



**YSGOL
AFON WEN**



**YAW
WAY**

PUPIL BEHAVIOUR & ATTITUDE TO LEARNING POLICY

Ratified by Governors	16 th October 2025
Signed Chair of Governors	
Headteacher	Mrs Claire Crockett
Review Date	Autumn 2026

YSGOL
AFON WEN



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OUR PURPOSE, VISION AND VALUES

PURPOSE

At Ysgol Afon Wen we are committed to harnessing the power of education to enrich our pupils' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our pupils' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

VALUES





1. INTRODUCTION

- 1.1. Our approach at Ysgol Afon Wen is based around building respectful, robust and positive relationships across our whole school community, fostering a love of learning from 3 – 16 years, ensuring all pupils have a positive attitude towards their learning and education.
- 1.2. Staff at Ysgol Afon Wen will operate in a person-centred approach, always considering personal circumstances, all staff are Adverse Childhood Experiences (ACEs) trained and all staff have been introduced to trauma informed practices and approaches via our Professional Learning Offer. All of these approaches will be used in developing a strong culture of support with respect, pupil progress and well-being at its heart.
- 1.3. The aim of this policy is to ensure the very best attitudes to learning (AtL) across our school community and ensure our school values are fully embedded within our way of working.



2. KEY STAFF, ROLES AND RESPONSIBILITIES

2.1. At Ysgol Afon Wen we have strong systems and structures to ensure a robust approach to pupil well-being and AtL. All staff across the school community will work in collaboration to ensure excellent attitudes to learning. However, there are key staff involved in this specific area of work:

- Senior Deputy Headteacher (Well-being, Care, Support and Guidance)
- Assistant Headteacher (Well-being)
- Assistant Headteacher (Safeguarding)
- Associate Assistant Headteacher responsible for the Activate Phase
 - Progress Leader for Activate
 - Nurture Support officer
- Associate Assistant Headteacher responsible for the Advance Phase
 - Progress Leader for Year 7
 - Progress Leader for Year 8
 - Well-being Officer (ready to learn)
 - Inclusion Officer
- Associate Assistant Headteacher responsible for the Achieve Phase
 - Progress Leader for 9
 - Progress Leader for 10
 - Progress Leader for 11
 - Well-being Officer (ready to learn)
 - Inclusion Officer
- DSP/CLA/YG lead

2.2. The Headteacher and School Leadership Team will:

- ensure the consistent application of this policy across the whole school community
- ensure that there is no differential application of the policy and procedures on any grounds, ethnic or national origin, culture, religion, gender, disability or sexuality
- ensure that the concerns of pupils are listened to, and appropriately addressed.

2.3. The need for pupils to develop positive relationships, self-esteem and confidence is a priority, and we recognise that the tutor has an essential role in this. Therefore, every pupil will meet with their tutor at the start of each school day, during this time they will take part in activities that are designed to help them to build relationships with staff and peers and improve their own wellbeing.

2.4. During tutor time pupils will also track their attendance and achievements on a weekly basis, working with their tutor to set targets for improvement when needed. The form tutor should be the first point of contact for pupils who need support with their attendance, punctuality or meeting expectations.

2.5. Tutors will:



- plan and deliver different activities focusing on pupil well-being and building positive relationships
 - complete 'Ready to Learn' checks every morning ensuring all pupils have all the tools required for a successful day of learning
 - monitor patterns of attendance in a proactive manner and working towards moving any barriers to attendance that may exist within a tutor group
- 2.6. Staff have responsibility for creating a high-quality learning environment and enabling a positive AtL for all.
- 2.7. Staff are responsible for maintaining a calm, safe environment by performing duties before school and at breaktimes, this includes being present on doorways and in communal spaces during lesson changeovers, ensuring a positive meet and greet of pupils.
- 2.8. Staff will aim to be punctual to all lessons and sessions.
- 2.9. Parents and carers will be expected, encouraged, and supported to take responsibility for the AtL of their child. The school will encourage parents/carers to work in partnership to help in maintaining high standards of desired behaviour and positive AtL.
- 2.10. Parents and carers will be issued with a home-to-school agreement at the start of the academic year (or relevant start date), this needs to be signed, dated and returned to school within two weeks.



3. THE AFON WEN WAY

3.1. At Ysgol Afon Wen, pupil well-being is at the heart of all we do, we will ensure:

- a positive, collaborative and calm approach to classroom management
- a safe learning environment where pupils / staff feel comfortable in developing new skills
- dedicated staff to support pupil well-being and promote positive attitudes to learning
- a well thought out and planned rota of duties to ensure effective management of the school site
- an inclusive structure allowing all pupils to thrive to the best of their ability
- a culture in which success is celebrated at every opportunity and praise is used to promote positive attitudes to learning
- collaboration with home, school and community to enable successful support, care and guidance to all pupils and their families
- the use of restorative practice strategies to resolve issues.

3.2. As a school we feel strongly that all stakeholders play their part in achieving positive AtL for all pupils. Below is our non-negotiables of what we need as a school to succeed in this area:

Category	Expectations
RESPECT FOR MYSELF	<ul style="list-style-type: none">• I will behave in a way that keeps myself and others safe• I will not bring prohibited items to school• I will respect myself and others
RESPECT FOR EACH OTHER	<ul style="list-style-type: none">• I will respond politely and honestly to all members of our community• I will listen to directions and respond appropriately• I will treat others with kindness
RESPECT FOR LEARNING	<ul style="list-style-type: none">• I will work to the best of my ability• I will be punctual• I will complete tasks on time and to the best of my ability• I will take pride in my work• I will respect the right of others to learn
RESPECT FOR OUR ENVIRONMENT	<ul style="list-style-type: none">• I will keep our classrooms / buildings and outside areas tidy• I will move around in a calm and orderly manner• I will dispose of litter appropriately
RESPECT FOR OUR COMMUNITY	<ul style="list-style-type: none">• I will respect and value the diverse and inclusive nature of our school community• I will be polite and sensible whilst travelling to and from school and representing our school• I will show respect to all visitors



3.3. Restorative approaches are a key way in which staff operate at Ysgol Afon Wen.

A key purpose of this policy is to make clear the means by which we establish positive relationships and promote an excellent AtL within our school community. This involves a whole school approach to building, maintaining and (when needed) the repairing of relationships. We make every effort to achieve this by using consistent restorative approaches.

