Promoting Positive Behaviour Policy

REVIEWED: February 2019
NEXT REVIEWED: March 2020

Approved by Governing Body:
Wellbeing Committee – 12/3/19
A. Introduction

At Cwmbran High School we believe that access to educational achievement and success and the promotion of students' social, emotional health and well-being are rights that should be available to all students throughout their time in the school. We also believe that the highest standards of academic achievement and well-being can only be attained where the highest standards of personal conduct and behaviour exist.

Our aim is for all students to develop the necessary social, emotional and behavioural skills to make wise choices about their behaviour, to take responsibility for their behaviour and to access rewards and recognition for doing so.

This behaviour policy provides the framework for all of our work in managing and modifying the behaviour of our students.

A. FOUNDATIONS

1. Our Principles

- The primary purpose of Cwmbran High School is to be a place of learning for the students who are in its care.
- The first priority of the school is to ensure that all students are safe and secure at all times whilst on the school site or whilst engaged in school activities off-site.
- All our students have a right to an education that engages and challenges them and enables them to reach their potential through the highest standards of academic achievement and the development of their personal, social and life skills.
- The highest standards of academic achievement and personal and social development can only be achieved where the highest standards of personal conduct and behaviour exist.
- All students have a right to an education that is not under-mined or damaged in any way by the unacceptable behaviour of other students.
- All members of the school community are responsible for ensuring that the highest standards of behaviour for learning, and behaviour around the school site, exist at all times and during school activities off-site.

2. Our Expectations

All members of the school community are expected to:

- Treat others with respect and dignity at all times
- Attend regularly and arrive on time
- Take an active part in lessons and other activities and complete all tasks to the best of their ability
- Follow instructions
- Take pride in our work and achievement and that of others
- Respect the school, its neighbours and surroundings and other people’s belongings
- Ensure the health and safety of others at all times
3. Responsibilities

All members of the school community are responsible for creating a school environment that is characterised by the highest standards of behaviour. The specific responsibilities of the members of the school community are:

- **Students** – all students are responsible for their own behaviour at all times.
- **Parents** – all parents are responsible for supporting the school to ensure that their child/children adopt the highest standards of behaviour in school.
- **Staff** – all staff are responsible for creating a school environment that is characterised by:
  - the highest standards of behaviour through
  - the implementation and day-to-day management of this policy and
  - the management of behaviour effectively in the least intrusive calm, consistent and courteous manner.
- **Governors** – all governors have responsibility for establishing this policy, ensuring it is communicated and reviewing its operation. Governors will support the school in maintaining high standards of behaviour.

4. Policy Aims

The aims of this policy are to:

- Create a school environment that is characterised by the highest standards of behaviour so that students reach their potential through the highest standards of academic achievement and the development of their personal and social skills.
- Provide a clear, fair and consistent approach to behaviour management that is known and understood throughout the school community.
- Support students to modify negative behaviours and make responsible, positive choices, through a range of strategies that includes the use of consequences for unacceptable behaviour and the provision of an explicit curriculum which enables students to learn the social, emotional and behavioural skills necessary to support their academic achievement and that of others.
- Provide differentiated support to students experiencing continuing behavioural, emotional and social difficulties.

To be successful in achieving our aims we need to:

- Base all systems, procedures and practices on a robust understanding of behaviour and the needs underlying it.
- Ensure that behavioural expectations are consistent across the school, clearly understood and shared by all: students, staff and parents.
- Provide clear consequences and other strategies which aim to reduce the likelihood of unacceptable behaviours occurring or recurring.
- Ensure that all staff have the required knowledge and skills to successfully manage unacceptable and challenging student behaviour.
- Work closely and actively with parents and carers in a respectful, positive and productive partnership.
- Provide explicit and individually tailored support to enable students to develop the five aspects of social and emotional learning which will enable them to take responsibility, develop respect for themselves and others and understand and modify their behaviour (reinforced throughout the curriculum and the school day). These are:
  - Self-awareness and self-valuing
  - Managing feelings
Motivation
Empathy
Social skills
- Where appropriate, work closely with other agencies.

