



Ysgol Tremeirchion

Engagement and Behaviour Policy

* For the purposes of this policy, the term 'school' refers to maintained nursery, primary, secondary and special schools, and pupil referral units (PRUs).

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Address and post code	Tremeirchion, St Asaph, LL17 0UN
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Name of policy	Engagement and Behaviour
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Signed (headteacher)	Gethin H Jones
Signed (chair of governing body)	Gethin H Jones
Information about this policy is available to parents/carers	Statutory guidance states that the policy should be accessible to parents/carers, e.g. policy on school website; info in school prospectus; letter at the start of each term to each parent/carer.

To be completed by Denbighshire Education and Children's Services:

Policy developed by	Mari Gaskill Ysgol Llywelyn Nicola Griffiths Ysgol Pendref Dafydd Jones Ysgol Melyd Dylan Jones Ysgol Glan Clwyd Ceri Ranson Ysgol Brynhyfryd Tim Redgrave Ysgol Esgob Morgan Darren Taylor Ysgol Twm O'r Nant Nicola Wynne-Roberts DCC
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Ysgol Tremeirchion

Engagement and Behaviour Policy

In Ysgol Tremeirchion our aim is to ensure that all learners become

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

To achieve the best outcomes for our learners it is essential that strong collaboration and partnerships exist between the pupil, the school and home.

Learners learn best in a disciplined and orderly atmosphere where they are often reminded of expectations. Our rules are clear and set the standards that learners should aspire to, in and out of the classroom. Good discipline is of whole school importance and the responsibility of each member of staff at all times. A consistent and firm response from our staff to promote positive behaviour, and tackle unacceptable behaviour, reinforces our expectations of the learners.

Problems are normal whenever people interact, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Our expectations also outline the behaviour, attitude and order each member of our school community should follow at all times.

School Expectations (*Please insert your own school expectations*)

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

There are therefore only 4 rules within the school;

1. **Readiness**
2. **Respect**
3. **Responsibility**
4. **Safety**

Behaviour management

At Ysgol Tremeirchion we are committed to ensuring that effective teaching and learning takes place and good behaviour is compulsory in all aspects of school life. We seek to create a positive learning atmosphere through:

- Promoting good behaviour and discipline.
- Promoting self-respect, self-discipline, respect towards authority.
- Promoting positive relationships which are based on mutual respect.
- Promoting consistency whilst responding to positive and negative behaviour.

Recognition – An opportunity to reward Learners for their achievements.

- **Classroom level (1)** – Teachers are highly skilled at identifying opportunities to praise Learners and recognise their successes.
- **Classroom level (2)** – Learners will be identified fortnightly by their teachers to receive recognition postcards for outstanding attainment and endeavour in their subjects.
- **Headteacher / Senior Leadership Team** – Learners will be invited to meet with the Headteacher and team to recognise their achievements.
- Progress will be celebrated at **Whole School Services**.

As at any school, almost all of our learners are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For Learners to achieve at the highest level of which they are capable, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for, it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level. We should all make an effort to:-

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Make a difference
- Show equality and fairness.

Appendix A

Engagement and Behaviour

Rights and responsibilities with regard to staff

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
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- Safety – Everyone has an individual and group responsibility for the safety of all members of the schools community.

Rights and Responsibilities:-

Ysgol Tremeirchion and its staff have the right to:-

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

Classroom Expectations.

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

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

All staff should follow the **same procedures** :

(Schools will have individual procedures to include in this section of their policy)

- Always start and end a lesson on time.
- Always take a class register and make a note of any pupils who are late.
- Create a seating plan and adhere to it.
- Always state the learning objective on the white board and ensure resources are available.

- Remind the learners regularly of the expectations and consistently give praise.
- Do not leave the classroom, unless there is an emergency.
- Keep learners on task throughout the lesson and do not let them leave the classroom, unless there is an emergency.
- Identify the classroom hot spots, and strategically locate ourselves in response to this.
- To know the name of all pupils who are in our care.
- Take responsibility for discipline.
- Every day is a new start
- Every lesson is a new start.
- To hold reconciliation meetings.
- Use praise postcards weekly.
- Create a recognition board.

