



Welshpool High School  
Ysgol Uwchradd Y Trallwng

*Raising Achievement By Raising Expectations*

*Codi Cyrhaeddiad Trwy Godi Disgwyliadau*

## Welshpool High School

### PUPIL BEHAVIOUR, DISCIPLINE & EXCLUSION POLICY

Date Reviewed: March 2026

Date for Review: March 2027

Signed: .....  
Chair of Governing Body

Date: 19/03/2026

Signed: .....  
Headteacher

Date: 19/03/2026

## SCHOOL ETHOS

The governors expect the school to be a place where:

- all individuals are respected, and their individuality valued.
- pupils are encouraged to achieve.
- self-discipline is promoted and good behaviour is the norm.
- rewards and sanctions are applied fairly and consistently.

## RESPONSIBILITIES

The Headteacher's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Headteacher has the day-to-day responsibility for maintaining discipline in the school which will include making rules and provision for enforcing them.

The Headteacher is expected to:

- Promote self-discipline and proper regard for authority among pupils.
- Encourage good behaviour and respect for others and to take measures to prevent all forms of bullying among pupils.
- Ensure that standards of behaviour are acceptable.
- Otherwise regulate the conduct of pupils.

All staff are expected to: encourage pupils to demonstrate good behaviour and respect for others and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard. **All teachers are expected to provide stimulating lessons that provide appropriate levels of challenge for all pupils, and where high expectations for learning and behaviour are the norm.**

All pupils are expected to:

- Attend school regularly and on time.
- Wear the school uniform and make an effort to have a clean and tidy appearance.
- Bring all equipment/books in a bag and take care of school property.
- Arrive on time for each lesson.
- Complete all homework, classroom and coursework on time and to the best of their ability.
- Refrain from causing distractions that prevent other pupils from being able to learn.
- Tell a member of staff if anyone is being harassed or bullied.
- Keep the school free from litter and graffiti.
- Be polite and helpful to others.

## STANDARDS OF BEHAVIOUR

The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.

All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

All staff are expected to ensure that there is no discrimination in the classroom.

Punctual attendance at school and lessons is required.



All absence from lessons must be explained and unexplained absence will be followed up by the relevant staff.

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class and on school trips depending on the nature of the class/trip and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Through regular discussions at Year Group and School Council meetings the school endeavours to ensure that staff apply all standards consistently and fairly.

### IN-LESSON BEHAVIOUR MANAGEMENT AND RECORDING SYSTEM


In every lesson all pupils are awarded a lesson grade, as follows: -

Welshpool High School Lesson Grade Descriptors		
Grade	Score	Explanation
<b>Excellent</b> 	<b>1</b>	<ul style="list-style-type: none"> <li>You concentrate at all times and are never off task</li> <li>You are enthusiastic at all times, even when tackling difficult activities or tasks</li> <li>You always try your best</li> <li>You complete work to the best of your ability</li> <li>You may have completed extension tasks, helped a fellow student or shown real initiative</li> <li>You work productively and achieve the learning objectives</li> </ul>
<b>Good</b> 	<b>2</b>	<ul style="list-style-type: none"> <li>You try hard most of the time and focus on learning new skills</li> <li>You are keen to do well and concentrate most of the time</li> <li>You produce work of a good standard</li> <li>You are generally enthusiastic in most of the lesson and join in with activities, even if you find them difficult</li> <li>You behave well throughout the lesson and complete work quietly</li> </ul>
<b>Unsatisfactory</b> 	<b>3</b>	<ul style="list-style-type: none"> <li>You make limited progress due to lack of effort throughout the lesson</li> <li>Your attitude needs improving and you need some reminding about not chatting or being silly</li> <li>Your work is unsatisfactory and you can do better</li> <li>Your behaviour at times has been detrimental to the progress of others</li> <li>Specialist equipment has not been brought to the lesson when you know that it is required for the lesson</li> <li>You have not produced enough work</li> </ul>
<b>Poor</b> 	<b>4</b>	<ul style="list-style-type: none"> <li>You show a lack of respect towards staff and peers in your behaviour</li> <li>You are asked on more than two occasions to get on with your work</li> <li>You often distract others and shout out</li> <li>You give up easily and often do not finish the work set</li> <li>You have been removed from the classroom</li> </ul>

Lesson grades are regularly analysed by school leaders in order to effectively manage and promote a positive climate for learning.

