



**Ysgol Bryn Castell (YBC)**

# **Behaviour policy and statement of behaviour principles**

Date: May 2025

Review Date: May 2026

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:**

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, that ensures a calm, safe and supportive environment for all
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations of behaviour
- Provide a consistent approach to behaviour management that is applied equitably to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from Welsh Government including:

- [Keeping learners safe | GOV.WALES](#)
- [The Equality Act 2010](#)
- [Safe and effective intervention: guidance for schools and local authorities | GOV.WALES](#)
- [Behaviour management in the classroom: guidance for primary schools | GOV.WALES](#)
- [Behaviour management in the classroom: guidance for secondary schools | GOV.WALES](#)
- [Exclusion from schools and pupil referral units \(PRU\) | GOV.WALES](#)
- [Framework on embedding a whole-school approach to emotional and mental wellbeing | GOV.WALES](#)
- [Travel behaviour code: guidance | GOV.WALES](#)
- [Reducing restrictive practices framework \[HTML\] | GOV.WALES](#)
- [United Nations Convention on the Rights of the Child \(UNCRC\)](#)
- [United Nations Convention on the Rights of Persons with Disabilities](#)
- [Human Rights Framework on Restraint](#) produced by the [Equality and Human Rights Commission](#) (EHRC, 2019).
- [The Additional Learning Needs Code for Wales 2021 \(gov.wales\)](#)
- [Supporting learners with healthcare needs | GOV.WALES](#)
- [Peer-on-peer sexual harassment in education settings: action plan \[HTML\] | GOV.WALES](#)
- [Cwm Taf Safeguarding Board: Multi-agency policy: Responding to safeguarding concerns about individuals whose work brings them into contact with children and adults at risk](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

## 3. Definitions

All pupils at Ysgol Bryn Castell (YBC) have Additional Learning Needs (ALN). As per the ALN Code, the school recognises that there are a wide range of learning difficulties or disabilities, and that pupils within the school can be broadly classified into the following four areas:

- a) Communication and interaction;
- b) Cognition and learning;
- c) Behaviour, emotional and social development;
- d) Sensory and/or physical.

The primary need for each pupil at Ysgol Bryn Castell is either 'communication and interaction', or 'behaviour, emotional and social development', which as defined in the [ALN Code](#) can present as 'being withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration; pupils may have under-developed social skills; or present challenging behaviours'.

Ysgol Bryn Castell has a diverse pupil population, including pupils who may have experienced a range of adverse childhood experiences (ACEs), previous school placement breakdown and traumatic experiences. A combination of these factors can create insecure attachments, which can result in pupils using behaviours that challenge to communicate and have their needs met.

Ysgol Bryn Castell recognises that all behaviour is an action or reaction of an individual in response to external or internal stimuli and staff utilise a range of support and strategies to enable pupils to communicate their needs appropriately.

## 4. Bullying

**Bullying** is defined within [Welsh Government's Rights, respect, equality: Statutory guidance for governing bodies of maintained schools](#) as **'Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.'**

Welsh Government recognises that there are a number of [distinctive elements](#) associated with bullying and that it can take many forms:

- Intention to harm  
Harmful outcome
- Direct or indirect acts
- Repetition
- Unequal power

Bullying can include:

TYPE OF BULLYING	DEFINITION
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 special educational needs (SEN) 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 pupil targeted
Prejudice-related including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation	Bullying of a pupil or a group of pupils because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background

The curriculum at Ysgol Bryn Castell educates pupils about diversity and inclusivity. It encourages pupils to build positive relationships built on mutual respect in a safe and understanding environment and consider the impact of their actions and words on others.

Where instances of bullying occur, the school uses a restorative approach to support both parties to move forwards. Ysgol Bryn Castell works collaboratively with parents/carers and multi-agency colleagues, to ensure a range of strategies are used as appropriate to each individual case.

