activities
- Rewarding good behaviour as appropriate
- Employing a flexible approach to the curriculum to attempt to meet the needs of all pupils
- Pleasant school environment
- Adults as role models
- Creating calm and orderly movement around the school, ensuring pupils keep to the left
- Providing pupils with opportunities to promote the values which they regard as important
- Class discussion/reinforcement of good behaviour in form time
- Use of professional and positive language when dealing with pupils
- Aim for self-discipline. Help pupils by providing a checklist relating to positive expectations
- Setting positive targets

## **Procedures – Strategies for Discouraging Poor Behaviour**

There is a range of strategies used for discouraging poor behaviour Adhere to Pupil Contract (see Appendix IV)

- Adhere to Home School Agreement (see Appendix V)
- Conduct for Learning posters
- Regular assemblies
- Staff being visible around the school, being seen to be interested in the pupils and in good self discipline
- Learning the names of pupils to let them know they belong
- Directing/encouraging pupils to be involved in extra-curricular activities
- Restorative approaches
- Detentions
- Counselling/punishing poor behaviour, not the child but their action
- Pleasant school environment and suitable organisational strategies
- Seeking information and support from pupils
- A rapid response to bullying when this is identified, following the appropriate policy & procedure
- Involvement of parents/carers and external agencies
- Use of tutor group time and mutual support amongst peers
- Adults as role models (e.g. punctuality, standard of dress etc.)
- Creating calm and orderly movement
- Providing pupils opportunities to identify undesirable behaviours
- ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy
- Daily truancy/late/attendance checks and action by the attendance team

## **Restorative Approaches**

Cantonian is a 'restorative school'.

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has had many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, anti-social behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

There is good evidence that restorative practice delivers a wide range of benefits for schools.

When there has been a breakdown in relationship between pupil and teacher, a restorative meeting takes place, during which both parties express their concerns with an aim of repairing and building relationships and moving forward before the next lesson.

## **Monitoring**

Monitoring is carried out in formal and informal ways by staff:

- Interviews/telephone calls/letters to parents/carers
- Registration/lates
- Record of exclusions – SLT
- Record of those sent to withdrawal room – SLT/Subject Area Leaders.
- Referral to outside agencies – Assistant Head ALNCO/ Assistant Headteacher in charge of whole school behaviour
- Pupils on report – Form Tutor/Behaviour Team/Heads of Year/SLT
- Incidents will be recorded either on paper or on SIMS, whichever is most appropriate
- Additional Learning Needs (ALN) Register
- Key Stage Assessments
- Interim Reviews
- Annual Reports
- Behaviour Support Plans
- Pastoral Support Plans
- Educational Psychologist assessment
- Medical information
- Direct observation of pupil behaviour in/out of lessons
- After school detention records

## Evaluation

This policy will be reviewed annually with alterations implemented as necessary.

Criteria for evaluation will include:

- Effects of behaviour on the quality of learning
- The extent to which pupils demonstrate good habits of work and behaviour
- Pupils' self-discipline and self-esteem
- Attitudes to one another, to school staff (teaching and non-teaching) and to visitors
- Aggressive behaviour or bullying

Agreed by Headteacher:



Agreed by Chair of Governors:



Date of Issue: Autumn 2022

Date for Review: Autumn 2023

## **Appendix I**

### **Internal Exclusion Room Policy / Procedure**

The internal exclusion room is operated and staffed by a Level 3 TA and is a sanction which can only be employed by Heads of Key Stages, Subject Area Leaders, Heads of Year or SLT. Its purpose is to provide alternative provision for pupils who are disrupting a lesson, thereby preventing themselves and others from learning and to prevent fixed term exclusions.

If staff have followed the behaviour protocols and given pupils the relevant warning then staff will use the on call button in Class Charts. Our pastoral team will be notified and will attend the classroom. Their first priority will be to reintegrate the pupil into the classroom. If this fails then the pupil will be taken to the internal exclusion room.

Pupils are expected to spend the remainder of that day in the internal exclusion room, except in exceptional circumstances, and to return to normal lessons thereafter. The person referring the pupil to the internal exclusion room will attend a meeting at the end of the school day for a restorative meeting.