### GRADUATED RESPONSE SYSTEM

There is a clear system of sanctions to help manage and minimise persistent disruption to learners.

Grade 3 or 4 Awarded/Total	Action/Sanction
Learner receives a Grade 3 or 4 in a lesson	Sanction by the subject teacher for a break or lunch time call back. This is an opportunity to have a restorative meeting. Teacher records a comment on SIMs.
Learner receives 4 or more Grade 3's or 4's in a school week	Sanction by Head of Year/Pastoral Lead. Learner is placed into a Head of Year callback, and this is communicated with home.
Learner receives 10 Grade 3's or 4's in one term <i>*This will be at the HOY discretion</i>	Sanction by Head of Year/Pastoral Lead. Learner is placed into an after-school callback for one hour. This is communicated with home.
Learner receives 20 Grade 3's or 4's <i>*This will be at the HOY discretion</i>	Learner has reduced social time for one week and completes registration with a member of the SLT during which time, targets for each lesson and day can be discussed. This is communicated with home. Within the communication with home the next graduated response is made very clear.
Learner receives 30 Grade 3's or 4's <i>*This will be at the HOY discretion</i>	Learner is placed into an internal isolation for one day where they are supervised to complete their schoolwork. On returning to lessons, the learner is placed on a report card. This is communicated with home.
Learner receives 40 Grade 3's or 4's	Learner is placed into an internal isolation for two days where they are supervised to complete their schoolwork. This is communicated with home, and it is explained to parents/carers that a meeting with school will be organised soon if no further improvements take place.
Learner receives 50 Grade 3's or 4's	Learner is removed from all lessons until a parental meeting has taken place. Parents/carers are invited into school for a review meeting with the Pastoral Lead and Headteacher. The graduated responses are discussed, and the next steps explained.
<p>5 more after receiving 50 = a fixed term exclusion for one day</p> <p>5 more after receiving 55 = a fixed term exclusion for two days</p> <p>This is a graduated response and continues</p> 	<p>The graduated response is clear for all stake holders.</p> <p>After receiving 50 x 3's or 4's, it will be explained to learners and parents/carers that a further 5 will result in a one-day fixed term exclusion.</p> <p>This is graduated to two days if a further 5 are received following the initial exclusion.</p> <p>The graduated response will continue as low-level disruption will not be tolerated.</p> <p>At the end of each half term, the learner returns to 0 but continues to be above the 50 threshold. Therefore, the learner, will still receive a fixed term exclusion if 5 or more 3's or 4's are received.</p> <p><i>* Participation in organised school trips/activities will be at the discretion of WHS.</i></p>

## **BEHAVIOUR OUTSIDE SCHOOL**

The Headteacher will take action to regulate behaviour of pupils off school premises in order to:

- Maintain good order on transport, walking, educational visits, or other placements such as work experience or college courses.
- Ensure behaviour which does not threaten the health or safety of learners, staff, or members of the public.
- Provide reassurance to pupils who may feel threatened or intimidated by the behaviour of their peers.
- Provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- Provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

## **REWARDS AND SANCTIONS**

All rewards and sanctions must be applied fairly and consistently. None of the school's sanctions will be degrading or humiliating. The school has recently adopted a new rewards and sanctions monitoring system where numerical grades are given to pupils based on their effort and conduct during lessons.

### **Rewards**

Wherever possible, staff should use their own reward system to encourage good behaviour.

The rewards used by the school are numerous, for example praise, stickers, commendations, badges, use of the pupil planner, postcards, and letters home.

### **Sanctions**

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff must seek to ensure that punishments are proportionate to the offence and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

The following sanctions may be used in the school in appropriate cases:

- Completion of work at home or extra work (in school or at home).
- Carrying out useful tasks to help the school.
- Callback in school hours.
- Detention outside school hours (provided that the parents/carers have been notified at least 24 hours previously).
- Removal from the group/class or particular lesson to a separate and supervised area.
- Withdrawal of break or lunchtime privileges.
- Withholding participation in extracurricular activities and events (which would in the case of school trips mean the forfeiting of the pupil's trip costs) which are not essential to the curriculum.
- Internal exclusions.
- Managed move to another school.
- Fixed and permanent exclusions.

## **EXCLUSIONS**

Only the Headteacher, or if the Headteacher is away, the member of staff in charge i.e. Deputy Headteacher or Assistant Headteacher can exclude a pupil. Recommendations for exclusion can only be made by a Head of Year or a member of the Senior Management Team. All incidents leading to exclusion will be fully investigated, and the standard of proof applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he/she is alleged to have done.