- 3.4. By using restorative approaches, the school community can establish relationships based on mutual respect and fairness. In turn this creates a school that is supportive, accountable, and respectful. When managing behaviour, we expect all adults to respond in a non-judgmental, empathetic way that focuses on the emotional needs that drive a behaviour, rather than the behaviour itself and look at ways to support pupils who present in this way. Approaching incidences and issues in a restorative manner provides pupils, and others, the opportunity to think about the consequences of their behaviour and how they can find ways of repairing any harm caused.
- 3.5. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and the pupils know that issues will be dealt with fairly with a 'no blame' approach. When dealing with incidents, key questions will be asked in a restorative meeting to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.
- 3.6. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident will be given the opportunity to take part in a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.
- 3.7. All meetings with pupils, parents and carers will be held in a restorative manner.




At Ysgol Afon Wen, we pride ourselves on our commitment to the values which underpin everything we do across all phases, and in the Activate Phase of our pupils' journey.

To achieve our **Triple AAA Promise**, we aim to:

- Craft a **safe, happy, and welcoming environment**, where we will **develop the whole child**;
- Create a team of **enthusiastic, inspired individuals** irrelevant of age, ability or background;
- Develop a curriculum to provide skills, knowledge and experiences that is **progressive throughout their All Age journey**;
- Ensure a **culture of respect and positivity**.










4. REWARDS

- 4.1. Rewarding and celebrating positive work is pivotal to the culture at Ysgol Afon Wen. As a school we want all pupils to be aspirational and be the best version of themselves. All positive points will be rewarded through the school's online platform, Bromcom and align with our Values
- 4.2. Pupils will be awarded points based on the following:



YAW WAY

"This is the Afon Wen way"

NORMS	ROUTINES
<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Staff and pupils will greet each other appropriately • "Bore da / Shw'mae / How are you?" • We will stop walking when spoken to • We will look at each other  	<p>UNIFORM</p> <ul style="list-style-type: none"> • We will wear the appropriate items • We will not wear hoodies 
<p>LUNCH / BREAK TIMES</p> <ul style="list-style-type: none"> • We will eat food in canteen areas / outside only • We will use the bins available • We will remember that we are a nut free school  	<p>ASSEMBLY</p> <ul style="list-style-type: none"> • We will attend on time • We will wear full school uniform • We will sit with our form and Form Tutor • We will listen and contribute with respect 
<p>TOILETS</p> <ul style="list-style-type: none"> • We will use the toilets during break / lunch • One person per cubicle • Unless for medical reasons, we will not access toilets during lessons  	<p>START OF LESSON</p> <ul style="list-style-type: none"> • We will arrive on time • We will be greeted by the classroom door • If late, we will knock the door before we enter • We will remove coats • We will stand behind our chairs until we are asked to sit • We will follow the seating plan • We will get our equipment ready • We will follow directions 
<p>CORRIDORS</p> <ul style="list-style-type: none"> • We will walk on the left hand side • We will open the door for others  	<p>END OF LESSON</p> <ul style="list-style-type: none"> • We will tidy our area / pack our equipment • We will follow directions • When asked, we will stand behind our chair • We will wait to be released by our teacher 
<p>MOBILE PHONES</p> <ul style="list-style-type: none"> • We are a no-phone zone, from gate to gate  	



4.3 The 'Afon Wen Way Challenge' offers every pupil a 'fresh start' meaning all previous positive and negative behaviour points are removed. Each pupil will strive to achieve the below milestones:

	Bronze Award- 25 Positive Points
	Silver Award- 50 Positive Points
	Gold Award- 75 Positive Points
	Platinum Award- 100 Positive Points

4.3. Each time a milestone is achieved, pupils will be rewarded with a certificate during the relevant reward session.

4.4. Pupils will be rewarded for different activities and behaviours linked to the school's values.

4.5. Pupils will also receive positive points and certificates for 100% and improved attendance. Further details on this can be found in the school's Attendance Policy.

4.6. Each half term, pupil achievements will be celebrated with reward assemblies. This will also be publicised on the school website and social media accounts.

4.7. Form tutors will telephone to inform home about positive behaviour and rewards achieved.



5. SANCTIONS

- 5.1. Whilst we continually reward positive attitudes to learning and optimism around our school community, we fully recognise that there will be times where pupils display poor attitudes to learning and behaviour.
- 5.2. The school operates a graduated response system to challenging behaviour. The system will operate slightly differently in the Activate, Advance and Achieve phase.
- 5.3. Pupils will receive negative points on Bromcom for poor behaviours that do not align with our school values.
- 5.4. Whilst pupils in Activate will not receive negative points, they will still be encouraged and reminded to make positive changes.
- 5.5. The school will not have a discreet set of rules but will operate through our Values.
- 5.6. There is a culture in Ysgol Afon Wen that all staff across the whole school community are leaders, as such all staff will respond and deal with negative attitudes to learning and challenging behaviour as and when needed:

Activate Phase:

- Low level disruption, not following teacher instruction- this will be a reminder to of the instructions
- **B1: CHANGE OF PLACE:** Low level disruption continues; at this point the child might be asked to move seats or activity. Again, there will be a restorative conversation around the reminder of expectations
- **B2: CHANGE OF FACE:** Behaviour has not improved or changed. At this point this could mean a 'change of face' or an opportunity to continue learning in a different classroom for a specific period of time
- **B3: CHANGE OF SPACE:** If behaviour was at a concerning level and making the learning environment unsafe for pupils and/or staff the pupil would be removed from the room and placed in a different learning environment. Pupil(s) would be supported in regulating their emotions and aim to re-enter the classroom when deemed appropriate. At this level the pupil might be required to remain with a designated member of staff for playtime. Class teacher will discuss intervention with parent/carer.
- **B4:** Nurture officer will withdraw pupil to provide supportive strategies to the pupil(s). They would be supported in regulating their emotions and aim to re-enter the classroom when



deemed appropriate with the potential for additional nurture support in the classroom. At this level the pupil might be required to remain with a designated member of staff for playtime. Active Progress leader will discuss intervention with parent/carer.

- **B5:** Referral to Associate Assistant Headteacher for further discussion/intervention. Possible Inclusion

Advance and Achieve Phase:

- **B1: CHANGE OF PLACE:** Continuation of unacceptable behaviour following first warning. Class teacher moves pupil within class. Class teacher issues a detention. Parents/carers informed of detention via Bromcom. Class teacher to phone home if appropriate.
- **B2: CHANGE OF FACE:** Continuation of unacceptable/disruptive behaviour
Class teacher requests support of Head of Department/Faculty to provide a change of face and opportunity for support and intervention for the pupil. Class teacher issues detention. Parents/carers informed of detention via Bromcom. Class teacher may phone home to discuss sanction and inform the parents/carers.
- **B3: CHANGE OF SPACE:** If behaviour was at a concerning level and making the learning environment unsafe for pupils and/or staff the pupil would be removed from the room and placed in a different learning environment. Pupil(s) would be supported in regulating their emotions and aim to re-enter the classroom when deemed appropriate. Class teacher will discuss intervention with parent/carer. Class teacher will issue detention
- **B4:** Removal from lesson to the schools 'RESET' room via Head of Department/Faculty
 - The HOD/HOF will log B4 on Bromcom and the pupil will be collected by the 'RESET' team. This will send an automatic message to the RESET room so staff know to collect the pupil.
 - The pupil will have the opportunity to reflect on choices, behaviour, discuss strategies to manage behaviour and RESET prior to returning to their next timetabled lesson.
 - Unacceptable behaviour in RESET will lead to a child being referred by the Progress Leader to the Inclusion room.
 - Any pupil who returns to RESET in the same day will be referred to the Progress Leader and they will go to the Inclusion room.
 - A phone call will be made from the inclusion officer to inform parents/carers of the high level disruption. The Progress Leader may need to discuss this further at the end of the school day.
 - An immediate B4 straight to RESET is for extreme behaviour only. This can only be sanctioned by the Progress Leader or Senior Leadership Team.



- **B5:** Removal from lesson to the schools Inclusion room via Progress Leader/Senior Leadership team.
 - This will be a full day dependant on the time entering the provision. Parents / carers will be informed that their child has been placed in the Inclusion room.
 - An immediate B6 straight to the Inclusion room is for extreme behaviour only i.e. fighting (Physical Abuse), threats or abuse towards staff, racial abuse, vandalism of school property, theft and vandalising the property of other. This can only be sanctioned by the Progress Leader or Senior Leadership Team.

If all other avenues have been exhausted and no improvement this could result in a fixed term exclusion (FTE). This is always treated as a last resort.

5.7. The use of the school’s Inclusion Room is deemed the final step in processes that can be administered within school.

5.7.1. Pupils will be isolated from their peers and follow a programme of work.

5.7.2. Break and lunch times will vary from the normal school day.

5.7.3. Parents/Carers will be contacted if a pupil spends time in the Inclusion Room.

5.7.4. Failure to comply with expectations for behaviour whilst in the Inclusion Room will result in a fixed term exclusion.

5.8. Disruption and defiance in relation to the Inclusion Room can result in the school issuing a fixed term exclusion.

5.9. Pupils are expected to uphold the Values in all parts of the school, including communal areas, such as corridors, canteen etc.

5.9.1. Outdoor wear must be removed when inside the school building(s). All pupils, staff and visitors will walk on the left in school buildings to ease congestion and creating a calm environment on transition between lessons.

5.9.2. Any pupil caught abusing the school's toilet areas, including congregating in one cubicle, damage, truancy or eating/drinking in the toilet will receive an appropriate sanction.

5.10. As a school we will not tolerate low level disruption across our school community, as this impacts negatively on learning. The school’s behaviour and well-being team will closely monitor all Class Charts points and implement the following systems across Activate and Advance phase:

4 x B3s in one week	PL Detention
2 x B4s in one week	After school detention



Failure to attend detention set by Progress Leader	Full day in Inclusion room
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- 5.11. For any child receiving an afterschool detention, the parents / carers will receive notification 24 hours in advance via Bromcom.
- 5.12. The aim of these sanctions is to address the behaviour concerns and reflect on what has happened.
- 5.13. We expect all parents and carers who have chosen to enrol their child at Ysgol Afon Wen to support the school fully and without reservation in implementing the approaches outlined.