Pupils in the internal exclusion room are being removed from their peers, not from the National Curriculum. They must either:

- Complete work set by the class teacher
- Complete work set by the staff member in the room (literacy and numeracy resources available )

Pupils refusing to work in the room will be required to stay for an additional time.

## **Appendix II**

### **Wellbeing**

Wellbeing is a provision which aims to provide a learning environment for learners who are having difficulties accessing mainstream lessons for a multitude of reasons. Reasons include but not limited to behavioural, emotional and social difficulties. The provision seeks to enable learners who would otherwise face exclusion or be non-attenders to remain part of the school community. It is not automatic that it shall be used as a precursor, or alternative, to exclusion as some extremes of behaviour, or lack of willingness on the part of the learner to engage, will rule out this option.

Typical learners in the Wellbeing provision are those who require a quiet, low stimulus environment to re-engage with learning or who require a period of time in a quiet, low stimulus environment to be able to develop coping strategies to be reintegrated fully back into the mainstream setting.

The Wellbeing curriculum will as much as possible replicate the work the learners would be undertaking in the mainstream lessons and cover any subject areas deemed appropriate by SLT and will also involve support provision e.g. anger management/self-esteem lessons/emotional literacy lessons from suitably trained members of staff.

Learners will be given a variety of activities to undertake, which will be aimed at stimulating participation and the acquisition of wider skills, as well as social, emotional and behavioural skills.

Outside agency support will continue to be sought for learners with BESD where appropriate. Any trips outside school will be educational although on occasion, if deemed appropriate, trips will be made available to develop learners' social skills and emotional resilience; these trips will not take place unless consistently good behaviour has been demonstrated by all learners.

Learners will be referred to Wellbeing for a fixed period and will have bespoke timetables created for each learner which clearly identifies which lessons the learner will be attending the provision. After this time, a phased return to mainstream will take place and be carefully monitored. Continued failure to function in the mainstream may well result in longer placements in Wellbeing.

Referrals to Wellbeing are discussed with parents/carers.

The Headteacher may issue a fixed-term or permanent exclusion if pupils are placed back in the mainstream and once again fail to comply with school rules.

## CANTONIAN HIGH SCHOOL UNIFORM



### School Uniform:

White shirt

Grey clip-on tie with a red stripe for Key Stage 3 (Years 7-9), blue stripe for Key Stage 4 (Years 10-11) and purple stripe for Key Stage 5 (Years 12-13)

Black V-neck jumper with red stripe for Key Stage 3 (Years 7-9)

Black V-neck jumper for Key Stages 4 & 5 (Years 10-13)

Black trousers (no leggings, jeans, joggers or ankle grazers) / black skirts (must be no more than TWO inches above the knee)

Black socks / black opaque tights

Plain black footwear

Outdoor coats only (no denim jackets, no hoodies or sweatshirts)

### PE Uniform:

Black unisex training tops

Black jogging bottoms / black shorts

Black lightweight rugby shirt

Black leggings / black skorts

Optional black unisex PE hoodie (must have the badge and only work for PE)

### Islamic Dress:

This must be made up in black and the school badge must be sewn to the top.

Hijab, if worn, should be plain black.

**YC Sports** are the sole supplier of our school uniform. They have shops at:

156 Cowbridge Road East, Canton, Cardiff CF11 9ND (Tel: 029 2022 0246)

5 Penlline Road, Whitchurch, Cardiff CF14 2AA (Tel: 029 2069 3653)

**Any pupil not in full school uniform will be sent home to change, after a telephone call has been made to inform the parent / carer.**

### Hair Styles

Extremes of style, cut or colour are unsuitable for school, and are not permitted.

### Make-Up & Nails

We do not encourage pupils to wear make-up and nail varnish to school. However, if it is worn it must be subtle and discreet.

