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Behaviour Policy

Ysgol Gyfun Cwm Rhondda

Date: October 2021

Revised by: C. Spanswick

Review Date: September 2023



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Ysgol Gyfun Cwm Rhondda Behaviour Policy

Respect

*The essence of positive
behaviour is the giving and
receiving of respect*

The purpose of this policy is to define rules for behaviour and ensure order in the school. These rules are drawn up to ensure that Ysgol Gyfun Cwm Rhondda is a happy and orderly school community. Setting the rules below ensures fairness and consistency in the operation of the school rules.

This discipline policy is based on an ethos of respect and mutual respect.

Aspects of good discipline

The school's motto sums up our expectations and all our rules; ***'Hanfod ymddygiad teilwng yw rhoi a derbyn parch' / 'The essence of positive behavior is the giving and receiving of respect'***. Pupils are expected to behave in a way that is respectful to the school and others and in a way that maintains a good reputation for the school.

Below is a section of the Home-School Agreement relating to rules for pupils.

Pupil Commitment:

- To give and receiving Respect
- Develop the ability and desire to use Welsh as a daily medium
- Act responsibly in school and on the way to and from school
- Accept and follow the School Code of Conduct and Class Rules
- Attend school every day except when ill
- Be punctual at all times
- Stay inside the school for the school day
- Work hard and fulfil subject requirements
- Complete Homework on time
- Wear correct School Uniform
- No jewellery / trainers / make-up
- Share responsibility for the school environment
- Look after the school property
- Only use mobile phones in accordance with school policy

Pupil expectations - general

- Always speak Welsh.
- Respect others and the site
- Hold a door open for a member of staff / visitor.
- No running within the building.
- Walk left in corridors and on the stairs.
- Stay outside classrooms until the teacher arrives. Pupils should not be in a room without a teacher being present unless express permission has been given by the teacher in charge of that room.
- Don't shout out - raise your hand to answer a question.
- Don't interfere with the education of others.
- Do not speak within lessons unless permission has been given by the teacher.

En route to school and home

- Be safe and respectful when traveling to and from school (whether by bus, public transport or walking). Be respectful of any other adults in charge of you on your way to and from school.
- School rules when travelling to and from school about violence to others, bullying or using obscene words are taken as seriously as incidents within the school. Respect other people.
- Put any rubbish in a bin.

School Transportation

- Stay behind the fence until you get permission from a teacher to approach the buses. Never push or rush to the bus.
- You must only travel on your bus and remember to show your pass when boarding the bus.
- Always wear a seatbelt if available and remain seated for the entire journey.
- You must not distract the driver while driving and never attempt to open the doors or exits, unless there is an emergency.
- Never get on and off the bus until it has stopped.

REMEMBER THE ABOVE RULES AND EVERYONE WILL BE SAFE ON THE BUS!

Within lessons or other periods under teacher supervision

- Make sure that any preparation work or homework is done to the best of your ability beforehand.
- Bring any necessary equipment or clothing for the lesson.
- Arrive promptly to the lesson. Stand outside the room in a line. Don't be too noisy.
- Respect all pupils' right to education without interruption.
- Raise your hand to answer and ask a question.
- Take part in the lesson remembering school rules [Class Rules Posters].

Break and lunch times

In the Hall / Ffreutur (Refectory):

- Queue sensibly.
- Put any rubbish in the bin.
- You are not allowed to take food or drink outside the refectory / hall.
- Clear your plates and make sure the table is clean before leaving.
- Many people are in the refectory: walk and don't shout.
- Respect the right of others to eat in a civilized environment.
- Always speak Welsh.

Ordering or bring takeaway food into the school to eat on site is not allowed.

The rest of the site

- Speak Welsh.
- Be sensible and aware of others as you play or move around the school site.
- You are not allowed to be in a classroom or corridor at break or lunch unless you have permission from a teacher.
- If the weather is inclement, you will be allowed to go to the refectory, hall, or other areas specified by the Head of Year / SLT.
- The only place you should play a ball game is on the top yard, red gravel pitch, field.
- Do not climb walls / fences on site for any reason.
- No pupil is allowed to leave the school premises during the day. If you have an appointment / need to leave with permission, the school must be notified beforehand and you must sign out at reception.