Pupils may be excluded for one or more fixed periods or permanently. Please see Appendix 1 Model letter - Notification of Permanent Exclusion from LEA, Appendix 2 Model letter Notification of Permanent Exclusion from Welshpool High School, and Appendix 3 Model pupil letter Notification of Permanent Exclusion from Welshpool High School.

### **Fixed Periods**

For serious breaches of the school's behaviour/discipline policies, other than those that would lead to permanent exclusion, pupils can be excluded for one or more fixed term periods not exceeding 45 school days in any one school year. **The governing body have to meet to sanction an exclusion if a pupil exceeds 15 days or more exclusions in a school term.**

**The limit of 45 days applies to the pupil and not to the institution; therefore, any days of fixed-term exclusion served on the pupil in any school or Pupil Referral Unit in the same school year will count towards the total.**

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed; examples of this are:

- Serious violence, actual or threatened, against a pupil or a member of staff.
- Sexual abuse or assault.
- Supplying and/or using an illegal drug on school site.
- Use or threatened use of an offensive weapon, including carrying an offensive weapon.

However, these examples are not exclusive and other offences which seriously compromise the well-being, security or discipline of the school community will lead to a permanent exclusion.

### **Disability**

Where the misbehaviour of pupils is related to a mental or physical disability, the governors expect that the Headteacher will make reasonable adjustments to enable those pupils to be included within the school community.

These will include:

- Ensuring that staff have had training in the nature of disabilities, and how they should treat pupils with disabilities;
- Ensuring that staff are aware of any pupils with such disabilities;
- Ensuring that help is sought from the LA to enable the school to make reasonable adjustments;
- Ensuring that school resources within the available budget are committed to assist in making reasonable adjustments.

Such adjustments will not be made for serious 'one-off' offences outlined above with regard to permanent exclusion.

### **Drug-related Exclusions**

Any decision to exclude in a drug-related case will be based on the criteria spelled out in the school's Substance Misuse Policy.

### **Inappropriate Exclusion**

The school does not see exclusion as normally appropriate in the following cases:

- Minor breaches of discipline
- Poor academic performance
- Truancy or lateness
- Pregnancy
- Punishing pupils for the behaviour of their parents/carers, e.g. where parents/carers refuse or are unable to attend a meeting.
- Protecting victims of bullying by sending them home.

### **SUMMARY OF LUNCHTIME EXCLUSION**

- Some pupils' behaviour can be particularly difficult at lunchtime. Where this is the case, it may be possible, through discussion and agreement with the parent/carer, to arrange for the pupil to go home for lunch. If this is not feasible, provision exists to exclude the pupil for the duration of the lunchtime, placing the legal responsibility for the pupil back with the parent/carer.
- Where lunchtime exclusion is used it should be a short-term measure only, with regular review of whether it continues to be an appropriate approach. Lunchtime exclusion must be treated as equivalent to one quarter of a school day. If these quarter days add up to more than five school days in a school term, including when they are added to other fixed-term exclusions, this will then entitle the relevant person to make representations to the governing body.
- Where a pupil is kept in the school during lunchtime, but away from other pupils, this will not count as a formal exclusion but as an 'internal exclusion'. Arrangements should be made for pupils who are entitled to free school meals. This may mean providing a packed lunch.

### **PARENTAL/CARER CO-OPERATION**

Parental/carer co-operation forms part of the contract between the school and all parents/carers of pupils at the school. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

### **APPEALS**

Parents/carers are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk of the Governing Body at the school. A hearing will be set up as quickly as possible, but within 10 days at the latest.

The Governing Body's decision is final.

### **CONTINUING EDUCATION**

The school will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than 15 days, the school will consider:

- How the pupil's education will continue

- How his/her problems might be addressed in the interim
- Reintegration post-exclusion

### **CORPORAL PUNISHMENT AND RESTRAINT**

In accordance with the law there is no corporal punishment allowed by the school. However, if authorised by the Headteacher, a teacher or other member of staff, may use 'reasonable force' to prevent a pupil from:

- Committing an offence
- Causing personal injury or damage (including to themselves)
- Engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Headteacher has authorised all teaching staff to use reasonable force in the above circumstances. Please refer to Staff Handbook for further guidance for staff regarding physical contact with pupils, including restraint.