### Jewellery

The only jewellery allowed in school is:

- **One** small signet ring
- **One** small pair of **stud** earrings (one stud in each ear-lobe)
- **One** wrist watch

**No necklaces, bracelets or anklets, facial, or other body piercings are permitted, including nose, tongue and belly.**

The reasons are:

- We cannot be responsible for personal property.
- **Large rings, earrings and body piercings can be a serious safety hazard.**

**Continuing to wear unacceptable jewellery after a warning will mean that it will be confiscated.**

**These rules apply at all times to both boys and girls and we enforce them strictly.**



**YSGOL UWCHRADD CANTONIAN HIGH SCHOOL  
PUPIL CONTRACT YEARS 7 - 11**

**I (the pupil) agree to:**

- Be on time for school and for each of my lessons and to attend school every day.
- Behave well in lessons and follow the 3R's.
- Behave properly at break and lunch times and on the journey to and from school.
- Not drop litter in school, in the playground or on the fields, or on my journey to and from school.
- Always be polite and respectful to staff, visitors and other pupils, treating them as I like to be treated.
- Follow all instructions given by staff, in lessons and around the school.
- Wear full school uniform, as set out in the uniform requirements, wear only the permitted jewellery, and bring a suitable bag for my books.
- Ensure that any make up / nail varnish I wear is subtle and discreet.
- Bring my PE kit on the right days and to participate, unless I am unwell, when I will bring a note.
- Respect property belonging to the school, staff and other pupils and take care of my own, understanding that the school can take no responsibility for expensive items brought onto the premises or on trips.
- Keep any mobile phone I choose to bring to school switched off in the building and at lesson times, and put safely away in my bag, together with the ear-phones.
- Keep the rules for safe IT use, which include not accessing banned or inappropriate websites, sending messages via the school's system, and logging in using someone else's log-in details.
- Not make or post images or video of school staff, pupils, images of Cantonian or the name of Cantonian on any internet or other site without prior written consent from the Headteacher.
- Not bring any dangerous items into school - this includes cigarettes & matches / lighters, e-cigarettes, alcohol, illegal substances (drugs), offensive items / literature, or anything which is, or could be used as, a weapon.
- Do my part to keep the good name of the school in the community.
- Note that any application for entry into the Sixth Form is dependent on high standards of behaviour, attendance and progress during my previous years in school.

**I (the parent / carer) agree:**

- To ensure that my child complies with this contract.
- To support the school in educating my child and helping him or her to obey the school rules.
- To ensure that I do not allow my child to miss any time from school unless for ill-health.
- To re-imburse the school for any intentional damage caused by my child.
- To re-imburse the school for any exam fees should my child be entered and subsequently fail to complete work or to attend the exam.
- That any item of value brought into school by my child is at my own risk.
- To comply with our expectation to treat staff courteously.

**The school agrees:**

- To provide a full programme of lessons to promote learning to the highest standards.
- To offer extra support and counselling sessions through the school pastoral system.
- To keep parents / carers informed of pupils' progress through school reports and the annual pupil report.

..... Pupil

..... Parent / Carer

..... Headteacher / Staff member

..... Date

# Cantonian High School Ysgol Uwchradd Cantonian



THE BEST FROM EACH  
SUCCESS FOR ALL

## Home-School Agreement

Adopted March 2016  
Updated June 2018 (removed out-of-date references)  
Revised November 2019

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## **INTRODUCTION**

Pupils have the right to receive their education in a happy, safe and orderly environment so that they can use their talents to the full. Teaching and non-teaching staff have the right to work in a happy and orderly environment so that they can do their jobs well. Every individual has the responsibility to make sure that everything they say and do contributes to this. People are the most important part of any community including our school community.

### **Pupils are expected to –**

Show care, courtesy and consideration in dealing with other people in the community, with a special consideration for those less fortunate than themselves.

## **ATTENDANCE & PUNCTUALITY**

Good attendance and punctuality are essential for learning. Holidays in term time are not authorised and should not be taken.

### **Pupils are expected to –**

Attend school every day and remain on site for their own safety. They should be on time for registration and lessons, and avoid loitering in areas that will make them late; bring a note from their family immediately following an absence; bring a note in advance of a pre-arranged event e.g.: dental appointment, hospital visit, etc.