6. EXCLUSIONS

6.1. Fixed term exclusions are used as last resort and all other avenues will be explored prior to the issuing of a fixed term exclusion. However, there are serious breaches to the schools AtL Policy which will result in fixed term exclusions, this could include:

- Persistent defiance and/or disruption
- Physical or verbal altercation or assault
- Cheating in examinations or assessments
- Smoking/Vaping
- Selling or using illegal substances
- Theft
- Vandalism
- Misuse of social media or phones
- Verbal abuse towards staff or visitors
- Threatening behaviour towards staff, pupils and/or visitors

The above are examples and the list is not exhaustive.

6.2. If an incident has occurred, individual circumstances of the incident would be taken into account.

The following will be considered:

- The Headteacher is legally responsible, following investigation and guidance from a range of staff, for the exclusion of a pupil and for gathering and preparing all exclusion documentation.
- The Governors' Discipline Panel is involved in exclusions as laid down by the law on exclusion.
- A Governors' Discipline Panel will be convened when a pupil has been excluded in excess of fifteen days in any one term or has been permanently excluded.
- A Governors' Discipline Panel will also be convened in relation to any fixed term exclusions which would lead to a pupil being excluded from between 6 and 15 days but only when the pupil's parent(s) / carer(s) express a wish to make representation.
- Following a period of exclusion, a meeting between the school, the pupil and the parent/carer is arranged. It is likely that 'special conditions' will be agreed before re- admission.
- Should the parents / carers have cause to complain about the exclusion then it is proper to follow the Complaints Policy and procedures.
- Following any exclusion, prior to the pupil coming back into school it is strongly encouraged to hold a 'return to school' meeting.

6.3. A decision to permanently exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success, this decision is made when the school has exhausted all other strategies.

6.4. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence.



These include:

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



7. PUNCTUALITY AND TRUANCY

- 7.1. It is imperative that all pupils attend all lessons and interventions on time and ready to learn. This is to ensure the safeguarding of all pupils at all times, across the school community. If a pupil is not in lesson without permission this is classed as truancy
- 7.2. If a pupil is late to school or lesson, this is recorded as 'L' on Bromcom. The staff member completing the register will also indicate the accurate number of minutes the pupil was late. At the end of each week this is totalled and communicated to parents / carers. Persistent lateness will result in sanctions being applied such as B3 or B4
- 7.3. If a pupil is caught truanting a lesson/session during the school day, they will be given a chance to return to the lesson and issued a 'B2'. This is for the first offence only.
- 7.4. If a pupil is caught truanting for a second time, they will be given a chance to return to the lesson and issued a 'B3' which is upscaled to a detention.
- 7.5. For pupils who are persistently truanting they will be placed in the school's inclusion room.
- 7.6. In instances whereby pupils are truanting on site and refusing to listen to staff on site, parents / carers will be requested to attend site to support staff. This is to ensure all pupils are safe when on site.
- 7.7. If truancy continues, parents/carers will be invited into school to attend a meeting with a member of the school's senior leadership team. The pupil will be placed on truancy risk management plan, this will involve the parent/carer attending site in the event of truancy and a potential fixed term exclusion for continuous defiance. There might also be multi agency involvement at this point due to the ongoing safeguarding concerns. See truancy flow chart Appendix A.



8. USE OF MANAGED MOVES

- 8.1. If it is felt that a pupil's behaviour can no longer be managed by the school then a managed move can be arranged.
- 8.2. This is done in collaboration with the family, the Local Authority and another school.
- 8.3. All parties should be in agreement. The school adheres to agreed processes that apply to all schools across Rhondda Cynon Taf.
- 8.4. This process if applied would be led by the Associate Assistant Headteacher (Head of Phase).

9. MOBLIE PHONES AND ELECTRONIC DEVICES

- 9.1. Pupils should not be using mobile phones or personal electronic devices on the school site.
- 9.2. Mobile phones should be switched off and in the pupil's bag. If a mobile phone is seen, it will be confiscated, and the mobile phone policy will come into action.
- 9.3. The same applies for any electronic device such as air pods, smart watches, headphones.
- 9.4. Further details on this can be found in the school's Mobile Phone Policy.



10. SCHOOL UNIFORM

- 10.1. The wearing of full school uniform is expected as an integral part of the school's values. It provides an inclusive identity for pupils of all backgrounds and promotes positive attitudes to learning across our school community. It also ensures that our pupils are dressed appropriately for learning whilst removing any peer pressure of dressing in particular fashions.
- 10.2. As per our home-to-school agreement, we ask all for parents and carers support in promoting the importance of uniform and appearance.
- 10.3. All pupils are expected to wear the correct school uniform at all times, including the correct PE kit during PE lessons.
- 10.4. Our school uniform can be seen at [School Uniform Ysgol Afon Wen](#)

A navy jumper/cardigan and a white polo shirt with a charcoal grey base (including grey tights). This is worn with plain black waterproof shoes.





- 10.5. Pupils are permitted to have any **natural** hair style and colour of their choice.
- 10.6. Pupils are **not** permitted wear jewellery apart from stud earrings. Pupils will be asked to remove these during certain activities for their safety and that of others. We expect pupils to comply fully with any request to remove their jewellery. Facial piercings are not permitted.
- 10.7. Failure to comply with the school's uniform policy will result in sanctions being applied as outlined above.



11. VAPING, SMOKING AND ILLEGAL SUBSTANCES

- 11.1. Smoking, vaping or consuming alcohol is strictly prohibited across our school site.
- 11.2. Failure to comply with this will result in sanctions being applied as outlined above.

12. BANNED ITEMS

- 12.1. The following items are not permitted on the school site:
 - Illegal substances
 - Lighters
 - Tobacco
 - Vaping equipment
 - Knives
 - Fireworks
 - Drugs
 - Solvents
 - Blades
 - Alcohol
 - Guns (including plastic toys or replicas).