Classroom Code of Conduct

Respect

The essence of positive behaviour is the giving and receiving of respect

- 1. Follow the instructions of all members of staff immediately**
- 2. Arrive on time, ready for work with the correct books and equipment**
- 3. Only one person speaking at a time – with everyone listening**
- 4. Keep hands / feet / objects and bad language to yourself**
- 5. Welshness – speak Welsh and celebrate your Welshness in all aspects of school life**



Classroom Code of Conduct

*Rules to reduce the spread of **Covid-19***

- 6. Don't move from your seat without the permission of the teacher**
- 7. Adhere to the teacher's seating plan and face the front of the class**
- 8. Disinfect your hands on the way in and out of the classroom**
- 9. Wear a face covering in communal areas and as you travel around the school**
- 10. Chewing Gum is prohibited**
- 11. You must adhere to your designated toilets.**

**Breaking
Rules**



**Unacceptable
Behaviour**

Behaviour Steps

1	<i>Warning</i>
2	<i>Second warning</i>
3	<i>Moved within the classroom</i>
4	<i>Moved out of the lesson by SLT</i>

*Breaking
Rules*



*Unacceptable
Behaviour*

Sanctions

1	<i>Warning</i>
2	<i>A record on Classcharts</i>
3	<i>A record on Classcharts + Break / lunch detention</i>
4	<i>A record on Classcharts Contact home SLT lunch detention</i>



School Code of Conduct



Respect

The essence of positive behaviour is the giving and receiving of respect

Respect yourself	Respect others	Respect property	Respect the environment	Respect the good name of the school
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✓	X
Speak Welsh and celebrate your and celebrate your Welshness in all aspects of school life	<i>No Jewellery</i>
Wear the correct school uniform	<i>No Litter</i>
Listen to teachers and to each other	<i>No Chewing Gum</i>
Adhere to class and school rules	<i>No Aerosols</i>
Work to the best of your ability	
Try and help others	
Move around the school in a calm and courteous manner	
Use “esgusodwch fi” / “excuse me” and “os gwelwch yn dda” / “please”	
Remember to say “diolch”	

Corrective Action - guidance for staff

The steps below are designed to ensure consistency and fairness in the implementation of school rules. Learners are expected to show respect for their work and others (other learners, staff and any visitors) during lessons and at any time during the school day.

The guidelines below are not comprehensive or cover all types of misconduct that occur in school life. However, they do show concrete steps to take in some situations. The teacher carrying out the actions will be expected to take the situation into account.

If a pupil breaks these rules, teachers are expected to follow the following steps:

Camau Herio Ymddygiad

Cam 1	<p>Os rydw i'n dewis peidio â chydymffurfio...</p> <p>Byddaf yn derbyn rhybudd gyda chyfle i addasu fy ymddygiad</p>
Cam 2	<p>Os rydw i'n dewis peidio ag addasu fy ymddygiad neu os nid wyf yn dangos agwedd gadarnhaol at ddysgu...</p> <p>Byddaf yn derbyn ail rhybudd a bydd cofnod cam 2 yn cael ei nodi ar Classcharts</p>
Cam 3	<p>Os nid yw fy agwedd / ymddygiad yn caniatáu i mi a/neu eraill i ddysgu...</p> <p>Byddaf yn gorfod symud o fewn yr ystafell ddosbarth ac yn derbyn cosb egwyl/cinio</p>
Cam 4	<p>Os ydy fy agwedd / ymddygiad yn arwain at alwad argyfwng...</p> <p>Byddaf yn cael fy eithrio o'r wers os yw fy agwedd / ymddygiad yn amharu ar fy ngallu i a/neu eraill i ddysgu.</p> <p>Byddaf yn derbyn cyfnod mewn ystafell ynysu a bydd fy Arweinydd Blwyddyn yn cynnal sgwrs gyda'm rhiant.</p>

Diffyg Gwelliant / Difrifoldeb Digwyddiad

Action Steps (Camau)

CAM 1: Dealing with the misconduct within the classroom = warning

Possible strategies

- Explain the misconduct to the learner and how they should behave

CAM 2: Second warning

Possible strategies

- Explain again the misconduct to the learner and how they should behave

If the situation persists and the pupil does not comply with the stated rules, it will be necessary to move to 'Cam 2'. 'Cam 2' will mean a second warning and this will be noted on Classcharts.