## **APPEARANCE**

Pupils should take pride in their identity as a pupil of Cantonian High School. School uniform is compulsory. Jewellery / hair style / make-up must conform to our published requirements.

### **Pupils are expected to –**

Attend school in full school uniform and conduct themselves with dignity and self-respect to reflect well on themselves, their families and the school.

## **BEHAVIOUR**

Good behaviour is essential for pupils' own learning and the learning of others.

### **Pupils are expected to –**

Follow the 3R's by being Ready, Respectful & Responsible.  
Follow staff instruction without debate or comment; show respect to others and not use bad language or cause any physical harm / injury / insult; report for any detention given when directed.

## **IN THE CLASSROOM**

This is the centre for learning and where potential will be fully realised.

### **Pupils are expected to –**

Apply themselves to their learning and not disrupt the teacher from teaching or other pupils from learning. They should enter the classroom calmly and sit to a seating plan; not eat, chew or drink; remove their bags and coats before entering the classroom; switch off mobiles, iPads etc. and put safely in bags; put their hands up to ask or answer questions; stay in their seats unless instructed otherwise; stay in lessons; pack away only when the teacher says; put coats on when the teacher tells them and leave the room in a calm way.

## **CLASSWORK, COURSEWORK AND HOMEWORK**

Work undertaken in class or at home are responses to teaching and are important in the learning process.

### **Pupils are expected to –**

Do their best; be on time and ready to learn; let others learn and try their best. Pupils should complete and hand in work set by the date and time agreed with the teacher; ensure that all work missed through absence is completed and organize coursework and homework.

## **AT BREAK TIME & LUNCH TIME**

These are times for all members of the school community to relax in a safe and happy atmosphere. Pupils are allowed to consume food at break time / lunch time, but not in the corridors or classrooms.

### **Pupils are expected to –**

Create an atmosphere which is friendly and secure by avoiding hurt to others by word or deed; use only A and B Block yards and remain on the school site; keep away from parked cars at all times and never pass between them when moving from one part of the building to another; keep all ball games to the field and put their litter in the bins provided.

## **THE SCHOOL HALL, NEUADD DAVIES, NEUADD NEWYDD & THE CANTEEN**

These areas have several uses. It may be for assemblies, examinations, teaching or PSE activities or eating lunch and break.

### **Pupils are expected to –**

Be respectful and orderly during assembly times; cooperate with staff during lunch and break times so that meals can be taken in an orderly manner; make sure that the areas are kept free from litter and that all food and food containers are disposed of safely and hygienically.

## **THE SCHOOL BUILDING**

The school building makes up our learning environment. Smoking is banned by law on the school premises.

### **Pupils are expected to –**

RESPECT the environment, including the displays of art work; WALK and not run; TALK and not shout. Pupils should move around the building in an orderly fashion and with consideration to others. Pupils are expected to show respect for others by keeping the toilets clean and free from graffiti.

## **PROPERTY**

Everybody has the right to expect that their property needed for school is to be respected and be safe from damage and loss. Pupils are allowed to bring mobile phones, iPads etc. to school at their own risk, but these should not be used in the building – with the exception of the canteen. (Loss or theft of phones / iPads etc. will not be investigated as they are brought to school at pupils' own risk.)

### **Pupils are expected to –**

Abide by the law, respect other peoples' property and not steal. Bring only those items that are needed for learning; mark their property clearly with their names; leave all valuable items and larger sums of money at home. Never damage or graffiti the property of others and borrow only with the owner's permission. Never bring to school any item which may harm another. Keep mobile phones switched off during lessons and never access or show to others inappropriate, violent or pornographic content.

## **TRAVELING TO & FROM SCHOOL AND DURING THE SCHOOL DAY**

Everyone has the right to be safe, treated fairly, not bullied or picked on during their journey to school. Everyone has the right to tell someone to tell if there's a problem.

### **Pupils are expected to-**

Respect others, be polite, not drop litter and obey the law. For their own safety they are expected to always behave, follow driver instructions and not distract drivers, cross roads sensibly and travel by a safe route.