This list is not exhaustive, and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.

- 12.2. Pupils found in possession of 'banned' items will have them confiscated and may be excluded from school.
- 12.3. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items.



APPENDIX A: TRUNACY FLOW CHART

TRUANCY STRATEGY

1

FORM TUTOR:

- IDENTIFY PATTERNS OF TRUANCY.
- REPORT CONCERNS TO PROGRESS LEAD/HEAD OF FACULTY.
- SCHEDULE A MEETING WITH THE TRUANCING STUDENT AFTER FIRST INSTANCE OF TRUANCY- PLACE PUPIL ON FORM TUTOR
- TRUANCY REPORT- DETENTION GIVEN
- DISCUSS REASONS FOR TRUANCY
- OFFER SUPPORT AND GUIDANCE.
- SET CLEAR EXPECTATIONS AND CONSEQUENCES.
- SET REVIEW DATE (WITHIN 2 WEEKS)
- REVIEW AND DE-ESCALATE/ESCALATE TO STAGE 2 AS NECESSARY TO PL

USE STAGE 1 GOOGLE FORM MEETING LOG
[HTTPS://FORMS.GLE/5JMZGNA35GKSON8R7](https://forms.gle/5JMZGNA35GKSON8R7)
 WITH PUPIL/INFORM PARENTS/LOG PARENT CALL
 ON PROVISION MAPS- STAGE 1 LETTER TO PARENTS

2

PROGRESS LEAD:

- REVIEW ATTENDANCE RECORDS WITH FORM TUTORS/HOF.FORMAL WARNING OF INTERNAL EXCLUSION
- IF TRUANCY PERSISTS, AFTER FORM TUTOR INTERVENTION, SCHEDULE A MEETING WITH THE PUPIL, FORM TUTOR, AND PARENTS. STAGE 2 LETTER TO BE SENT TO PARENTS.
- PARENT MEETING:
 - DISCUSS THE IMPACT OF TRUANCY ON ACADEMIC PERFORMANCE AND WELL-BEING.
 - DEVELOP A MORE COMPREHENSIVE ACTION PLAN. AND TRUANCY AGREEMENT
 - CONSIDER INVOLVING OTHER AGENCIES
 - AGREE ACTIONS WITH PUPIL AND PARENT - STAGE 2 PL TRUANCY REPORT ISSUED
 - SET REVIEW DATE WITH PUPIL 1/2 WEEKS DEPENDING ON PUPIL
 - REVIEW AND DE-ESCALATE BACK TO FORM TUTOR REPORT OR ESCALATE TO STAGE 3
 - IBP1/IBP2 REVIEW- TWO WEEKS PER IBP
 - BSB INTERNAL EXCLUSION AND ENHANCED INTERNAL BEHAVIOUR SUPPORT
 - RCT PSP

SCHEDULE PARENT MEETING-
 STAGE 2 LETTER TO PARENTS.
 USE STAGE 2 MEETING GOOGLE
 FORM AND UPDATE PROVISION
 MAPS OF PARENT MEETING.

3

PHASE AAHT:

- PL AND PHASE AAHT TO MEET AND REVIEW PREVIOUS STAGES- PL TO CREATE TRUANCY RA
- PARENT MEETING ORGANISED WITH PHASE AAHT
- DISCUSS PREVIOUS STAGES AND COMPLIANCE WITH THIS
- AAHT REPORT GIVEN AND ACTIONS STIPULATED/REVIEWED IN 2 WEEKS
- DISCUSSION WITH PARENTS : CONSIDERING OTHER OPTIONS FOR THEIR CHILD
- PARENT OFFERED SUPPORT WITH EXTERNAL AGENCIES
- FTE OPTION FOR PERSISTENT TRUANCY TO BE CONSIDERED.

SCHEDULE PARENT MEETING AND
 SEND STAGE 3 LETTER.
 USE STAGE 3 MEETING GOOGLE
 FORM AND UPDATE PROVISION
 MAPS

4

DHT/AHT- WELLBEING

- MEETING WITH PARENTS TO DISCUSS PRIOR STAGES AND INTERVENTIONS/ACTIONS ALREADY IN PLACE.
- PANEL MEETING ARRANGED WITH GOVS
- MULTI-AGENCY MEETING ARRANGED TO SUPPORT PUPIL FURTHER
- AUDIT PROVISION/ BESPOKE TIMETABLE CONSIDERED
- REFER TO LOCAL AUTHORITY/ACCESS AND INCLUSION



EXPECTATIONS OF TEACHING STAFF AND MIDDLE LEADERS

CLASSROOM TEACHER EXPECTATIONS

- ALL INSTANCES OF TRUANCY TO BE RECORDED ON CLASSCHARTS AND CLASS TEACHER SANCTIONS TO BE IN PLACE
- DISCUSSION WITH PUPIL WHEN NEXT ATTENDING
- TRUANCY TO BE LOGGED ON CLASSCHARTS IF PUPIL IS LATE BY 5 MINUTES
- UPDATING OF CLASSCHARTS IF SANCTIONS ARE NOT ATTENDED IN LINE WITH GRADUATED RESPONSE
- COMPLETION OF PUPIL REPORTS TO SUPPORT TRUANCY STRATEGIES.
- FLAG TO HOF IN DEPARTMENT MEETINGS OF PERSISTENT TRUANTERS