B. PROMOTING POSITIVE BEHAVIOUR

1. Environment and Ethos

A core belief of the school is that the creation of a positive environment and learning ethos throughout the school will reduce the likelihood of challenging and unacceptable behaviour arising. We believe that it is always better to prevent or avoid incidents of unacceptable behaviour occurring than to deal with them and their aftermath.

1.1 Care and Supervision

It is important that students feel safe and are supervised by adults at all times while they are in school. The following steps are in place to ensure that this is the case:

- Throughout school day, all areas of the building and outside areas are well-staffed and staff are able to observe students at all times.
- During break and lunch-time, members of staff are deployed to supervise students and take the opportunity to engage with them.
- Students out of class must have the written permission of their teacher. Members of the duty team will be around the corridors, in order to ensure that any students out of class are supported back into their lesson, and to ensure that any incidents are reported as appropriate (At least one member of the SLT is available at any one time to deal with incidents that arise.)
- In lessons, good staff ratios mean that all students are able to receive appropriate support to engage in their learning.
- Additional support is in place for those students who are disengaged or who are disrupting the learning of others, so that they can work on a one-to-one or small group basis, either within the classroom or elsewhere.

1.2 Environment

At Cwmbran High School we maintain well-equipped classrooms, labs and workshops in good decorative order, removing graffiti immediately and restoring the effects of any vandalism. The site is secure to safeguard students. Students are encouraged to show respect for their school.

The school provides safe and pleasant areas, indoor and out, for students’ recreation and extra-curricular activities.

Teachers ensure that we maintain high-quality displays which celebrate students’ achievements and offer a forum to recognise their individual personalities, strengths and talents, and build self-esteem.

2. Classrooms – Learning and Achievement

All students will behave well when they are able to access learning that is appropriately challenging, well-differentiated, well-paced and interesting, provided in a learning environment that sets high expectations for their learning and behaviour, values them, and provides them with a sense of belonging and emotional security.
2.1 Classroom Ethos

We aim to ensure that all classrooms provide:

- Positive and respectful relationships between staff and students.
- High expectations of student behaviour, learning and achievement.
- Learning experiences that appropriately challenge and engage all learners so that they learn and progress in each lesson.
- A classroom ethos that is calm and positive, offering students a high level of emotional security.
- A range of opportunities to acknowledge and celebrate student progress and achievements.
- Opportunities for all students to feel that they belong and are able to contribute to learning and achievement in the classroom.
- Adults who model emotionally literate behaviour, tolerance, humour and respect.
- Clear expectations of adherence to the school’s rules which are continually and consistently reinforced by all staff members.
- A regular revisiting of the school rules within each class. The rules are shared and discussed with the group regularly and displayed in the classroom.

2.2 Relationships

“They will not care how much you know until they know how much you care.”

Relationships between staff and individual students are central to the creation of a positive ethos in the classroom and across the school. They are critical to the improvement of student behaviour. Relationships take time to develop, and finding ways of establishing positive ones is the responsibility of the adult. We strive to achieve good relationships with all of our students through:

- Having high expectations of them and their potential to grow and achieve, academically, personally and socially.
- Developing a thorough knowledge of the learning needs, progress and achievements of the students with whom we work.
- Demonstrating interest in their wider lives.
- Demonstrating respect in all our interactions with them.
- Engaging in conversations during unstructured times.
- Using appropriate humour.
- Ensuring that restorative and relationship building conversations take place.

3. Praise and Rewards

Praise and rewards are highly motivating and are critical to the creation of a positive ethos in the classroom and across the school. All staff should seek every opportunity to provide appropriate and regular praise to individuals and groups. To ensure that students are engaged in the life of the school it is essential that they experience more praise than criticism.

Praise is used for good and improved behaviour, consistent outstanding effort, politeness, acts of kindness, high-quality work. Praise should be specific and it is vital that staff explain to the students the reasons for the praise explicitly. Teenagers can find praise embarrassing, or hard to accept, and may react negatively and staff bear this in mind when deciding when, where and how to praise students. Therefore, the school will introduce a Rewards Policy that will work alongside current departmental practice. The Rewards Policy can be seen on Page 6.
**CHS Rewards Policy**

**Purpose:** To improve the Culture & Ethos, to develop a culture of mutual respect and improve behaviour in and out of lessons.