## 5. Roles and responsibilities

### 5.1 The governing body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher

- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Supporting staff who encounter pupils who display behaviours that challenge
- Regularly workload impact assess this policy and its use

## 5.2 The headteacher and senior management team

The headteacher and senior management team are responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with unacceptable behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Providing appropriate training in behaviour management, and the impact of Additional Learning Needs (ALN), adverse childhood experiences (ACEs) and trauma on behaviour, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy

## 5.3 Learning recovery managers

Learning recovery managers are responsible for:

- Ensuring that the data from Sleuth is reviewed regularly to:
  - make sure that no groups of pupils are being disproportionately impacted by the policy
  - implement/build/review proactive programmes of support alongside pastoral teams (class teacher and support staff) to reduce the likelihood and frequency of behaviour occurring/recurring
- Support pastoral teams to review pupil paperwork
- Support pupils to re-engage with learning as soon as possible
- Support pupils when dysregulated

## 5.4 Staff (including all those above)

Staff are responsible for:

- Creating a calm and safe environment for pupils and staff
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the individual behavioural needs of each pupil
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents accurately and in a timely manner on Sleuth (see appendix 2 for Sleuth log)
- Developing and maintaining Positive Behaviour Support Plans (PBSPs) – this is the role of the pastoral team with support from wider teams as required
- Supporting pupils to meet the school's expectations
- Creating an environment that promotes a TIS protect, relate, reflect, regulate model
- Looking after their own wellbeing and that of their colleagues
- Asking for assistance from colleagues in any situation with pupils where they need support using their work mobile phone or other means of communication
- Creating emotionally safe environments that support pupils to begin to express and regulate their feelings and behaviours in positive ways in-line with Enabling Learning guidance ([Enabling learning - Hwb \(gov.wales\)](https://www.gov.wales/guidance/enabling-learning))

The Learning Recovery Managers and Senior Management Team will support staff in responding to behaviour incidents.

## 5.5 Parents and carers

Parents and carers, where possible, should take responsibility for their child's behaviour both inside and outside school by:

- Getting to know the school's behaviour policy and reinforce it at home where appropriate
- Supporting their child in following the school's behaviour policy

- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the school promptly
- Taking part in any pastoral work following behaviour outside of expectations (for example, attending meetings)
- Raising any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Taking part in the life of the school and its culture
- Encouraging full attendance at school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration with them to tackle concerns about behaviour.

## 5.6 Pupils

Pupils will be made aware of the following during their admission into the school:

- The expected standard of behaviour they should be displaying at school
- That they should follow the school rules
- The school's routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards
- The pastoral support that is available to them to help them meet the expected standard of behaviour

Pupils will be offered individualised and specific support to meet the behaviour standards and school rules.

All stakeholders will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## 6. School behaviour curriculum

Our school curriculum at Ysgol Bryn Castell is defined as everything our pupils experience in pursuit of the [four purposes](#), and where relevant the National Curriculum and qualifications. It is not just what we teach but also how we teach it and importantly, why we teach it.

Our curriculum aims to:

- Enable our pupils to realise the four purposes and equip them for ongoing learning, work, and life.
- Enable all pupils to achieve their full potential.
- Offer a broad and balanced education, which enables our pupils to make links between the different areas of learning and experience and apply their learning to new situations.
- Support progression along a continuum of learning.
- Support our pupils' health and well-being, including their mental health and well-being.
- Support our pupils to develop the skills, knowledge, and experience to participate in their chosen society.
- Support our pupils' development of knowledge that is the foundation of being an informed citizen.
- Recognise our pupils' identity, languages, ability and background and the different support they may need.
- Reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world.
- Enable our pupils to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development, and citizenship.
- Enable our pupils to develop an understanding of their rights and the rights of others.
- Be built in co-construction with our stakeholders, pupils, families, the wider community, our cluster colleagues.

Ysgol Bryn Castell's curriculum design recognises the importance of child development and considers the five developmental pathways, which are fundamental to the development of all pupils and are used to ensure pupils are supported to make progress at their own pace and in their preferred learning environment:

- Belonging
- Communication
- Exploration
- Physical development
- Well-being

The pathways are child-centred and are interdependent, having equal value in supporting overall development and progress. Ysgol Bryn Castell follows the Enabling Learning guidance ([Enabling learning - Hwb \(gov.wales\)](#)) which

focuses on the key principles that are essential for holistic and meaningful learning for all pupils. Fundamental to this are three 'enablers' identified in the guidance as enabling adults, engaging experiences and effective environments. These enablers are interrelated and interdependent and the interplay between them is integral to teaching and learning with particular attention paid to play and play-based learning, being outdoors, observation and authentic and purposeful learning which are essential for learning.

The curriculum at Ysgol Bryn Castell is individualised to meet the needs of each individual pupil, and prioritises health and wellbeing, recognising that pupils need to have their basic needs met, to be able to learn effectively.