All staff should:

- Model good behaviour.
- Maintain emotional control – give yourself time to think before reacting
- Uphold your dignity to sustain a relationship with the child.
- Be calm.
- Be confident.
- Be consistent.
- Show compassion.
- Maintain a professional relationship – separate the behaviour from the child.
- Understand they can influence change and that when an adult changes ,everything changes.
- Recognise that everything depends on the adults' behaviour.
- Be proactive in ensuring you keep up to date on individual pupil needs
- Share good practice and success

We should follow all of the above to ensure we don't:

- Humiliate
- Shout – it belittles others and diminishes impact
- Over-react or act impulsively
- Punish everyone in a group, or punish something you can't prove.
- Use sarcasm.
- Abuse your authority.
- Use empty threats
- Make empty promises
- Hold a grudge

Behaviour Management Strategy, to create a positive learning environment.

1. Plan Lessons for good behaviour

- **High Expectations**

If there are high expectations for all learners, they will be more likely to succeed. You must set clear boundaries and you must re-visit them frequently.

- **Differentiate**

Excellent teaching can reduce behaviour problems, but this is not always the case. Research shows that clear explanations and tasks which are matched to the needs of the learners improve attitudes towards learning.

- **Good pace in a lesson**

A well paced lesson can help ensure learners are engaged and productive throughout.

- **An organised learning environment**

An orderly and tidy learning environment can help promote good concentration and avoid distraction.

2. Staff-Pupil Relationship

You should ensure that everyone is treated fairly and with consistency. **Every lesson is a new start.**

3. The teacher's passion

If a teacher has passion for the subject, this will be conveyed to the learner.

4. The teacher is ready for the lesson

If a teacher is in the classroom ready to greet the pupils and engage in eye contact, this is an advantage and gives control and control of the classroom. You should consider an appropriate seating plan for each class.

5. Praise

Staff should consider using praise three times to every one reprimand, this can change an individual's attitude during a period of 2/3 weeks. **'Catch them being good'**.

6. Language

Staff should always use positive language. E.g. rather than saying "will you stop talking" you can say "I want everyone to listen now!", rather than "Dylan, don't turn around to talk to Bethan", you can say "Dylan, thank you, I need you to face me and focus on your work'. Try not to use uncertain questions, give polite and courteous instructions.

7. Be consistent

Whatever your behaviour strategy, you must be consistent, and everyone should be treated equitably.

Beyond the classroom

All staff have a collective responsibility to promote positive behaviour beyond their classroom

Undirected time can contribute to a deterioration in the behaviour of learners.

We can all promote good behaviour through positive interactions at every opportunity.

We should expect to:

- Enjoy relating to one another.
- Welcome all members of the school community.
- Start a conversation at every opportunity.
- Deal with poor behaviour, to ignore is to condone.
- Set high standards of speech, manner and dress.

It is good practice to regularly discuss and review these procedures with all members of the school community.

The behaviour around the school and the late arrival of Learners can have a detrimental effect upon your lesson and other lessons going on within the school.

The following is to be used as basic guidance for the behaviour around school. Ensure as much as possible that you reinforce the procedure below.

Learners will observe the following routines and rules:-

Dealing with poor behaviour

While responding to unacceptable behaviour, staff should take note of the below advice:

- All staff should adhere to our whole school strategy for managing behaviour.
- If a learner seems to be “playing to the audience”, deal with them away from the audience.
- Convey to the learner that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a learner that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour, the more effective it is likely to be.
- Sanctions aimed at a learner rather than at the behaviour, should be avoided at all costs. Sarcasm, embarrassment, fear etc, will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.
- Remember it is usually not personal.

School Rights

The Headteacher (or the person deputising for the Headteacher in their absence) has the right to refuse a pupil from participating if they believe that the individual behaviour could effect their own or others safety.

- Day trips
- Sports day and other sporting activities
- After School Clubs
- Activities within the school eg services

Malicious allegations

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

Allegations should be dealt with using appropriate policies and procedures.

Reconciliation Meeting

When dealing with unacceptable behaviour there will be consistency in the method by holding a 'Reconciliation Meeting' with the individual. Every member of staff will use the same method for the 'Reconciliation Meeting' and discuss the 5 key questions below;

1. What happened?
2. Who has been effected?
3. How have they been effected?
4. What needs to happen to make this better?
5. How can we make things different in the future?

The Headteacher or ALNCo will need to be informed of any meetings that have taken place in order that the number of meetings in a school half term can be monitored. A record of any meetings needs to be placed in the 'Incidents File'. Where appropriate an apology letter will be completed by the pupil and a copy sent to the parent by the Head Teacher. A record must be kept of each letter sent – see 'Unacceptable Behaviour Flow Chart' Step 1.