The focus of the rewards system is to recognise all the pupils who consistently behave as they are expected in school.

**Summary:**
- All pupils are given 210 points on SIMS at the beginning of every half term.
- There is weekly ‘reward/recognition’ for keeping these points.
- Behaviour points cancel out reward points (pupils can still move up the next week).
- The form tutor spends one session a week giving out point totals and tracking rewards.
- Parents receive regular contact regarding praise for pupils.

If pupils keep their 210 credits they will receive the following rewards during a half term:

- **Week 1** – Sticker
- **Week 2** – Text home from Form Tutor
- **Week 3** – Recognition in assembly
- **Week 4** – Postcard home from Form Tutor
- **Week 5** – Form prize
- **Week 6** – Headteacher certificate
- **Week 7** – Reward activity

To complement the ‘Rewards Policy’ we also expect the following:

**All teachers and support staff will:**

- Provide praise to students who demonstrate good and improved behaviour, consistent outstanding effort, politeness, acts of kindness, high-quality contributions to lessons, high-quality work, high-quality homework etc.
- Contact parents when a child has produced some exceptional work.
- Draw the attention of HoD & SLT to work deserving of praise when they visit classrooms.
- Award ‘Achievement Points’ to all students who display good behaviours in their lesson, or for good and improved behaviour or work.
- Nominate students for certificates and awards.

**All tutors will:**

- Provide praise to students who demonstrate good and improved behaviour, consistent outstanding effort, politeness, acts of kindness, high-quality contributions to lessons, high-quality work, high-quality homework etc.
- Draw the attention of HoY to work deserving of praise when they visit classrooms.
- Manage the Rewards Policy and implement the 7 stages.
- Nominate students for certificates and awards.

**Heads of Department will:**

- Visit classrooms and praise students for good work or effort.
- Invite SLT to come and praise students for good work or behaviour.
- Contact home when students are particularly deserving of praise.
Heads of Year will:

• Identify the top group each term and provide some tangible rewards (regularly negotiated with groups and individual students).
• Organise reward activities.
• Conduct termly awards ceremony for their Year. Prizes are awarded for specific levels of Achievement Points, 100% attendance, and staff recommendations.

School Leaders will:

• Visit classrooms to recognise and celebrate good work and behaviour.
• Organise reward activities.

The Head Teacher will:

• Attend awards ceremonies wherever possible to present certificates, awards etc.
• Support Reward Activities and attend if possible.
• Award Head Teacher Commendations to students who produce exceptional work.
• Inform governors of students’ successes.

Parents will support their child, for example, by:

• Showing an interest in their planners, Achievement Points, awards and commendation letters
• Providing some treat as a reward when they hear of good work or behaviour
• Attending awards evenings and assemblies whenever possible

4. Developing Students’ Social, Emotional and Behavioural Skills (SEAL)

The school places great emphasis on the development of social, emotional and behavioural skills.

• All Tutors teach the skills of SEAL within the PSHE programme
• All staff reinforce the skills of SEAL consistently across the school day
• Staff provide strong role models in ‘walking the talk’, consistently modelling the skills and recognising the students’ use of these skills at every opportunity.

C. RESPONDING TO UNACCEPTABLE BEHAVIOUR

1. Principles of Managing Behaviour

Behaviour management strategies need to be used where unacceptable, rule-breaking, challenging and/or dangerous behaviours present themselves. In responding to such behaviours we aim to:

• Work from the lowest level of response that is effective in stopping the unacceptable behaviour.
• Pre-empt any display of unacceptable behaviour by ensuring that we are vigilant in ‘spotting the signs’ that a student may be becoming anxious, agitated, frustrated or aggressive and intervene at the earliest possible opportunity.
• Respond to incidents of unacceptable behaviour and conflict situations in a professional, emotionally mature manner by ensuring that we act objectively, speak quietly, do not shout or use aggressive or provocative body language.
• Act with fairness and consistency in the application of consequences for incidents of unacceptable behaviour.
• Where appropriate, individualise our responses in line with any specific plan that has been drawn up for the individual student.