## 6.1 School rules

The school community has a set of agreed school rules which are regularly reviewed by a range of stakeholders to ensure they remain current and valid. These were last reviewed and updated in 2023/24:

- Wear correct school uniform
- Hand in my mobile phone
- Show respect for all staff
- Show respect for all other pupils
- Speak without swearing
- Attend all my lessons on time
- Show respect for all school property
- Remove my hat inside

In addition to these school rules, many classes also chose to develop their own class rules, which have been agreed by pupils and staff within the classroom.

## 6.2 Mobile phones

Ysgol Bryn Castell recognises that many pupils have long journeys to and from school every day. The school enables pupils to use their mobile phones on these journeys in order to promote a safe, comfortable and positive bus environment and good behaviour on home to school transport services.

Upon arrival at school, pupils are required to hand their mobile phones into their pastoral teams for safe keeping. This maintains a safe learning environment in the school.

If a pupil refuses to hand in their mobile phone, then they will be given individualised support specific to their Additional Learning Needs (ALN), including time to process and understand the request with support from a known and trusted adult. Should the pupil continue to refuse to hand in their mobile phone, an appropriate response will be implemented through discussion with the pastoral, Learning Recovery and Senior Management teams.

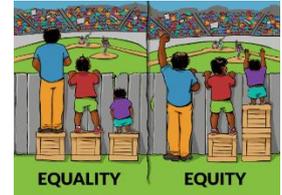
## 7. Responding to behaviour

The school recognises that pupils' behaviour at Ysgol Bryn Castell can be impacted by their Additional Learning Needs (ALN) and difficulties in communicating. Some pupils may also be affected by adverse childhood experiences, previous school placement breakdown and traumatic experiences. As such, when incidents of behaviours that challenge arise, staff will consider them in relation to a pupil's individual needs, which will be made on a case-by-case basis. The school will take its legal duties into account when making decisions about enforcing the behaviour policy which include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with ALN ([The Additional Learning Needs Code for Wales 2021 \(gov.wales\)](#))
- Any support set out in an Individual Healthcare Plans (IHP) is provided

As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of behaviour and put in place Positive Behaviour Support Plans, Positive Handling Plans, Enhanced Risk Assessments (including specific de-escalation techniques) and the use of pre-arranged scripts and phrases, to help prevent further behaviour issues arising. Staff will endeavour to create a calm and predictable environment and respond in a consistent, fair and proportionate manner, that is equitable and specific to each individual pupil and their needs.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Staff recognise and understand that the response to the behaviour has to be tailored and specific to each individual pupil, and that application of fixed sanctions that are applied in all situations (equality), given the complexity of each pupils' Additional Learning Needs (ALN), would cause discrimination and cannot be applied at Ysgol Bryn Castell. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.



Where Ysgol Bryn Castell have concerns about the frequency and level of behaviour that is being displayed by a pupil, through discussion with the senior management team, the school will seek help and support from a range of multi-agency colleagues including the Educational Psychology Service, Speech and Language Therapist, Health colleagues and police.

## 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Pastoral classes and teams will:

- Create and maintain a stimulating environment by delivering high quality teaching and learning experiences that encourages pupils to build positive relationships and be engaged
- Display and encourage pupils to follow the school rules
- Consider their own classroom rules
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Using a visual timetable
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Responding to low-level disruption
  - Using positive reinforcement
  - Foster positive links with parents/carers

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The school will consider whether a pupil's presenting behaviour may be linked to them suffering, or being likely to suffer, significant harm. Please refer to our [child safeguarding policy](#) for more information.

## 7.3 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour could be rewarded with:

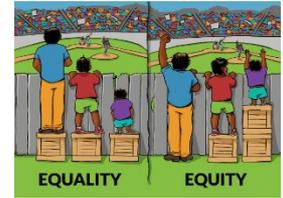
- Verbal praise
- Good news card being posted home
- Telephone call or message sent home
- Weekly certificates
- Termly prizes and awards
- Whole class or department rewards such as educational visits and activities
- Use of golden time / preferred activity
- Other pupil specific activities

## 7.4 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment as soon as possible. Staff will use their skills, knowledge and training to dynamically risk assess each situation and determine the best course of action.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, that is equitable and specific to that individual pupil and their needs. Positive Behaviour Support Plans, Positive Handling Plans, Enhanced Risk Assessments (including specific de-escalation techniques) and the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Staff recognise and understand that the response to the behaviour has to be tailored and specific to each individual pupil, and that application of fixed sanctions that are applied in all situations (equality), given the complexity of each pupils' Additional Learning Needs (ALN), would cause discrimination and cannot be applied at Ysgol Bryn Castell.