Dealing with exclusion

The school follows the Welsh Government Guidelines Document 171/2015 (published April 2015) when considering an exclusion. A copy of the document is available at the school or on the Welsh Government website.

Appendix B

Engagement and Behaviour

Rights and responsibilities with regards to learners

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
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- Safety – Everyone has an individual and group responsibility for the safety of all members of the schools community.

Learners have the right to:

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

Learners are expected to take responsibility to:

- Meet the behaviour expectations of our school.
- Conduct themselves around the building in a responsible manner and show regard to others.
- Arrive on time to lessons.
- Bring equipment appropriate for the lesson, for example, reading bag, reading and record book, homework, appropriate school physical education kit, letters
- Respect school property and the property of adults and other pupils
- Walk and not run inside the school
- Quiet voice within the classroom and school
- Follow reasonable instructions given by staff , obey rules and accept sanctions.
- Behave in a respectful and polite manner to all.
- Be positive towards each other and use appropriate language at all times.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the school environment and put rubbish in the bins provided

- Demonstrate collective responsibility and respect for the school environment.
- Play outside every break time and ask permission from an adult to go inside the school building
- Respond quickly to the bell, stand in line and listen to the members of staff
- Act as representatives of the school when away from the building.
- Not bring inappropriate items to the school.
- Never harm, denigrate or bully other Learners or staff.
- Behave in an acceptable manner and follow instructions given by staff when travelling on the school mini bus or any other Transport arranged for the pupils.

Items not permitted:-

- Mobile phones are not allowed in the school. These may be confiscated from the pupil and arrangements will be made for collection by a parent. In situations that are outside of the normal arrangements, (short term), the parent must inform the Headteacher who will discuss this further with the parent.
- Music devices, games devices or any device deemed to have a negative impact on learning is not allowed. These may be confiscated and arrangements will be made for collection by a parent.
- Headphones are not permitted.
- Fizzy drinks/energy drinks are not permitted in the school.
- Sweets and items deemed unhealthy by the school
- IT equipment other than that issued or approved by Ysgol Tremeirchion and inclusive of cameras and recording equipment.
- Cigarettes/tobacco/e-cigarettes.
- Illegal items or other drugs/substances.

Learners will be expected to:-

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

Advice to learners:-

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

Travelling to and from the school

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

Behaviour outside the school

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

Malicious allegations by Learners

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

Allegations should be dealt with using appropriate policies and procedures.

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

Appendix C

Engagement and Behaviour

Rights and responsibilities with regard to parents and carers

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
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- Safety – Everyone has an individual and group responsibility for the safety of all members of the schools community.

Collaboration and consistency between parents and the school will lead to improved outcomes for your child.

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

Parents and carers are expected to:

- Support the school.
- Adhere to all school policies and procedures.
- Work in partnership with staff to ensure good behaviour.
- Maintain communication.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.
- Resist discussing any concerns in front of your children or other parents.
- Avoid using social media as the front line for complaints.
- Adhere to acceptable standards of behaviour at all times.

Malicious allegations made by parents

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

Allegations should be dealt with using appropriate policies and procedures.

Parents that are found to have made malicious allegations are likely to have breached the Unacceptable Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, or contact the police if there are grounds for believing a criminal offence may have been committed.

Appendix D

Ysgol Tremeirchion rewards and sanctions

Praise Call



Any member of staff in the school can ring a parent or carer to praise exceptional effort or positive behaviour. It is important to reiterate the importance of reinforcing the praise at home.

Rewards

In our school we have a positive discipline approach and a system of rewards for example;

Stickers, seren yr wythnos, Certificates, Dojo, Golden time, phone call home.

At the start of each academic year the pupils are encouraged to develop the classroom rules- they have ownership over the rules.

Discipline

WE use a traffic light system in the Foundation Phase and in KS2.

Steps (please see the Unacceptable Behaviour Flow Chart)

If a learner is on 'yellow' this will indicate that they have received a warning which will result in a sanction, for example, stay in at break, complete their work.

Step 1

If a learner is on 'red' this will mean that they have moved from 'yellow' and not responded to being on 'yellow'. The learner will stay in over break and write a letter of apology. Staff will provide a template. Staff must inform the Head Teacher and keep a copy of the letter. The Headteacher will contact the parents. This could be by phone. If it is more serious or as a result of more than one incident, the Head Teacher will send a copy of the apology letter and a letter to parents. If the learner persists in receiving 'red', 3 in a term or that three apology letters have been sent home, then the learner will receive a Reconciliation meeting with the class teacher.