2. Responses to Unacceptable Behaviours

• The school has a range of consequences and other actions it will take in response to incidents of unacceptable behaviour.
• The purpose of these consequences and other actions is to ensure behaviour is not repeated by:
  o Ensuring that the student understands why such behaviour is not acceptable,
  o Ensuring that the student understands that there are consequences for poor behaviour,
  o Where appropriate, providing an opportunity for a restorative dialogue to take place between the student and any aggrieved party.
• A key principle of our behaviour policy is that students should be treated fairly and consistently. This means that students who are responsible for the same unacceptable behaviour should receive the same sanction or other action.

• The only time that there will be a variation in the implementation of a consequence, and students may be treated differently, is where the unacceptable behaviour is serious, i.e. Level 3, and there are clearly specific circumstances, for example in a fight between two students where it is clear that one student has initiated the fight.
• For the sake of clarity and simplicity the school has classified unacceptable behaviours into different Levels, depending on their degree of seriousness.

2.1. Pre-Consequence Interventions

As far as possible, staff will seek to intervene at the earliest moment to prevent the escalation of unacceptable behaviour to a more serious level. Staff may adopt one or more of the strategies below to deal with the early stages of unacceptable behaviour. This hierarchy of interventions enables staff to remain calm and professional in the face of provocative behaviour.

• Use ‘tactical ignoring’ (but deal with the issue at the end of the lesson).
• Have a ‘quiet word’, moving towards the student (never across the classroom in front of peers. Some students will do whatever it takes to save face, regardless of the consequences) restating the rule and requesting cooperation
• Talk to the student (individually) about the expected behaviour linked to the school rules, remind about choices and consequences (including the reporting of behaviours to parents via the daily phone call home by the key worker)
• Use the language of ‘choice’ and agreed scripts. Always talk about the behaviour rather than the person (‘that is not a good choice, x’, rather than, ‘you are being annoying’.)
• Allow the student take-up time, and ignore secondary behaviours.
• Use de-escalation techniques (distraction, humour…)
• Offer ‘time-out’ within the classroom. Note that this is not a consequence, but an opportunity for the student to calm himself/herself, reflect on his/her behaviour and re-join the class when they feel able to do so

If these strategies do not result in a change of behaviour and the unacceptable behaviour continues staff may:

• Give a warning, calmly reminding the student about the rule they are breaking and the possible consequence.
• The student may be moved elsewhere in the room.
- If the warning is not heeded (after ‘take-up’ time) make a note in the student’s planner and issue a consequence. *NB. Supervised by the teacher giving the detention*

2.2. Available Consequences

The school will use the following consequences in response to unacceptable behaviour:

*Removal from a Lesson*: A student may be removed from a lesson and placed with another teacher if their behaviour is such that it is preventing the teacher from teaching and other students from learning.

*Placed into internal exclusion*: Students who persistently disrupt lessons (having been moved from another class) or who are involved in a serious incident (that requires further investigation) may be placed in internal exclusion.

*Class teacher detention*: This is a detention of no more than ten minutes that will be held at break-time, lunch-time or the end of the school day by the class teacher concerned. Class teacher detentions may be held on the same day as the incident of unacceptable behaviour.

*Whole School Detention*: This detention is held after school. Students will be given at least 24 hours’ notice of such a detention. A Level 1 detention is 30 minutes, Level 2 is 45 minutes and Level 3 is 1 hour.

*Head Teacher’s Detention*: This is a one hour detention that will be held after school. Students will be given at least 24 hours’ notice of such a detention.

*Fixed-Term Exclusion*: On a Fixed Term Exclusion the student concerned will be excluded from attending school for a fixed number of days. Fixed term exclusions will start as soon as an investigation of the incident has been completed and a decision made by the Headteacher.

*Permanent Exclusion*: On a Permanent Exclusion the school will seek to exclude the student concerned permanently from the school community. Permanent Exclusions will generally be preceded by a Fixed Term Exclusion. During the period of this Fixed Term Exclusion the school will consider all the other potential strategies to support the student apart from Permanent Exclusion.

*These consequences may be seen as progressively more severe responses to unacceptable behaviour. As such, a student who fails to accept a consequence may have this consequence progressed to a higher level.*

2.3. Consequences for Unacceptable Behaviour

This section sets out the consequences that the school has in place for incidents of unacceptable behaviour.