Personal circumstances of the pupil will be taken into account when choosing responses, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Examples are provided in [section 8](#) of the policy.

## 7.5 Reasonable force and restrictive practices

In-line with [Welsh Government guidance on using force to control or restrain pupils and searching pupils for weapons](#), 'all school staff members have a legal power to use reasonable force/restrictive practice to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils.'

The guidance recognises that the 'focus should be on preventing, as far as possible, the need for the use of force on pupils, by creating a calm, orderly and supportive school climate' to reduce the likelihood of this being required. Welsh Government guidance states that 'the use of force should only be a last resort'.

In-line with this guidance, Ysgol Bryn Castell recognises that reasonable force/restrictive practice covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force/restrictive practices, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Positive Behaviour Support, Positive Handling Plans, Enhanced Risk Assessments (including specific de-escalation techniques) and the use of pre-arranged scripts and phrases, are used to support pupils and maintain safety for all.

In-line with Welsh Government's [Reducing restrictive practices framework](#) incidents of reasonable force must:

- Always be used as a last resort
- 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 on Sleuth and in the bound book
- Be reported to parents/carers
- Have a debrief
- Body map must be completed

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including ALN, mental health needs or medical conditions.

In-line with Bridgend Local Authority, Staff within Ysgol Bryn Castell receive training within [Team Teach](#) which provides staff with 'a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting and reducing instances of disruptive and distressed behaviours'.

Ysgol Bryn Castell follow Bridgend Local Authority's Guidance on the Use of Physical Intervention, Time Out and Seclusion in Schools.

## 7.6 Confiscation, screening and searching

Schools in Wales are able to search a pupil, with consent, as part of their authority to discipline and are also able to 'screen any pupil for a knife or other weapon, and search pupils suspected of carrying a weapon' as outlined in the

[Welsh Government guidance on using force to control or restrain pupils and searching pupils for weapons](#). The guidance provides detailed advice on:

- the power to screen pupils for weapons without suspicion; and
- the statutory power (it is not a legal duty) for head teachers, and staff they authorise, to search pupils without consent, when they have reasonable grounds for suspecting that a pupil has a knife or other weapon. They can search a pupil on school premises or anywhere else where pupils are under the charge of the member of staff conducting the search, such as during an off-site educational visit. When school staff decide to conduct a search under this power, they must comply with conditions specified in the statutory power.

## Confiscation

Any prohibited items listed below found in a pupil's possession as a result of screening or a search will be confiscated:

- Knives or weapons or anything that could be used as an offensive weapon
- Alcohol
- Drugs and drug paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Lighters/matches
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Given the Additional Learning Needs (ALN) of pupils at Ysgol Bryn Castell, any confiscated items would only be returned to parents/carers after discussion with senior leaders and multi-agency colleagues including safeguarding colleagues and the police, if appropriate.

It is a criminal offence to bring a knife or other weapon to school, or school-based educational activity or visit, and no pupil at Ysgol Bryn Castell should have a weapon in their possession. It is hoped that educating pupils about weapons alongside the power to screen without suspicion will help to deter pupils from carrying a weapon in the first place.

## Screening

Ysgol Bryn Castell uses no-contact or low-contact screening to promote a calm, safe and orderly learning environment for pupils as detailed below:

- Screening for prohibited items both with and without suspicion, takes place initially using a hand-held metal detector (wand) which is no/low contact
- All staff can undertake screening but it should only be undertaken after discussion with Learning Recovery Managers/Senior Management Team
- This does not involve patting down the pupil although the wand may make contact with the pupil's clothing
- The pupil would be asked to empty their pockets before starting, to prevent false positive results
- This can be supported by questioning from a preferred adult with whom the pupil has a positive relationship
- This type of screening can be used as occasional screening of randomly selected pupils, or for all-pupils in exceptional circumstances for limited periods of time
- In some circumstances, screening can take place in view of other pupils
- If the pupil refuses to be screened, the school may refuse to have the pupil on the premises or educational visit
  - NB this would be an unauthorised absence as the pupil has not complied with the rules – the pupil has not been excluded, but they are not able to be admitted as they will not follow the rule which is a condition of admission
  - NB If it persists, then the school could consider an exclusion as persistent ongoing refusal to follow school rules