## **DRUGS & ALCOHOL**

The school operates a robust Drug & Alcohol Policy, a copy of which is available on the website. Drugs, alcohol and tobacco have no place in Cantonian High School and the consequences of bringing them into school will be severe. Any one possessing or dealing drugs in school or on the journey to & from school or on trips will be permanently excluded. Alcohol and tobacco use may be dealt with in a similar way. In cases of pupils contravening the Drug & Alcohol Policy, the police may also be involved. The Governing Body regards the possession of illegal substances as a very serious matter requiring an extremely strong sanction.

### **Pupils are expected to –**

Abide by the law and not bring drugs, alcohol or tobacco onto the school site.

## **SCHOOL SANCTIONS**

Pupils are generally well mannered, happy and industrious – a credit to their family, themselves and the school.

Everybody makes mistakes and, very often, a clear reminder to pupils when they let themselves down and fail to live up to expectations is enough to ensure that expectations are met in the future. Others fail more often. A reminder may not be enough and sanctions will be imposed for their sake and for the sake of the whole school community. Privileges may be withdrawn. Detention may be imposed. Work for the community may be given. For more serious and/or persistent failures, parents/carers may be involved and home reinforcement of sanctions be sought. Pupils may be isolated internally or excluded from school if thought appropriate.

In cases of damage to school property, parents / carers will be asked to contribute to the cost of repair / replacement.

In cases of pupils contravening the Travel Behaviour Code (see Appendix), there are statutory consequences which include: verbal warnings, letters from the Local Authority and withdrawal of transport, in addition to those sanctions imposed by the school.

## **SUMMARY OF RESPONSIBILITIES**

**Pupil responsibility** – Live up to expectations. Explain politely to staff when expectations cannot be met for good reason. Be prepared to apologise if you are responsible for causing hurt or damage to property of others. Make reparation where necessary.

**Family responsibility** – Remind children of their responsibilities. Monitor their behaviour in respect of the expectations. Support the school in its expectations and the imposition of sanctions when deemed necessary. Provide the necessary means for the pupils to live up to the expectations.

## **USE BY THE SCHOOL OF PHOTOGRAPHIC IMAGES**

From time to time the school may wish to publish photographs and video images of pupils in publicity documents (such as the prospectus) and on the school website. All images are published with the strictest regard for child protection and only following receipt of a signed consent form from parents/carers.



# The 3 R's



A BRIGHTER FUTURE



## **Appendix VII**

### **The Cantonian Reintegration Centre (CRC) Steps 2, 3 & 4**

The CRC is a BESD/Nurture provision which seeks to enable pupils who would otherwise face possible exclusion to remain part of the Cantonian school community. Referrals to the CRC are made via the Pastoral Team and discussed with parents/carers, and form part of the school's graduated response for pupils with emotional, social and behavioural needs. A Support Plan is produced and monitored weekly by CRC staff.

Pupils in the CRC have a high level of social, emotional and or behavioural needs and are unable to cope with the social demands of a mainstream setting.

The CRC offers a bespoke curriculum in a consistent, calm, caring environment with 6-8 pupils with enhanced support. The curriculum focuses heavily on developing social skills, resilience, anger management strategies, self-esteem and emotional literacy as well as the qualifications needed to access post-16 education, training and work placements.

There are five lessons a day in the CRC of 35 minutes' duration. Each lesson is followed by structured break-time activities. Lessons begin at 9am, with a breakfast available from 8.35am. The school day finishes at 2:15pm

Alongside a social skills focus, pupils complete a personalised curriculum which includes core subjects at KS3 and vocational options at KS4 including SWEET, Vision to Learn, Prince's Trust, BTEC Health and Nutrition. KS4 pupils also have the opportunity to complete work experience and alternative curriculum pathways through Vocational Education Cardiff.

Enhanced support from outside agencies including the Behaviour Support Team and the Emotional Wellbeing Service continues in the CRC at Stages 3 & 4.

The Headteacher may issue a fixed-term or permanent exclusion if pupils fail to make adequate progress or where CRC expectations are not followed.