Step 2

On the 4th incident of unacceptable behaviour, parents/carer will be invited in to a meeting with the Head Teacher, class teacher and Additional Learning Needs Co-ordinator. The school will put in place a School/Home Diary in order to monitor the behaviour. The diary may only include 'traffic lights' or also include specific targets. The school will discuss which method would be the most appropriate.

Step 3

If the behaviour continues to be problematic the school will arrange a reconciliation meeting with parents also present. With the agreement of parents, an Individual Behaviour Plan for the pupil will be put in place and the School/Home diary will continue. An assessment eg Boxall, will be completed and specific targets agreed as a result of the assessment. The school will also ask parents for permission to discuss their child in a 'Planning Meeting' with the team from Denbighshire (including the Head Teacher or ALNCo. Educational Psychologist, Local Authority Additional Learning Needs, Local Authority Behaviour Support.

The school will contact the behaviour support unit which also includes Outreach, Stepping Stones. Through positive collaboration, clear strategies to manage the behaviour will be put in place. The school will confirm arrangements with the Unit for the pupil to spend a day at the unit under supervision of a member of staff from the school. Attendance records will show that the pupil has been educated at another site.

Step 4

If the behaviour continues to be problematic within the school and after a term of intervention strategies, parents will be invited to a meeting to discuss making a referral to the behaviour support unit in the authority. The pupil will receive a 'Second Chance Individual Behaviour Plan'. The school will also complete a Pupil Risk Assessment (PRA1) and an Individual Reactive Strategy (IRS) – if these have not already been completed.

If parents refuse to support this step then the school will have to consider an 'Exclusion' – fixed term or permanent.

Step 5

If the behaviour continues to be problematic within the school, the school will invite the Behaviour Support Service Manager and parents to discuss the options for moving forward. This could include an application for a 'Managed Move Between Schools'

The school can still consider a fixed term or permanent 'Exclusion' if the behaviour continues to be unacceptable. The Head teacher will inform the Discipline and Exclusion Governors Sub Committee. The Discipline and Exclusion Governors Sub Committee will plan a contract of acceptable behaviour for the pupil, and for parents to sign. The contract will explain clearly the expectations for the pupil and the agreed support for parents.

Step 6

If there continues to be no improvement and the application for a managed move not being successful, the school may need to consider the possibility of a fixed term or permanent exclusion.

INSTANCES OF SERIOUS BEHAVIOUR - if the pupils behaviour is extremely challenging – , consistent bullying, fighting, challenging behaviour, regularly disrupting lessons and the education of other pupils, lack of respect to other pupils and/or staff or property including injuring pupils or staff, are examples where the school will exclude straight away. The Headteacher will inform Mr James Brown or Mrs Nicola Roberts – Exclusion Officer for Denbighshire of the decision to exclude and to receive advice. The Head Teacher will inform the Discipline and Exclusion Governors Sub Committee. The exclusion will be recorded in the pupils personal file on SIMs.

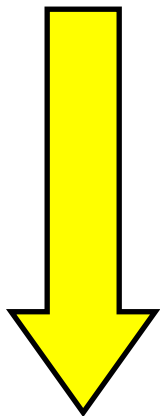
Other interventions and steps

We use 'Circle time' as part of the pastoral work of the school. During Circle time pupils are given the opportunity to share feelings in a safe and non-judgemental environment. It is also an opportunity for the teacher to be made aware of any problems that can sometimes arise.

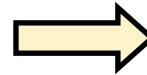
We do not accept any 'BULLYING' in the school. It is important that staff are aware of any concerns the pupils may have. The school has a policy of discussing bullying – to identify, respond to and solve. (Refer to anti-bullying policy).

[HOME SCHOOL DIARY template to go here](#)

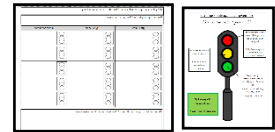
Unacceptable Behaviour Flow Chart



Step 1
 Reconciliation meeting—if 3 letters home in a term
 Responsibility = class teacher



Step 2
 After 4th episode of unacceptable behaviour; member of leadership team to hold reconciliation meeting. **School/Home Diary** in place between school and home
 Responsibility = Class teacher and Leadership Team

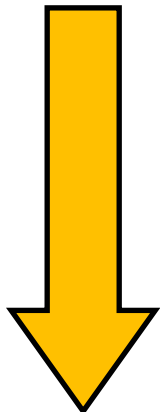


Step 3
 Leadership Team -reconciliation meeting with parents present
 Put in place an **Individual Behaviour Plan** signed by all stakeholders
 ALNco-Parent Consent to discuss at ALN Planning Meeting
 Copy of **Individual Behaviour Plan** given to parent/carer
 Responsibility = ALNCo to monitor the plan
 Class teacher to action the plan.