## Searching a pupil

In-line with Welsh Government's guidance '[Safe and effective intervention – use of reasonable force and searching for weapons](#)', searches will only be carried out by members of staff who have been authorised to do so by the headteacher, or by the headteacher themselves. Limited staff are authorised to carry out searches by the headteacher at Ysgol Bryn Castell and have received specialist training to enable them to safely undertake this. The power to

search is only used as a last resort, it is not a duty. Two members of staff must be present when any searches take place at Ysgol Bryn Castell.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on an educational visit.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will seek further support from the Learning Recovery Managers/Senior Manager Team to try to determine why the pupil is refusing to comply. The school will use the individual pupil's Positive Behaviour Support Plans, Positive Handling Plans, Enhanced Risk Assessments (including specific de-escalation techniques) and the use of pre-arranged scripts and phrases, to prevent further behaviour issues arising and to encourage the pupil to cooperate with the search. The authorised member of staff may use a hand-held metal detector (wand) which is no/low-contact screen to assist with the search.

If the school considers that the pupil has a knife or other weapon in their possession and the pupil refuses to agree to a search, then the school will attempt to isolate the pupil and contact the police, who may decide to conduct a search.

**If at any point the school decides that conducting a search would not be safe, then they should call the police; the power to search is not a duty on schools and should only be used when school staff judge that it is safe to do so.** Welsh Government guidance advises the following:

[‘if members of staff believe that a pupil is carrying a weapon and is likely to resist a search physically, they should call the police rather than try to overcome him’](#)

[‘A suspected pupil might not stay to be searched and might flee the scene. If staff believe that the pupil's running away indicates he would physically resist a search, then whether or not he stays on school premises, and whether or not a weapon has been found, staff should call the police at once and seek to identify the pupil's whereabouts, rather than look for the pupil themselves’](#)

A without-consent search can only be undertaken when there are reasonable grounds to suspect that a pupil has a weapon in their possession whilst at school or on a school-based educational activity or visit. Given the nature of the Additional Learning Needs (ALN) of pupils at Ysgol Bryn Castell, without-consent searches are avoided at the school, as without-consent searches can escalate behaviour.

The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. During a weapons search of a pupil without consent, the searcher and the witness must be of the same sex as the pupil searched. A pupil's possessions can be searched without consent (and the search witnessed) by staff of the opposite sex to the pupil; the pupil must be present.

If any staff consider a search to be necessary, they will inform the Learning Recovery Managers/Senior Management Team who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

## Searching pupils' possessions

Searches of pupils' possessions will only be carried out by members of staff who have been authorised to do so by the headteacher, or by the headteacher themselves. Limited staff are authorised to carry out searches by the headteacher at Ysgol Bryn Castell and have received specialist training to enable them to safely undertake this. The power to search is only used as a last resort, it is not a duty. Two members of staff must be present when any searches take place at Ysgol Bryn Castell.

The power to search on suspicion and without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. The searcher can pat down a person's clothing, without directly touching the body. If patting down finds an object in, for example, a trouser pocket, the pupil can be asked to bring out and show the object. If this is refused, the searcher can search the pocket. A pocket should not be searched when the member of school staff believes the pupil may interpret the search as an assault. The police should be called instead.

The searcher can require pupils to remove outer clothing (e.g. a coat, jacket or pullover) if it is necessary for the search. Staff must not require a searched pupil to remove, and must not themselves remove, clothes beneath outerwear: e.g. trousers, skirt, sari, shirt, blouse, shalwar-kameez (tunic and trousers), socks, and tights. Nor should staff seek the voluntary removal of such clothes. Pupils volunteering to remove such clothes should be told not to do so.

A pupil's possessions include any goods over which the pupil has or appears to have control can also be searched including lockers, bags, bikes.

## Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded on MyConcern by the person who has conducted the search.

## Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated if anything
- What action the school has taken, including any sanctions that have been applied to their child

## Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## 7.7 Off-site behaviour

Sanctions may be applied where a pupil has displayed unacceptable behaviour off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. educational visits)
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has displayed unacceptable behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## 7.8 Online behaviour

The school can issue behaviour sanctions to pupils for online behaviour that:

- Poses a threat or causes harm to another pupil
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- Identifies the pupil as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Senior Management Team and Home School Liaison Officers will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. Welsh Government recognises the following within the [Exclusion from schools and pupil referral units guidance](#):

5.1.1 A school-related incident may also be the subject of a police investigation, which may subsequently result in criminal proceedings. This can mean that the evidence available to headteachers, teachers in charge of PRUs, discipline committees and independent appeal panels is very limited. They may not, for example, be able to hear relevant witnesses or to consider relevant material; it may not be known whether a criminal charge is to be brought; if a charge has been brought, the eventual outcome of any court proceedings may be uncertain.

5.1.2 It should be remembered that while the police and courts apply the criminal standard of proof ('beyond reasonable doubt'), the headteacher, discipline committee and the independent appeal panel must, when making a decision to exclude or uphold an exclusion, apply the civil standard of proof ('the balance of probabilities').

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Ysgol Bryn Castell use the [Welsh Government-agreed definition of peer-on-peer sexual harassment](#) in educational setting:

**Any unwanted behaviour of a sexual nature by a learner towards another learner that can occur online and offline. Sexual harassment is likely to violate a learner's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.**

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our [child safeguarding policy](#) for more information.

## 7.11 False allegations

Pupils with Additional Learning Needs (ALN), including those with past experiences of adverse childhood experiences, previous school placement breakdown and traumatic experiences, have been known to make false allegations. These allegations are often linked to pupil's individual learning needs, sensory profiles and historical experiences, which impact upon the way pupils receive, understand and process interactions with others.

All allegations by pupils will be considered according to the school's safeguarding policy and any additional actions or supportive strategies which are required as a result of those allegations, whether they are unsubstantiated, unfounded, false or malicious, will be agreed in collaboration with the local authority designated officer (LADO)/Education Engagement Team, including any onward referrals.

## 8. Responses to unacceptable behaviour

Responses to unacceptable behaviour should be appropriate and specific to the identified needs and behaviours of pupils. Direct, clear communication should be used to inform the pupil that the behaviour is not acceptable, this should be communicated by a known and trusted adult, in a supportive environment and used as an opportunity to enable the pupil to reflect and learn, in order to inform their future actions and choices.

Where possible positive interventions should be used to enable pupils to develop positive behaviours and relationships, which may include:

- Restorative conversations
- Reflection time
- Trauma-informed interventions
- Repairing damage caused to the physical environment
- ELSA
- Peer mentoring
- Community engagement
- Speech and language interventions to support positive communication

The school may use one or more of the following in response to unacceptable behaviour, alongside support to enable the pupil to meet the expected behaviour in the future:

- A verbal warning and reminder of the expectations of behaviour
- Redirecting pupil to another learning space / area to reflect and regulate
- Support from specialist staff and colleagues e.g. learning recovery manager
- Change of face
- Expecting missed work to be completed during own time
- Detention at break, lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility/activity
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Fixed term exclusion
- Permanent exclusion, in the most serious of circumstances

Detailed examples can be found in the sections below:

### 8.1 Use of exit strategies

Many pupils have identified exit strategies, which are encouraged during periods of dysregulation.

These are specific to each individual pupil and agreed through discussion with a range of stakeholders including the pupil. Examples of exit strategies can include:

- Use of alternative rooms and spaces
- Use of planned physical exercise/activities
- Change of face
- Sensory breaks

## 8.2 Pupil-specific strategies

Depending on the individual needs of each pupil, there will be specific, individualised strategies that will support pupil's positive re-engagement and behaviour. Examples of these strategies will be varied and specific, but could include the following:

- Social stories
- Teaching of adaptive, functional behaviour and skills
- Behaviour contracts
- Reward charts
- Home to school communication
- Motivational activities

## 8.3 Loss of social time

Pupils can be issued with detentions during breaktime, lunchtime or after school during term time.

Pastoral classes and teams will liaise with Assistant Headteachers and Learning Recovery Managers to consider whether imposing a detention would:

- Compromise the pupil's and staff safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

As part of this, pastoral classes and teams will contact parents/carers to inform them of the detention.