CAM 3: Pupil to be moved within the classroom

Possible strategies

- Move the pupil to work with other pupils
- Move the pupil to another area of the room unaccompanied and to work independently
- Pupils should not be sent out of a room to stand outside for any disciplinary reason.
- Create a note on Classcharts
- Refer the behaviour to the relevant Subject Leader / Year Leader on Classcharts

After a pupil reaches 'Cam 3' remember to arrange restorative time before the next lesson to discuss with the pupil to ensure that the reasons for reaching 'Cam 3' is understood.

If the situation persists and the pupil does not comply with the stated rules, it will be necessary to move to 'Cam 4'.

CAM 4: Exclude the pupil from the lesson

If a learner refuses to comply with 'Cam 3' and/or the learner continues to misbehave, 'Cam 4' will need to be implemented.

'Cam 4' of the learning system is defined as the lesson cannot continue or the learner refuses to follow the teacher's instructions.

Strategy

- Phone the office and ask for a member of the SLT. Members of the SLT or a member of staff are "on duty" for such calls.
- The learner will be taken to the KS3 Hub / KS4 Hub where he/she will be under teacher supervision. It is the teacher who guides the learner to decide on the duration of the lesson exemption following discussion with the Deputy Headteacher, whether until the end of the lesson or until the break, lunch or until the end of the day. The teacher supervising the learner(s) may adjust the exemption from lessons due to the learner's behaviour within the room, again following conversation with the Deputy Headteacher.

- A report from the relevant teacher is expected on Classcharts by the end of break / lunch / end of day depending on the time of the event.
- Following an exemption from lessons, the Wellbeing, Inclusion & Intervention Officer will contact the parent / guardian of the learner to discuss the incident / behaviour.
- Any learner that is excluded for a whole day in the KS3 Hub / KS4 Hub, will continue with their subject work in a calm and supportive environment.

Camau 5

CAM 5: Longer-term exemption and / or behaviour monitoring report

When a learner enters this level of misconduct through a single, serious act or by eschewing through the different stages, input is made by the Head of Year. The learner will spend a day or more in the KS3 Hub / KS4 Hub working on an individual level or will have to adhere to a set of specific targets on a monitoring report, with the targets monitored daily by the Wellbeing, Inclusion & Intervention Officer, and the home.

CAM 5: Temporary suspension

This is for serious acts that violate school rules or an incident that endangers individuals.

Only the Headteacher has the right to exclude a pupil from school.

Pupils are temporarily excluded for serious incidents ('one-off' incidents) and / or ongoing events (cumulative events). Examples of the behaviours are as follows (please note that this list is not exhaustive):

- Violence (including attacking / hitting / kicking / pushing)
- Bullying*
- Theft
- Use obscene language towards members of staff and / or use of severe indecent/ obscene language (oral or written)
- Aggression: Behaving aggressively towards staff and / or other pupils
- Extreme or dangerous behaviour (including endangering self and / or others)
- Vandalism (including graffiti)
- Any actions/behaviours that are against the law e.g., alcohol, drugs, bringing a weapon or lighters to school.
- Smoking on the school premises (any form of smoking, including 'vaping')
- Interference with fire equipment.
- Verbal abuse / assault (including sexual, homophobic, racist comments) #
- Inappropriate use of mobile phones (including filming unacceptable incidents / behaviour in school and / or unauthorized filming / photography, including the sharing of media)
- Inappropriate use of social media.
- Any behaviour that brings the school into disrepute.

* Please also see the school's Anti-Bullying Policy.

If this abuse is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation, and transgender, then it will be considered a **Hate Crime**.

Hate Crime

A Hate Crime is defined as a criminal offence, which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation and transgender. Put simply, if someone targets you because of who you are or who they think you are along the lines of disability, race, religion and belief, sexual orientation and transgender then this is a Hate Crime or a Hate Incident. Hate crimes are serious criminal offences that have a higher level of sentencing. Where someone is targeted because of their age or life style choice, (for example Goths), then this is also recorded as a Hate Crime or a Hate Incident, but without the enhanced level of sentencing, although support services would still be available. Hate Crime or Hate Incidents may include:

- *Verbal abuse*
- *Offensive graffiti*
- *Threatening behaviour*
- *Damage to property*
- *Assault*
- *Online bullying*
- *Abusive texts, emails, or phone calls*
- *Taking money, valuables, or your possessions.*

CAM 6: Permanent exclusion

A permanent exclusion can be a next step following an accumulation of disciplinary offences / a series of temporary suspensions, or because of a serious one-off offence.