**Level 1: In Class Behaviours**

These will be dealt with by the classroom teacher (break time/lunchtime)

<table>
<thead>
<tr>
<th>Behaviour (examples include)</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chewing/eating in class</td>
<td>Level 1 detention: Break/lunchtime</td>
</tr>
<tr>
<td>Failure to follow instructions</td>
<td>Class teacher detention: Break/lunchtime</td>
</tr>
<tr>
<td>Lack of classwork</td>
<td>Class teacher detention: Break/lunchtime</td>
</tr>
<tr>
<td>Lack of equipment</td>
<td>Class teacher detention: Break/lunchtime</td>
</tr>
<tr>
<td>Lack of homework</td>
<td>Class teacher detention: Break/lunchtime</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Consequence</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Lateness to lesson</td>
<td>Class teacher detention: Break/lunchtime</td>
</tr>
<tr>
<td>Litter in class</td>
<td>Class teacher detention: Break/lunchtime</td>
</tr>
<tr>
<td>Low level disruption/unacceptable behaviour</td>
<td>Class teacher detention: Break/lunchtime</td>
</tr>
<tr>
<td>Moving around classroom without permission</td>
<td>Class teacher detention: Break/lunchtime</td>
</tr>
<tr>
<td>Incorrect Uniform</td>
<td>Level 1 detention: 30mins after school <strong>Monday</strong></td>
</tr>
<tr>
<td>Failure to attend a break/lunch detention</td>
<td>Level 1 detention: 30mins after school <strong>Monday</strong></td>
</tr>
</tbody>
</table>

These incidents will be recorded on the school information management system by the class teacher.

**Level 1: Out of Class Behaviour**

<table>
<thead>
<tr>
<th>Behaviour (examples include)</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to follow instructions</td>
<td>Level 1 detention: 30mins after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Lateness to school</td>
<td>Level 1 detention: 30mins after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Litter</td>
<td>Level 1 detention: 30mins after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Incorrect uniform</td>
<td>Level 1 detention: 30mins after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
</tbody>
</table>

These incidents will be recorded on the school information management system by the class teacher.

**Level 2: In Class Behaviours**

These will be dealt with by the Heads of Year and Heads of Department.

<table>
<thead>
<tr>
<th>Behaviour (examples include)</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answering back</td>
<td>Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Continuous lack of equipment</td>
<td>Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Defiance/Walking away from a member of staff</td>
<td>Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Leaving class without permission</td>
<td>Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Minor acts of vandalism</td>
<td>Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Missed level 1 detention</td>
<td>Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Name-calling/Verbal abuse of another student</td>
<td>Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Persistent disruption</td>
<td>Subject Park + Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Continue to disrupt after subject park</td>
<td>Removed to the Internal Exclusion room for the rest of the day + Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
<tr>
<td>Persistent lack of homework</td>
<td>Level 2 detention: 45 minutes after school <strong>Monday for KS3 and Wednesday for KS4</strong></td>
</tr>
</tbody>
</table>
# Level 2: Out of Class Behaviours

<table>
<thead>
<tr>
<th>Behaviour (examples include)</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Walking away from staff</td>
<td>Level 2 detention: 1 hour after school <strong>Wednesday</strong></td>
</tr>
<tr>
<td>Lesson truancy</td>
<td>Level 2 detention: 1 hour after school <strong>Wednesday</strong></td>
</tr>
<tr>
<td>Minor acts of vandalism</td>
<td>Level 2 detention: 1 hour after school <strong>Wednesday</strong></td>
</tr>
<tr>
<td>Off-site lunchtime</td>
<td>Level 2 detention: 1 hour after school <strong>Wednesday</strong></td>
</tr>
<tr>
<td>Out of bounds areas</td>
<td>Level 2 detention: 1 hour after school <strong>Wednesday</strong></td>
</tr>
<tr>
<td>Persistent lateness to school</td>
<td>Level 2 detention: 1 hour after school <strong>Wednesday</strong></td>
</tr>
</tbody>
</table>

These will be recorded on SIMS and parents/carers informed by

## Level 3: In Class Behaviours

These will be dealt with by the Assistant Head Teacher responsible for behaviour.