### **BEHAVIOUR SUPPORT SYSTEMS**

The school has a number of programmes and techniques for supporting behaviour management. These are:

- Counselling
- Consultations with Educational Psychologist
- Youth Intervention Service
- Social Inclusion Programme
- Work Placements and alternative curriculum design
- Liaison with LEA Officers.
- Personal Support Plans/Individual Behaviour Plan
- Referral to the Pupil Intervention Panel (PIP)

### **INVOLVEMENT OF PARENTS/CARERS**

Parents/carers will be involved in discipline cases as appropriate. Individual staff should not involve parents/carers in discipline issues without first informing the Head of Year.

Parents/carers are also encouraged to support good behaviour and positive habits in their children through the school's Home-School Agreement and at parents'/carers' meetings.

### **INVOLVEMENT OF STAFF**

The working of the school policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in form/tutor group time.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour and to suggest possible courses of action. Training in behaviour management will be provided from time to time.

### **INVOLVEMENT OF PUPILS**

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour

patterns. The government's Circular 10/99 also suggests that pupils can help to reinforce behaviour policies by contributing to them.

Discussions in Form/Tutor Group time will inform the deliberations of the School Council.

The Assistant Headteachers with responsibility for Upper and Lower school are responsible for ensuring the positive contribution of pupils. In particular, the ALNCO will ensure that the needs of ALN pupils are properly taken into account, and their participation in the consultation process is assured.

### **CONSULTATION**

The Headteacher will seek the widest possible agreement for this policy and will report at least annually to the Governing Body on its implementation.

### **STRATEGIC EQUALITY PLAN**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's Equal Opportunities Policy, and the protected characteristics in the Equality Act 2010.

### **LINKS WITH OTHER POLICIES**

The policy should be read alongside the following:

- The school's Statement of Ethos and Aims
- The School Development Plan
- The Substance Misuse (Pupils) Policy
- The Attendance Policy
- The Anti Bullying Policy

## Appendix 1

### Model letter - Notification of Permanent Exclusion from LEA

Dear

#### **Notification of Permanent Exclusion - [*Name of Pupil*]**

I acknowledge receipt of your notification of permanent exclusion, dated [*date*], in respect of [*name of pupil*].

I confirm that [*name of pupil*] will remain solely registered with your school until the 16<sup>th</sup> day following your decision to permanently exclude him/her from the school i.e. [*16<sup>th</sup> day following exclusion*]. With effect from that date, the Authority will become responsible for his/her education which will be provided through the Complementary Education Service. It is, therefore, essential that you change this pupil's registration status to dual registered, with the Complementary Education Service as the main base, from the 16<sup>th</sup> day following the decision to exclude, [*16<sup>th</sup> day*] until he/she ceases to be a pupil at your school. The date when he/she ceases to be a pupil at your school will be determined by the outcome of the Pupil Discipline Committee meeting of your governing body and any subsequent appeal that may occur.

Should [*name of pupil*] be enrolled in a new school within the first 15 school days following your decision to exclude, the normal transfer of registration/common transfer file arrangements will apply.

I trust that this clarifies the position.

Yours sincerely

**[Signed] School Effectiveness Officer**

## Appendix 2

### Model letter - Notification of Permanent Exclusion from Welshpool High School

Dear Parent/Carer

#### Permanent Exclusion

I am writing to inform you that your son/daughter \_\_\_\_\_ (d.o.b.) has been permanently excluded from school with effect from \_\_\_\_\_. This means that he/she will not be allowed to attend school. Although he/she is still on the school roll. The reason(s) for this exclusion and the circumstances surrounding the decision, including the steps taken to try to avoid an exclusion, are as follows:

\_\_\_\_\_  
\_\_\_\_\_

The following warnings, fixed term exclusions and other disciplinary and support measures were utilised prior to the present exclusion:

\_\_\_\_\_  
\_\_\_\_\_

Please ensure that any work set by the school is completed and returned to us for marking. May I inform you that, as a permanently excluded pupil, your son/daughter is barred from the school premises and would be advised to keep well away from the site. Further information on the implications of exclusion can be obtained from:

- ALN Manager: Vulnerable Learners with Specialism in Child Protection & Safeguarding, Powys County Hall, Llandrindod Wells, Powys, LD1 5LG, Tel: 01597 826431.

In addition, information can be obtained from SNAP Cymru, Tel: 0808 8010608/02920 348 990, [www.snapcymru.org](http://www.snapcymru.org).