The Governing Body will be an integral part of this process.

The Local Authority / Government has published necessary guidance for the use of exclusions (temporary suspensions / permanent exclusion) and this guidance is fully adhered to by school:

- *Management of Exclusions from Schools and Pupil Referral Units: Guidelines on the procedures and protocols set out by Welsh Government and the Local Authority – Access and Inclusion Service (October 2019)*
- *Exclusion from schools and pupil referral units. Guidance document no: 255/2019 Welsh Government (November 2019)*
<https://gov.wales/exclusion-schools-and-pupil-referral-units-pru>

REWARDING BEHAVIOUR

As a school we use ClassCharts in order to award points / reward pupils.

There are several categories of points:



Positive Points	
<i>Attitude toward work</i>	
<i>Perseverance</i>	
<i>Credit Point</i>	
<i>Language Point</i>	
<i>Working from home</i>	
<i>Wider experiences</i>	
<i>Representing the School</i>	

Each month pupils can be nominated for:












- Learner of the half term
- Welsh prize of the half term
- Champion of the half term
- Citizen of the half term

In addition, 1 learner each half term will win:

- Headteacher's Prize
- 100% Attendance Prize

Tracking Negative Behaviour Using ClassCharts

As a school, we use ClassCharts to track negative behaviour:

Negative Points	
<i>Camau 2, 3, 4 (Action Steps)</i>	
<i>Use of mobile phone / device without permission</i>	
<i>Late</i>	
<i>Swearing / Inappropriate language</i>	
<i>No kit / Lack of equipment / No book</i>	
<i>Lack of work</i>	
<i>No face covering</i>	
<i>Information</i>	
<i>Note an incident</i>	
<i>Leaving the room</i>	
<i>Leaving the school site</i>	
<i>Missing a detention / punishment</i>	



Respect

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Attachment 1

POSITIVE DISCIPLINE

All teachers have a responsibility to look after the welfare and progress of our pupils as well as maintaining educational standards.

The role of the individual teacher is vital in establishing a pleasant and safe ethos, and in fostering values such as courtesy, fairness, trust, honesty and consideration of the rights of all those working within our school community.

All teachers are asked to administer the guidance, ensuring that pupils are also familiar with the guidance and rules.

WHAT IS POSITIVE DISCIPLINE?

- An approach that ensures a suitable learning environment managed by the teacher.
- It is an approach based on the right to teach and the right to learn
- It is an approach that has POSITIVE behaviour – on the part of the pupil and the teacher, at the heart of it.

PHILOSOPHY OF THE SCHEME:

A good relationship between teachers and pupils is at the heart of successful learning and teaching: creating and sustaining this is the purpose of the scheme.

In implementing this scheme, we set each other – pupils and teachers, an atmosphere of trust and a foundation for successful communication. By behaving with respect for each other and setting, by example and consistency, high expectations of behaviour and work, we foster a constructive context in which to teach our pupils fully and successfully.

The school, in partnership with the Governing Board and our parents, has high expectations of behaviour. This scheme will be developed to ensure that pupils who insist on misbehaviour are treated in a robust and consistent way.

Any pupil with behavioural problems or difficulties is supported by the school's Pastoral Regime.

ADOPTION OF THE POSITIVE REGIME

POSITIVE DISCIPLINE IN THE CLASSROOM

CREATE CLASS RULES

- create 4/5 specific, understandable rules that promote the process and the learning environment – it is good practice to ask pupils to consider and think about drawing up these rules
- ensure pupils' understanding of the rules, explaining the rationale behind them
- display the rules
- inform parents of the rules
- constantly revisit and review the rules

DETERMINATION OF POSITIVE RESULTS / POINTS

- credit points
- certificate
- display work
- contact the home
- Raffle tickets / Points / Competition between classes / Trips

POINTS/CREDITS OF ANY KIND MUST BE GIVEN QUICKLY AND IN A MEANINGFUL WAY

DETERMINATION OF OUTCOMES / SANCTIONS

Outcomes / sanctions should be:

- things that pupils do not like
- effective
- easy to implement consistently
- suitable for pupils
- public for all

Outcomes / sanctions may include:

- warning
- move
- lost time during a break or lunch
- 'A Minute to Think and Consider'
- contact the home
- Camau (Behaviour Steps - including 'Cam 4' in cases of significant / sustained misconduct)

By acting on negative consequences, we must:

- to be consistent
- not to show favouritism
- offer the consequence as an option
- use a suitable tone of voice
- look for an opportunity to praise the pupil after the misconduct
- start with a 'clean slate' the next lesson.