<table>
<thead>
<tr>
<th>Behaviour (examples include)</th>
<th>Consequence - which may depend on circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusing to go to internal exclusion</td>
<td>Fixed Term Exclusion and complete one day internal exclusion upon return</td>
</tr>
<tr>
<td>Missing Level 2 detention</td>
<td>Level 3 detention: 60mins after school <strong>Thursday</strong></td>
</tr>
<tr>
<td>Persistent Level 2 behaviour</td>
<td>Level 3 detention: 60mins after school <strong>Thursday</strong></td>
</tr>
<tr>
<td>Removal to Internal exclusion</td>
<td>Level 3 detention: 60mins after school <strong>Thursday</strong></td>
</tr>
<tr>
<td>Major disruption to a classroom /school activity</td>
<td>Level 3 detention/Supervision room/Internal Exclusion/Fixed Term Exclusion</td>
</tr>
<tr>
<td>Swearing directly at an adult</td>
<td>Supervised apology/ Fixed Term Exclusion/Supervision room/Internal Exclusion</td>
</tr>
<tr>
<td>Missed Level 3 Detention</td>
<td>Supervision room/Internal Exclusion</td>
</tr>
<tr>
<td>Bullying</td>
<td>Supervision room/Internal Exclusion/Fixed Term Exclusion</td>
</tr>
<tr>
<td>Fighting</td>
<td>Level 2/3 detention/Supervision room/Internal Exclusion/Fixed Term/Permanent Exclusion</td>
</tr>
<tr>
<td>Deliberately setting off fire alarm</td>
<td>Internal Exclusion/Fixed Term Exclusion</td>
</tr>
<tr>
<td>Malicious damage to property</td>
<td>Level 3 detention/Supervision room/Internal Exclusion/Fixed Term Exclusion and payment for damage</td>
</tr>
<tr>
<td>Threatening Behaviour</td>
<td>Supervision room/Internal Exclusion/Fixed Term Exclusion</td>
</tr>
<tr>
<td>Possession of drugs</td>
<td>Fixed term/Permanent Exclusion/Police Liaison Officer</td>
</tr>
</tbody>
</table>

Parents will automatically be contacted for all of the above.

### 3. Criminal acts

Whilst potentially criminal behaviours are rare in school, they may occur. *Where the school believes that a criminal act has occurred, the police will be involved.*

#### Potentially Criminal Behaviours

- Arson
- Assault on a member of staff
- Assault on a student
- Criminal damage to school property
### Table of Incidents

<table>
<thead>
<tr>
<th>Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homophobic abuse</td>
</tr>
<tr>
<td>Possession of drugs or alcohol</td>
</tr>
<tr>
<td>Possession of a weapon</td>
</tr>
<tr>
<td>Racial abuse</td>
</tr>
<tr>
<td>Sexual abuse</td>
</tr>
<tr>
<td>Supplying drugs or alcohol</td>
</tr>
<tr>
<td>Theft from students/staff/school property</td>
</tr>
<tr>
<td>Unacceptable sexual language or behaviour</td>
</tr>
<tr>
<td>Use of social network sites for the purpose of causing harassment, alarm or distress to individuals.</td>
</tr>
</tbody>
</table>

Where the school believes that a criminal act has occurred, the school may use any of the consequences that are available to it, up to and including Permanent Exclusion. The consequence that is taken will depend on the circumstances of incident(s).

Cwmbran High School has excellent support from the local Gwent Police and both the community officers and constables call in from time to time on courtesy visits. A development of this very positive relationship is that they have provided us with agreed definitions of what constitutes a criminal offence and these are on display in every classroom. The police also provide guidance to students on how to protect themselves from abuse, especially that which can occur on-line.

Our school liaison police officer runs a ‘drop-in’ each Thursday and restorative justice when necessary. He also leads assemblies to educate students on the law and on how to protect themselves from harm.

### 4. Other Actions

When a student continues to exhibit unacceptable behaviours that are not changed by the use of the consequences outlined above, the school will take additional actions to support the student and modify their behaviour.

These actions will be tailored to meet the individual needs of the student concerned but may include some or all of the following:

- The provision of a Pastoral Support Plan
- Provision of a mentor
- Referral to the Learning Together Centre
- Access to programmes provided by external agencies
- Assessment of special educational needs

**This policy is used in conjunction with the Equal Opportunities Policy**