HOF EXPECTATIONS

- MONITOR PERSISTENT TRUANCY WITHIN THE FACULTY/ STANDING AGENDA IN DEP MEETING AND LINE MANAGEMENT.
- MONITOR CLASS CHARTS AND TRIANGULATE WITH STAFF DISCUSSIONS
- ENSURE SANCTIONS ARE ESCALATED WHERE NECESSARY AT FACULTY LEVEL
- ENSURE FURTHER ESCALATION TO ASD IS COMPLETED WHERE NECESSARY.
- REVIEW SUBJECT SPECIFIC TRUANCY AND WORK WOTH HOY/FTS TO ALIGN WITH REPORTING SYSTEM (DEPARTMENTAL REPORT/CONTACT HOME)



APPENDIX B: HOME-TO-SCHOOL AGREEMENT

The successful education of each pupil depends upon a partnership between the school, the pupil and the home. The main aim of our school is to: **Produce independent, well-balanced young people whose potential, academically, socially and personally has been fully developed by the provision of quality teaching and learning.**

As a pupil at Ysgol Afon Wen, I will:

- Attend school regularly and be on time
- Always work to the best of your ability
- Always behave in the correct manner
- Show respect for everybody in the school
- Wear correct school uniform at all times
- Bring the correct equipment for lessons, including PE kit
- Complete homework on time and use the school planner to record homework
- Share the responsibility for and respect the school environment
- Recognise that when you are wearing the school uniform, outside of school, your behaviour reflects on yourself, your parents, the school and the community.
- Become involved in school activities where appropriate
- Abide by the school ICT code of conduct when using computers in the school
- Switch off your mobile phone during the day
- Tell staff if there is a problem or you are unwell

Ysgol Afon Wen will provide:

- A broad and balanced education satisfying curriculum demands.
- Education based on high expectations.
- Challenging work which is appropriate to the age and ability of all our pupils.
- A high standard of teaching, academic support and personal guidance.
- Regular marking of work with appropriate comments as necessary.
- Homework on a regular basis.
- Regular reports and parental consultation evenings.
- Access to a wide variety of extra-curricular activities.
- A secure, caring and well-disciplined working environment.
- A positive reward-centred ethos where high achievement is encouraged and recognised.

As a parent / carer of a pupil at Ysgol Afon Wen, I will:

- Encourage and support my child's learning.
- Ensure regular attendance and inform the school promptly about any reason for absence.
- Ensure my child is punctual to school.
- Ensure I notify the school should you move house or change your telephone numbers.
- Avoid arranging holidays during term time as this can severely hinder your child's educational progress.
- Provide the correct uniform and ensure that my child wears it.
- Ensure that my child takes responsibility for bringing the correct equipment to school
- Ensure that homework is completed.
- Attend parents' evenings and any special appointments if requested.
- Encourage and support my child's involvement in extra-curricular activities.
- Monitor my child's daily activities via the My Child at School app.
- Pay for the replacement or damaged or lost books and equipment.
- Consult the school regarding any serious queries or concerns.
- Support the rule that mobile phones are prohibited during the school day.

It must be recognised that sanctions may need to be used on occasions. These may include: verbal reprimands, extra work, detention, after school detention (for which 24 hours notice is provided). It is important to remember that the biggest influence on a child's behaviour is the home and family. We always expect co-operation and harmony with all parents. Parents will be contacted by the School in the event of a cause for concern and are invited to make an appointment with staff to discuss any issues concerning their child.

Signed Parent/Carer:		Date:	
Signed Pupil:		Date:	
Signed School:		Date:	



APPENDIX C: TRAVEL PLAN / EXPECTATIONS WHILST TRAVELLING TO AND FROM SCHOOL

YSGOL AFON WEN TRAVEL CODE

One very important cornerstone of our 'Afon Wen Way' is the way we respect our community. This includes how we arrive to school in the morning and how we leave at the end of the day. We have reminded all members of our community of the need to show respect at all times, including whilst travelling on public / school transport.

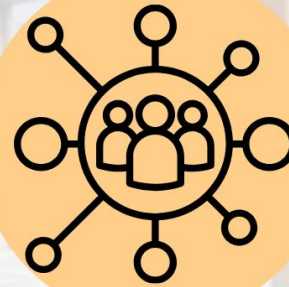
All-Wales Travel Behaviour Code

The All-Wales Travel Behaviour Code is a statutory code created by the Welsh Government to promote safe travel for learners aged 5 to 19 and set standards for their behaviour on all forms of transport to and from education settings. It applies to public buses, trains, cars, walking, and cycling and requires learners to behave respectfully and follow safety rules. The All-Wales Travel Behaviour Code can be accessed here:

[all-wales-travel-behaviour-code-statutory-guidance.pdf](#)



YAW
WAY





YSGOL AFON WEN

SAFE TRAVEL ON SCHOOL TRANSPORT



Learners

These guidelines have been prepared to ensure that learners are provided with a quality school transport service. To ensure the provision of comfortable, safe and stress free travel, learners must behave in a way that does not endanger themselves, other passengers, drivers, passenger assistants or other road users.

It is the Council's intention to provide a passenger transport service that will seek to carry learners safely, comfortably and without unreasonable levels of stress.

Your Responsibility	Your Safety	Your Rights
<ul style="list-style-type: none"> Always respect others, including other learners, drivers and the public. Always respect vehicles and property. Always be polite. Never drop litter. Always obey the law. 	<ul style="list-style-type: none"> Always behave well throughout your journey. Always follow the driver's instructions when travelling. You must not distract drivers. Always cross the road safely and sensibly. Always travel by a safe route. 	<ul style="list-style-type: none"> To be safe when travelling. To be treated fairly and with respect. To tell someone if somebody or something is causing you problems. Not to be bullied or picked on.

TELL A TEACHER, PARENT OR DRIVER ABOUT ANY POOR BEHAVIOUR OR BULLYING YOU SEE.