IN SUMMARY

- Positive Discipline is to praise the pupil for doing something good.
- Positive Discipline produces self-discipline and raises pupils' motivation.
- Positive Discipline encourages pupils to accept responsibility for their behaviour.
- For the principles of Positive Discipline to take root effectively, **ALL teachers must act consistently.**
- The principles of Positive Discipline must underpin all aspects of our teaching.

It should also be remembered that carefully planned lessons, which include a range of interesting, suitable and well-timed activities, are discipline tools in themselves.

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Attachment 2



Achosion o gamymddwyn dros gyfnod o amser, neu mewn achos o gamymddwyn difrifol / *Incidents of misconduct over a period of time or in the case of serious misconduct*

ADRODDIAD 'CAM 5' / 'CAM 5' REPORT

Arweinydd Blwyddyn yn cyflwyno'r adroddiadau a'r argymhellion i'r Dirprwy Brifathro / Head of Year to present the report and recommendations to the Deputy Headteacher

Enw <i>Name</i>		Blwyddyn <i>Year</i>		Dyddiad <i>Date</i>	
Pwyntiau Clod <i>Merit points</i>		Pwyntiau Negyddol <i>Negative Points</i>			
Cyfanswm nifer o ddiarddeliadau <i>Total number of suspensions</i>				Sesiynau <i>Sessions</i>	
Nifer o ddiarddeliadau y Tymor Hwn <i>Number of suspensions this Term</i>				Sesiynau <i>Sessions</i>	

MANYLION / *DETAILS:*

Cefndir y digwyddiad / *Manylion y camymddwyn:*

TYSTIOLAETH / *EVIDENCE:*

Crynodeb o'r dystiolaeth a gasglwyd / *Summary of the evidence collected:*

Argymhellion y Dirprwy Brifathro / *Recommendations of the Deputy Head:*

Argymhellion ar gyfer gweithredu pellach / sanctiynau penodol yn dilyn trafodaeth gyda'r Arweinydd Blwyddyn / *Recommendations for further action / specific sanctions following discussion with Head of Year:*

Rheswm dros yr argymhellion / *Reason for the recommendations:*

Egwyddor(ion) sy'n sail i'r argymhellion / *Principles guiding the recommendations:*

Rhestr Wirio Arweinydd Blwyddyn / Head Of Year Checklist

- **Cysylltu gyda chartrefi'r sawl sydd ynghlwm i roi gwybod am unrhyw ddigwyddiad** (ac os yn berthnasol ein bod yn ymchwilio i'r digwyddiad) / *Contact the homes of those involved to report any incident (and if applicable that we are investigating the incident)*
- **Casglu tystiolaeth gan y disgyblion ar lafar** / *Collect evidence from the pupil (orally)*
(does dim hawl gennym i ofyn i unrhyw ddisgybl i gofnodi tystiolaeth yn ysgrifenedig heb ganiatâd – os ydy hwn yn angenrheidiol, rhaid cysylltu gyda'r rhieni i sicrhau caniatâd, a defnyddio templed swyddogol yr ysgol) (we do not have the right to ask any pupil to record evidence in writing without permission - if this is necessary, parents must be contacted to obtain permission, and the official school template must be used)
- **Llenwi cofnod 'Manylion/Cefndir' a 'Tystiolaeth' y daflen hon** / *Complete the 'Details / Background' and the 'Evidence' sections of this report*
- **Allbrintio Cofnod Classcharts y disgybl dan sylw (er mwyn sicrhau cyd-destun) a'i gynnwys gyda'r daflen 'Cam 5'** / *Print out the Classcharts Record of the pupil concerned (for context) and include it with the 'Cam 5' report*

Mae angen sicrhau trafodaeth lawn o'r daflen hon a'r dystiolaeth atodedig gyda'r Dirprwy Brifathro er mwyn iddo gwblhau'r argymhellion yn ystyrlon / *There needs to be a full discussion of this report and the attached evidence with the Deputy Headteacher so that they can complete the recommendations meaningfully*