As your son/daughter has been permanently excluded from the school, a meeting of the governing body's Pupil Discipline Committee must be held in order to review my decision.

You and your son/daughter will be invited to attend the special meeting of the governing body's Pupil Discipline Committee, which will be held between the 6<sup>th</sup> and 15<sup>th</sup> school day following the date of exclusion. You will have the right to bring a 'friend' or legal representative with you to the meeting to give you advice and support. A representative of the LEA will also be invited to be present. At the meeting I will explain to the governors the events that led to my decision to exclude your son/daughter, and you will be given the opportunity of submitting any representations orally and/or in writing. The Pupil Discipline Committee will then take a decision and inform you of it.

/Cont...

The arrangements for enabling your son/daughter to continue his/her education, during the period of this exclusion up to the time of the meeting of the Discipline Committee, are as follows: -

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Please ensure that any work set by the school is completed and returned to us for marking.

You have the right to see a copy of your son/daughter's school record. Due to confidentiality restrictions, you will need to notify me in writing as soon as possible if you wish to receive a copy. I will be happy to supply you with a copy if you request it and a charge may be made for photocopying.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is The Welsh Office, Government Buildings, Spa Road East, Llandrindod Wells, Powys LD1 5HA. Helpline: 0300 025 9800. Website: [www.sentw.gov.wales](http://www.sentw.gov.wales).

As your son/daughter has passed his/her 11<sup>th</sup> birthday, he/she has the same rights as yourself as outlined above and will be receiving a letter informing him/her of this.

Yours sincerely

Headteacher

Copy to: ALN Manager: Vulnerable Learners with Specialism in Child Protection & Safeguarding

## Appendix 3

### Model pupil letter - Notification of Permanent Exclusion from LEA

Dear [Pupil's Name]

#### Permanent Exclusion

I am writing to inform you that you have been permanently excluded from school with effect from \_\_\_\_\_ . This means that you will not be allowed to attend school although you are still on the school roll. The reason(s) for this exclusion and the circumstances surrounding the decision, including the steps taken to try to avoid an exclusion, are as follows:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following warnings, fixed term exclusions and other disciplinary and support measures were utilised prior to the present exclusion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please ensure that any work set by the school is completed and returned to us for marking.

May I inform you that, as a permanently excluded pupil, you are barred from the school premises and would be advised to keep well away from the site. Further information on the implications of exclusion can be obtained from:

- ALN Manager: Vulnerable Learners with Specialism in Child Protection & Safeguarding, Powys County Hall, Llandrindod Wells, Powys, LD1 5LG, tel: 01597 826431.

In addition, information can be obtained from SNAP Cymru, tel: 0845 120 3730, [www.snapcymru.org](http://www.snapcymru.org).

As you have been permanently excluded from the school, a meeting of the governing body's Pupil Discipline Committee must be held in order to review my decision.

You and your parent(s)/carer(s) will be invited to attend the special meeting of the governing body's Pupil Discipline Committee, which will be held between the 6th and 15th school day following the date of exclusion. You will have the right to bring a 'friend' or legal representative with you to the meeting to give you advice and support. A representative of the LEA will also be invited to be present. At the meeting I will explain to the governors the events that led to my decision to exclude you, and you will be given the opportunity of submitting any representations orally and/or in writing. The Pupil Discipline Committee will then take a decision and inform you of it.

/Cont...

The arrangements for enabling you to continue your education, during the period of this exclusion up to the time of the meeting of the Discipline Committee, are as follows: -

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Please ensure that any work set by the school is completed and returned to us for marking.

You have the right to see a copy of your school record. Due to confidentiality restrictions, you will need to notify me in writing as soon as possible if you wish to receive a copy. I will be happy to supply you with a copy if you request it and a charge may be made for photocopying.

You also have the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if you think that the exclusion is because of a disability which you have. The address to which claims should be sent is The Welsh Office, Government Buildings, Spa Road East, Llandrindod Wells, Powys LD1 5HA. Helpline: 0300 025 9800. Website: [www.sentw.gov.wales](http://www.sentw.gov.wales).

As you have passed your 11th birthday, you have the same rights as your parent(s)/carer(s) as outlined above, and they will be receiving a letter informing them of this.

Yours sincerely

Headteacher

Copy to: ALN Manager: Vulnerable Learners with Specialism in Child Protection & Safeguarding