SCHOOL BUS TRAVEL CODE

- When at the bus stop, always wait sensibly, off the road.
- Make an agreement with your parents what to do if the bus does not arrive or if you miss it.
- When the bus arrives wait for it to stop. Never push or rush for the door.
- Show your bus pass (if you have been given one) when you get on the bus.
- On a school bus stay in your seat for the whole journey.
- On a public bus find a seat if one is available.
- Never block the aisle with your bag or other belongings.
- Always wear a seatbelt if one is provided.
- You must not distract the driver when he or she is driving.
- Never eat or drink on the bus.
- Never throw anything in or from the bus.
- Never damage or vandalise any part of the bus.
- Never operate the bus doors or exits, except in an emergency.
- Always follow the instructions of the driver or passenger assistant at all times.
- If there is an accident, stay on the bus until you are told to leave. If it is unsafe to stay on the bus then leave via the safest exit.
- Never try and get on or off the bus until it has stopped.
- Always get off the bus sensibly, taking all belongings with you.
- Never cross the road in front of or close behind the bus.

Parents

These guidelines have been prepared to assist parents to ensure the safety of their child and others when using the school transport service.

Parents are asked to:-

- Advise the school about any change of address or other circumstances that may affect transport arrangements. This school will then advise the School Transport Team of changes in order to allow the entitlement to free transport to be checked and where appropriate, the necessary arrangements made.
- Provide an emergency contact number, so that you can be advised of any changes to the transport arrangements.
- Ensure that your child does not leave home without a valid bus pass. The Council, in conjunction with the comprehensive schools and the operators, enforces a NO PASS NO TRAVEL policy. This means that any learner trying to board school transport without a valid pass will be refused transport and will need to make their own way to or from school. No exception will be made to this policy. Lost passes can be replaced. There is a charge. The current cost can be found on the Council's website at www.rctcbc.gov.uk/schooltransport You can pay by telephone 01443 425001 or at any of the Council's OneCall Centres. If no action is taken to purchase a replacement pass, the entitlement to transport may be withdrawn.
- In the mornings your child should leave home in plenty of time to get to the bus so that there is no need to rush, particularly if there are roads to be crossed.
- Make sure your child is ready to be picked up at home or at the pick-up point ten minutes before the allocated time. Details of the bus stop pick-up times for the mainstream school transport routes can be found at www.rctcbc.gov.uk/schooltransport. For SEN pick-ups, which are usually from the learner's home address, approximate times can be arranged with your driver.
- Ensure that appropriate supervision arrangements are put in place, and particularly for primary school learners, that your child is taken to and collected from the nominated pick-up points by a responsible adult.
- For SEN pick-ups, drivers and passenger assistants are instructed not to wait longer than five minutes after the arranged times. Any delays can have a significant effect on other learners on the same vehicle. For the benefit and well being of other learners, please ensure that your child is ready to leave at the agreed pick-up time. The passenger assistant will walk with your child from the kerbside outside your home to the vehicle.
- Pick-up points are arranged to balance the need to pick-up children as close to their homes as possible and the need to limit the number of pick-up points to a level which results in reasonable journey times.

- If your child misses the vehicle, for whatever reason, it is your responsibility to ensure your child is able to attend school. No additional transport will be provided.
- Where transport is arranged by taxi, or the pick-up is from the learner's home address, please advise the operator as soon as possible if your child is ill or unable to attend school for any reason.
- In the evenings, a child who has to cross the road after getting off the bus should wait until the bus has driven off before attempting to cross so that they can see and be seen by other traffic. If meeting your child, wherever possible, you should wait at the drop off point itself, and not on the other side of the road. For SEN drop-offs, the passenger assistant will walk with your child to the kerbside outside your home.
- For SEN learners, parents or a responsible adult must be at home to receive your child.
- Ensure that your child understands that they should wear a seatbelt (if the vehicle is fitted with seatbelts) whilst travelling on school transport.
- Encourage good behaviour whilst travelling on school transport and support the operators, drivers, passenger assistants, the School Transport Team and the schools in ensuring that your child complies with the Welsh Assembly Government's Travel Behaviour Code www.travelcode.org.
- Ensure that your child is aware of the need for good behaviour whilst travelling on school transport. If they misbehave on the vehicle, it may result in your child being excluded from home to school transport, in accordance with the Travel Behaviour Code. Parents will then be responsible for the full cost of ensuring that their child is able to attend school.
- Advise the School Transport Team of any concerns you have about the transport provided for your child. A "Report It" facility can be found at www.rctcbc.gov.uk/schooltransport
- For learners with Special Education Needs, please advise the School Transport Team if your child uses any specialist equipment. You will be required to provide this yourself.
- Ensure that medication is clearly labelled, kept securely in the learner's school bag and handed in at school.





YSGOL AFON WEN



SAFE TRAVEL ON SCHOOL TRANSPORT

Contact Details

This leaflet aims to provide information to schools, parents and learners who use the transport services provided by Rhondda Cynon Taf Council.

The Council's website www.rctcbc.gov.uk/schooltransport contains more information about the points outlined in this leaflet, as well as the answers to a number of "Frequently Asked Questions". Its "Report It" facility enables problems to be reported.

For any further information:

Email:

For primary and comprehensive school transport:
hometoschooltransport@rctcbc.gov.uk

For the transport of learners with Special Education Needs:
communitycaretransport@rctcbc.gov.uk

Telephone:

01443 425001

Writing:

Integrated Transport Unit
School Transport Team
Rhondda Cynon Taf Council
Sardis House, Sardis Road
Pontypridd, CF37 1DU

In Person:

At the Council's One4aLL centres open on Monday to Friday between 8.30am and 5.00pm

Rock Grounds
High Street, Aberdare

Ty Sardis
Sardis Road, Pontypridd

Ty Bronwydd
Bronwydd Avenue, Porth

Treorchy Library
Station Road, Treorchy

Mountain Ash Library
Knight St, Mountain Ash



Activate
Go to Setting

You may also wish to contribute to a live Welsh Government consultation. This consultation seeks views on the draft second edition of the Learner Travel Operational Guidance. The draft guidance 2025 makes changes to the first edition of the guidance which was published in 2014.