Rhestr Wirio y Dirprwy Brifathro / Deputy Headteacher Checklist

Y rhestr wirio isod i'w chwblhau yn rhan o'r drafodaeth gyda'r Arweinydd Blwyddyn
To be completed as part of the conversation with the Head of Year

- **Yr holl dystiolaeth angenrheidiol wedi ei chasglu gan yr ABlwyddyn** / *All necessary evidence collected by the HoY*
- **Allbrintio Cofnod Classcharts a gwybodaeth berthnasol ychwanegol wedi ei gynnwys** / *Printout of Classcharts Record and additional relevant information included*
- **Trafodaeth lawn o'r adroddiad Cam 5 gyda'r ABlwyddyn** / *Full discussion of the 'Cam 5' with the HoY*
- **'Argymhellion' a 'Rheswm dros yr argymhellion' wedi eu llenwi** / *'Recommendations' and 'Reason for recommendations' have been completed*

Mae angen llofnodi yn dilyn trafodaeth lawn o'r uchod rhwng yr Ar.Blwyddyn a'r Dirprwy Brifathro, cyn trosglwyddo'r 'Cam 5' at y Dirprwy Brifathro ar gyfer nodi argymhellion terfynol

Llofnod AB / HoY Signature		Dyddiad / Date	
Llofnod Dirprwy Brifathro / UDA / Deputy Headteacher / SLT Signature		Dyddiad / Date	



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Attachment 3



Dyheu · Dysg · Daioni

Cymreictod | Parch | Tegwch | Rhagoriaeth | Lles

Casglu Tystiolaeth ar gyfer CAM 5 / Collecting CAM 5 Evidence

Parch

*Hanfod ymddygiad teilwng
yw rhoi a derbyn parch*

Arweiniad / Guidance:

- Mewn achos o ddigwyddiad 'Cam 5' difrifol, lle mae angen casglu tystiolaeth ysgrifenedig disgybl, disgwylir i athrawon/Arweinwyr Blwyddyn/UDA, lle'n gwbl bosib, i gysylltu â rhiant neu warchodwr y disgybl sydd ynghlwm **cyn** casglu tystiolaeth ysgrifenedig.
- Dylid pwysleisio wrth y disgybl a'r rhiant / gwarchodwr mai bwriad ysgrifennu tystiolaeth yw i gynnig cyfle i'r disgybl rannu ei wybodaeth e o'r digwyddiad, er mwyn i'r UDA, sy'n gyfrifol am bennu cosb addas mewn achos o ddigwyddiad Cam 5, ystyried yr holl wybodaeth mewn modd deg, gyson a thryloyw.
- Mae hawl gan riant/gwarchodwr i weld copi o'r hyn a ysgrifennwyd gan y disgybl.
- Dylid casglu tystiolaeth y disgybl gan ddefnyddio'r profform cywir.
- Cedwir y dystiolaeth hon yn ddiogel yn ffeil y disgybl ond ni fydd cyfeirio pellach ati, oni bai fod yna ddigwyddiad arall sy'n awgrymu patrwm o ymddygiad tebyg yn y dyfodol.
- Pe nai bai yna achos tebyg yn y dyfodol, yna dilëir unrhyw dystiolaeth Cam 5 gan y disgybl o'i ffeil ar ddiwedd ei gyfnod ysgol.
- *When an incident that is considered 'Cam 5' occurs, teachers/Heads of Year/Members of the SLT should, where necessary and wherever possible, inform Parents/Guardians **before** collecting the child's written version of events.*
- *It should be emphasised to parents / guardians that the purpose of this evidence gathering procedure is to provide an opportunity for the pupil to share his information / version of event, so that the SLT, who are responsible for deciding on appropriate sanctions / further action in the case of a 'Cam 5' incident, can consider all appropriate information in a fair, transparent and consistent manner.*
- *Parents/Guardians have the right to see a copy of anything written by their child.*
- *All evidence / version of events should be collected using the correct template.*
- *This documentation will be kept in the child's personal file but there will be no further reference to it, unless there should be a similar incident in the future, which could suggest a specific pattern of behaviour.*
- *All documentation relating to one off 'Cam 5' incidents will be destroyed at the end of the child's school career.*