## 8.4 Change of environment

Change of environment can be used to:

- Restore order if the pupil is being disruptive
- Maintain safety
- Allow the pupil to continue their learning in a different environment
- Allow the pupil to regulate and calm in a safe space

Pupils who have left the classroom environment are supervised where possible and will return to the classroom as soon as they are able to reengage with learning. Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Some pupils may choose to leave the classroom environment and seek out alternative learning spaces as part of their exit strategies to support their own emotional regulation; where this is specific to that individual pupil, it is detailed within their Positive Behaviour Support Plan and associated documentation.

The use of therapeutic intervention spaces/learning recovery rooms may be used as a short-term measure to defuse a situation and reduce or remove the need for reasonable force. At Ysgol Bryn Castell, no pupil will ever be locked in a room, and pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Each person supporting the pupil, should ask for assistance from colleagues to ensure the pupils are supported and supervised as appropriate.

## 8.5 Use of exclusion

In-line with Welsh Government guidance, the use of exclusion should only be used ['in response to serious breaches of the school's 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'](#).

The decision to exclude a pupil permanently is only used following the use of a range of other strategies which have not had the desired impact on the pupil's behaviour. Although it is recognised, that there are exceptional occasions, where this can occur following a first or one-off offence, which might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon

Consideration regarding the use of exclusion should ensure that all evidence has been considered thoroughly through an appropriate investigation, which includes the opportunity for the pupil to share their version of events. In-line with Welsh Government guidance, exclusion should not be used if alternatives are available.

Exclusion is not used in the heat of the moment unless there is an immediate threat to the safety of others in the school or to the pupil concerned. The decision to exclude a pupil from school will be made by the headteacher, or Deputy Headteacher in their absence, and is only used as a last resort.

Fixed term exclusions are set for the shortest time necessary and cannot be given for an unspecified period of time. A fixed-term exclusion does not have to be for a continuous period, so if a pupil attends an off-site provision for one day per week, the exclusion from school could not include the day at that provision.

In all cases of more than one day's exclusion, work is set and marked for the pupil. Upon their return to school, pupils will be invited to meet in-person with their parent or carer and pastoral teams including Learning Recovery Managers and Senior Managers, to support the pupil to reflect and learn from the experience, helping to identify actions which would prevent a similar situation recurring in the future.

If a pupil has more than 15-days of fixed term exclusions in any one term, then a discipline committee of the Governing Body will be convened. The discipline committee will review the use of exclusion within the school and the exclusions imposed on pupils.

## **8.6 Use of restorative practices**

Staff at the school have received training on restorative practices and seek to support pupils to resolve any conflicts at a low level using these methods.

The school also uses formal restorative meetings to support the repairing of relationships which may have been negatively impacted by incidents of behaviour to enable all parties to learn and move forwards together. Both parties must agree to participate in restorative practices as they are voluntary for all involved.

Ysgol Bryn Castell has strong links with multi-agency colleagues including police and youth offending services, who work with the school to support restorative practices and rebuild positive relationships.

## **9. Supporting pupils following an incident**

In-line with the Trauma Informed Schools (TIS) protect, relate, reflect, regulate model, following an incident the pastoral class will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Depending on the nature of the incident, the most appropriate person(s) will be identified, to work with the pupil at the most appropriate time(s) to work through the incident and move forwards together. This allows the pupil, school, parents/carers and other stakeholders to reflect and consider the support which would best enable the pupil to prevent a similar situation recurring in the future.

This support could include a range of measures including reward charts, daily report cards, regular meetings with parents and carers, curricula changes, therapeutic intervention including counselling support and other items.

Pupils will return to the classroom as soon as they are able to reengage with learning and should be reintegrated into the classroom as soon as it is appropriate and safe to do so. There are occasions when pupils may reintegrate to the classroom before they have fully completed all reflective work, as in-line with Team Teach guidance, this should take place at the optimal time to maximise learning and reduce the frequency and severity of future incidents recurring.

## 10. Training

As part of the induction process, staff at Ysgol Bryn Castell are provided with training on managing incidents of challenging behaviour, including an understanding of behaviour, the role of the Learning Recovery Manager and recording incidents on Sleuth.

All staff at the school, including the Administrative and Premises Team, alongside members of the Governing Body, undertake Level 2 Team Teach Training. The school aims to get all substantive staff trained in Team Teach within their first term of employment within the school.