SCAN ME



Should you have any concerns regarding behaviour whilst travelling to and from school, please contact your child's Progress Lead or Mrs K Gwyn in her role as Safeguarding Officer.




Appendix D: YAW WAY








YAW WAY


“This is the Afon Wen way”





YAW WAY


YSGOL AFON WEN CODE OF CONDUCT

RESPECT FOR MYSELF 	<ul style="list-style-type: none"> I will behave in a way that keeps myself and others safe I will not bring prohibited items to school I will respect myself and others
RESPECT FOR EACH OTHER 	<ul style="list-style-type: none"> I will respond politely and honestly to all members of our community I will listen to directions and respond appropriately I will treat others with kindness
RESPECT FOR LEARNING 	<ul style="list-style-type: none"> I will work to the best of my ability I will be punctual I will complete tasks on time and to the best of my ability I will take pride in my work I will respect the right of others to learn
RESPECT FOR OUR ENVIRONMENT 	<ul style="list-style-type: none"> I will keep our classrooms / buildings and outside areas tidy I will move around in a calm and orderly manner I will dispose of litter appropriately
RESPECT FOR OUR COMMUNITY 	<ul style="list-style-type: none"> I will respect and value the diverse and inclusive nature of our school community I will be polite and sensible whilst travelling to and from school and representing our school I will show respect to all visitors












RESPECT FOR MYSELF RESPECT FOR EACH OTHER RESPECT FOR LEARNING RESPECT FOR OUR ENVIRONMENT RESPECT FOR OUR COMMUNITY



YAW WAY

“This is the Afon Wen way”

NORMS	ROUTINES
COMMUNICATION <ul style="list-style-type: none"> Staff and pupils will greet each other appropriately 'Bore da / Shw'mae / How are you?' We will stop walking when spoken to We will look at each other  	UNIFORM <ul style="list-style-type: none"> We will wear the appropriate items We will not wear hoodies 
LUNCH / BREAK TIMES <ul style="list-style-type: none"> We will eat food in canteen areas / outside only We will use the bins available We will remember that we are a nut free school  	ASSEMBLY <ul style="list-style-type: none"> We will attend on time We will wear full school uniform We will sit with our form and Form Tutor We will listen and contribute with respect 
TOILETS <ul style="list-style-type: none"> We will use the toilets during break / lunch One person per cubicle Unless for medical reasons, we will not access toilets during lessons  	START OF LESSON <ul style="list-style-type: none"> We will arrive on time We will be greeted by the classroom door If late, we will knock the door before we enter We will remove coats We will stand behind our chairs until we are asked to sit We will follow the seating plan We will get our equipment ready We will follow directions 
CORRIDORS <ul style="list-style-type: none"> We will walk on the left hand side We will open the door for others  	END OF LESSON <ul style="list-style-type: none"> We will tidy our area / pack our equipment We will follow directions When asked, we will stand behind our chair We will wait to be released by our teacher 
MOBILE PHONES <ul style="list-style-type: none"> We are a no-phone zone, from gate to gate  	



YAW WAY

YSGOL AFON WEN CODE OF CONDUCT

RESPECT FOR MYSELF



- I will behave in a way that keeps myself and others safe
- I will not bring prohibited items to school
- I will respect myself and others

RESPECT FOR EACH OTHER



- I will respond politely and honestly to all members of our community
- I will listen to directions and respond appropriately
- I will treat others with kindness

RESPECT FOR LEARNING



- I will work to the best of my ability
- I will be punctual
- I will complete tasks on time and to the best of my ability
- I will take pride in my work
- I will respect the right of others to learn

RESPECT FOR OUR ENVIRONMENT



- I will keep our classrooms / buildings and outside areas tidy
- I will move around in a calm and orderly manner
- I will dispose of litter appropriately

RESPECT FOR OUR COMMUNITY



- I will respect and value the diverse and inclusive nature of our school community
- I will be polite and sensible whilst travelling to and from school and representing our school
- I will show respect to all visitors



YAW WAY

“This is the Afon Wen way”

NORMS

COMMUNICATION

- Staff and pupils will greet each other appropriately
'Bore da / Shw'mae / How are you?'
- We will stop walking when spoken to
- We will look at each other



LUNCH / BREAK TIMES

- We will eat food in canteen areas / outside only
- We will use the bins available
- We will remember that we are a nut free school



TOILETS

- We will use the toilets during break / lunch
- One person per cubicle
- Unless for medical reasons, we will not access toilets during lessons



CORIDORS

- We will walk on the left hand side
- We will open the door for others



MOBILE PHONES

- We are a no-phone zone, from gate to gate



ROUTINES

UNIFORM

- We will wear the appropriate items
- We will not wear hoodies



ASSEMBLY

- We will attend on time
- We will wear full school uniform
- We will sit with our form and Form Tutor
- We will listen and contribute with respect



START OF LESSON

- We will arrive on time
- We will be greeted by the classroom door
- If late, we will knock the door before we enter
- We will remove coats
- We will stand behind our chairs until we are asked to sit
- We will follow the seating plan
- We will get our equipment ready
- We will follow directions



END OF LESSON

- We will tidy our area / pack our equipment
- We will follow directions
- When asked, we will stand behind our chair
- We will wait to be released by our teacher