Headteacher to contact BSS—agree use of Stepping Stones—inform parents
 ALNCo—refer to BSS (Outreach—Stepping Stones)

ALNCo to complete Boxall Assessment
 -share with parents
 Boxall summary to be transferred to IBP A4 page plan
Individual Behaviour Plan in place




Step 4
 No improvement (after one term Steps 1 –3) =
 Meet with parents/carer to update on the situation and complete a referral to the Behaviour Support Service
 ‘My individual Behaviour Plan’ (2 weeks)
 LETTER ‘A’ TO PARENTS/CARER
 Responsibility = ALNCo to monitor the plan and refer to BSU
 Leadership team member to chair the meeting



School to complete Pupil Risk Assessment (PRA 1)



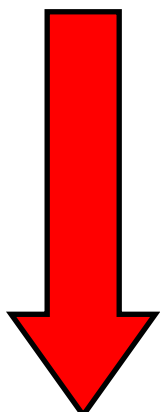
School to complete ‘Individual Reactive Strategy’ (IRS)

 and IRS can be completed in Steps 1, 2 or 3 if appropriate

Step 5
 No improvement =
 Invite Inclusion Manager for County to school to discuss options and steps for moving forward
 Refer/apply for ‘managed move between schools’
 LETTER ‘B’ TO PARENTS/CARER
 Responsibility = ALNCo to monitor the plan
 Leadership team member to chair the meeting




Governor Discipline and Exclusion sub committee to meet and agree an ACCEPTABLE BEHAVIOR AGREEMENT (5 chances)
 School/Pupil/Parent to sign



Step 6
 No improvement = If Managed move between schools is not possible then discuss alternative provision with LEA/BSS
 LETTER ‘C’ TO PARENT/CARER
 Headteacher to chair the meeting



 SERIOUS BEHAVIOR
 Immediate Exclusion to be considered

Acceptable Behaviour Contract YSGOL TREMEIRCHION (Step 5)

This contract was agreed on _____ between:
GOVERNING BODY AND STAFF AT YSGOL TREMEIRCHION and

Contract ends on _____

SAMPLE

- I must not disrupt the teaching and learning in the classroom
- I must not walk out of the classroom without permission
- I must listen to the adults when they are speaking to me
- I must follow the instructions
- I must speak appropriately and show respect to adults and other pupils
- I must ask the teacher or adult in the class if I want to go to the time out area

Parents must agree to :

This contract is between the pupil, parents/guardian and the Governing Body in order to facilitate appropriate behaviour.

The pupil:

I understand the contract and the consequences that result from not keeping to the agreement.

Signed _____

Witness:

Signature _____ Headteacher

Signature _____ Teacher

Signature _____ Parent

LLythyrau Siart Lif Ymddygiad Anerbynniol	
Letter to parent with pupil letter of apology	Step 1 (flow chart)
Letter inviting parents to meeting	Step 2 (flow chart)
Letter inviting parents to meeting	Step 3 (flow chart)
Letter 'A' Invite to parents to meeting	Step 4 (flow chart)
Letter 'B' Invite to parents to meeting Sub committee to develop contract	Step 5 (flow chart)
Letter 'C'	Step 6 (flow chart)

LLythyrau Gwaharddiad	
Exclusion Fixed Term less than 6 days	Llythyr 1 (canllawiau LLC 2015)
Exclusion Fixed Term 6 -15 days	Llythyr 2 (canllawiau LLC 2015)
Exclusion Fixed Term more than 15 days	Llythyr 3 (canllawiau LLC 2015)
Permanent Exclusion	Llythyr 4 (canllawiau LLC 2015)

Dogfennau Cyswllt Ysgol Cartref	
Home School Diary	Traffic light (Step 2)
Home School Diary	Specific Targets (Step 2)
INDIVIDUAL BEHAVIOUR PLAN	Specific Targets (Step 3)
Acceptable Behaviour Contract Discipline and Exclusion Sub committee	Specific Targets (Step 5)