As part of Team Teach all staff have access to [Team Teach Connect](#) which includes resources, tools, support and professional learning. A limited number of staff undertake Advanced Team Teach training annually which covers specialist modules to support pupils.

The school covers the role of the Learning Recovery Manager, roles and responsibilities of staff, safeguarding and routines of the school day within induction processes for agency staff and any volunteers on day one of their placement at the school. All agency staff are offered participation in the school's professional learning programme if they wish to participate whilst they are on placement at the school.

The school offers a wide range of training around behaviour management as part of the ongoing professional learning offer including:

- Trauma Informed Schools
- Sleuth
- Emotional Literacy Support Assistant
- Restorative approaches
- ALN specific supportive strategies
- i-ACT training on Managing and Promoting / Understanding and Promoting Positive Mental Health and WELLbeing in the Workplace
- Searching, screening and confiscating
- Mental Health First Ai

Staff can request any additional professional learning they require to support their practice through discussion with their line manager.

## 11. Reporting and monitoring arrangements

Ysgol Bryn Castell uses an online recording system called Sleuth to record positive and negative behavioural incidents. Sleuth captures a range of information including the date and time of an incident, including the location, who else was present, any potential antecedents, the behaviour(s) displayed, and any subsequent actions taken as a result (an example of a Sleuth log can be found in Appendix 2). Data regarding attendance and exclusions is stored on SIMS.

This data is analysed at least half-termly by Learning Recovery Managers and the Deputy Headteacher, and further scrutinised by the Headteacher and Governing Body at least termly. Data is analysed from a variety of levels including:

- At whole school level
- By age group/year group/class/department level
- By gender
- By timing – day, week, time etc.
- By location
- By characteristic – LAC, FSM, gender, ALN

As part of the termly monitoring by the Governing Body, consideration regarding behavioural trends and patterns including bullying, the use of restrictive physical interventions and physical prompts, pupil admissions, exclusions and any other factors are considered and discussed. The school uses the results of this analysis, alongside feedback from pupils, parents/carers and other stakeholders, to make sure it is meeting its duties under the Equality Act 2010 and reviews policies to tackle any trends or disparities between groups of pupils that are identified by this analysis.

## 12. Monitoring of and links with other policies

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. After each review, the policy will be shared for a 2-week consultation period with all stakeholders including staff, pupils, parents and carers.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

This behaviour policy is linked to the following policies and guidance:

- Health and safety policy
- YBC School Safeguarding Policy 2023 to 2024
- YBC ALN policy 2024 v1.0
- Relationships and Sexuality Education Guidelines v1.0
- School uniform policy 2023
- BCBC Guidance on the Use of Physical Intervention, Time Out and Seclusion in Schools 2016
- Anti-bullying
- Healthcare Needs
- [BCBC Violence At Work guidance](#)
- [Cwm Taf Safeguarding Board: Multi-agency policy: Responding to safeguarding concerns about individuals whose work brings them into contact with children and adults at risk](#)

## Appendix 1: Written statement of behaviour principles at Ysgol Bryn Castell

- Every member of the school community understands they have the right to feel safe, valued and respected
- The school offers a calm, predictable and emotionally safe environment where pupils can begin to express and regulate their feelings and behaviours in positive ways
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used by staff in line with the behaviour policy, in a consistent, fair and proportionate manner, that is equitable and specific to each individual pupil and their needs
- The behaviour policy is understood by the school community including pupils where appropriate
- Exclusions will only be used as a last resort
- Pupils are helped to achieve their full potential by taking responsibility for their actions; they develop the skills, knowledge and experience for life, to participate in their chosen society
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- The curriculum aims to support pupil's health and well-being

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

# Logging an Incident



**New Negative Event**

**Enter Event Details**

- Date
- Reporter
- Time
- Subject
- Location



**Add Student**

**Add Students and Behaviours**

- Students
- Behaviours
- Antecedents
- Comments



**Add Action**

**Select the action**

**Physical Intervention Record:**

- De-escalation Techniques
- Physical Intervention Reasons
- Checklist



**Add Actions**

**Add multiple actions to a list.**  
Click Done to finish.



**Click Add Hold**

**For each hold, record:**

- Type of hold
- Effectiveness
- Staff Involved
- Injury



**OK and back**  
Add more actions or additional students



**Cancel Changes**  
Return to the Students and Behaviours page without saving



**Save and Close**  
You can add additional actions at a later date