



# Behaviour Policy

## 2020-2021

- Covid-19 amendments
- Ready to Learn
- Internal Inclusion



### Behaviour Policy

**Rationale:**

Ysgol Nantgwyn has a duty to pupils, staff and the community to create an environment where the core activity of learning is of utmost value. In order to ensure that high quality learning can take place in every lesson every day, all possible steps must be taken to ensure that poor behaviour cannot take learning or learning time away. Last academic year, we implemented a behaviour policy 'Ready to Learn' for pupils in Years 7-11.

Covid-19 has caused significant disruption to almost every facet of our pupils day-to-day lives. Pupils behaviour, social, emotional needs and well-being will most certainly have been impacted to varying degrees thus the immediate implementation of the former behaviour policy would not

be appropriate until such a time where an element of 'normality' can resume. The policy has been dissected into two phases with us moving to the latter in a phased approach when it is safe to do so in accordance with local and national guidance.



## Behaviour Policy

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## Behaviour Policy

### Phase 1 – Pandemic on-going:

**Phase 1** of the behaviour policy will implement a structure that meets the requirements of social distancing and effective behaviour management throughout the Covid-19 pandemic.

**Phase 2** resumes where it is possible to do so where a Ready to Learn model will be re-implemented.

It is crucial that all pupils understand the health and safety implications for not adhering to social distancing and Public Health Wales (PHW) medical advice and guidance. We will implement a **zero-tolerance** stance on pupils purposefully not adhering to this strict advice whilst the pandemic is on-going. Staff and pupils must feel supported and we demonstrate this by catering for their wellbeing, health and safety without deviating from our zero-tolerance stance. In consultation with the Head/Deputies, purposeful failure may result in pupils receiving a fixed term exclusion as well as a risk assessment and graduated response.

Induction material and guidance will be in place upon pupils return to school. Short induction reminders will also be presented to pupils on a regular basis to ensure pupils are completely familiar with our requirements.

## Phase 1, teachers will:

- Create a stimulating environment to motivate and inspire pupils
- Plan stimulating and engaging lessons in line with policy and guidance
- Differentiated lessons and work to support the personalised needs of individual and groups of learners is a requirement of ALL lessons.
- Reward pupils for positive behaviour
- Will form respectful relationships with pupils
- Promote high expectations at all times
- Maintain a positive approach to discipline, accept apologies and always offer pupils a fresh start
- Deploy de-escalation and early intervention strategies
- Ensure walkie talkie and mobile phones are switched off during lesson time to avoid noise disruption or distraction to pupils
- Provide regular induction (and further reminders) of our behaviour expectations
- NOT move around the class in close proximity to the pupils - as has previously been the case. You must adhere to 2 metre social distancing throughout the lesson with older children. It is recognised that this may not be possible at all time with younger children. WG/LA and school-based guidance must be followed strictly here.

### In class expectations



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The expectations for an in-class setting (for middle and upper school pupils) are outlined below, it is important that we maintain these high expectations throughout phase 1:

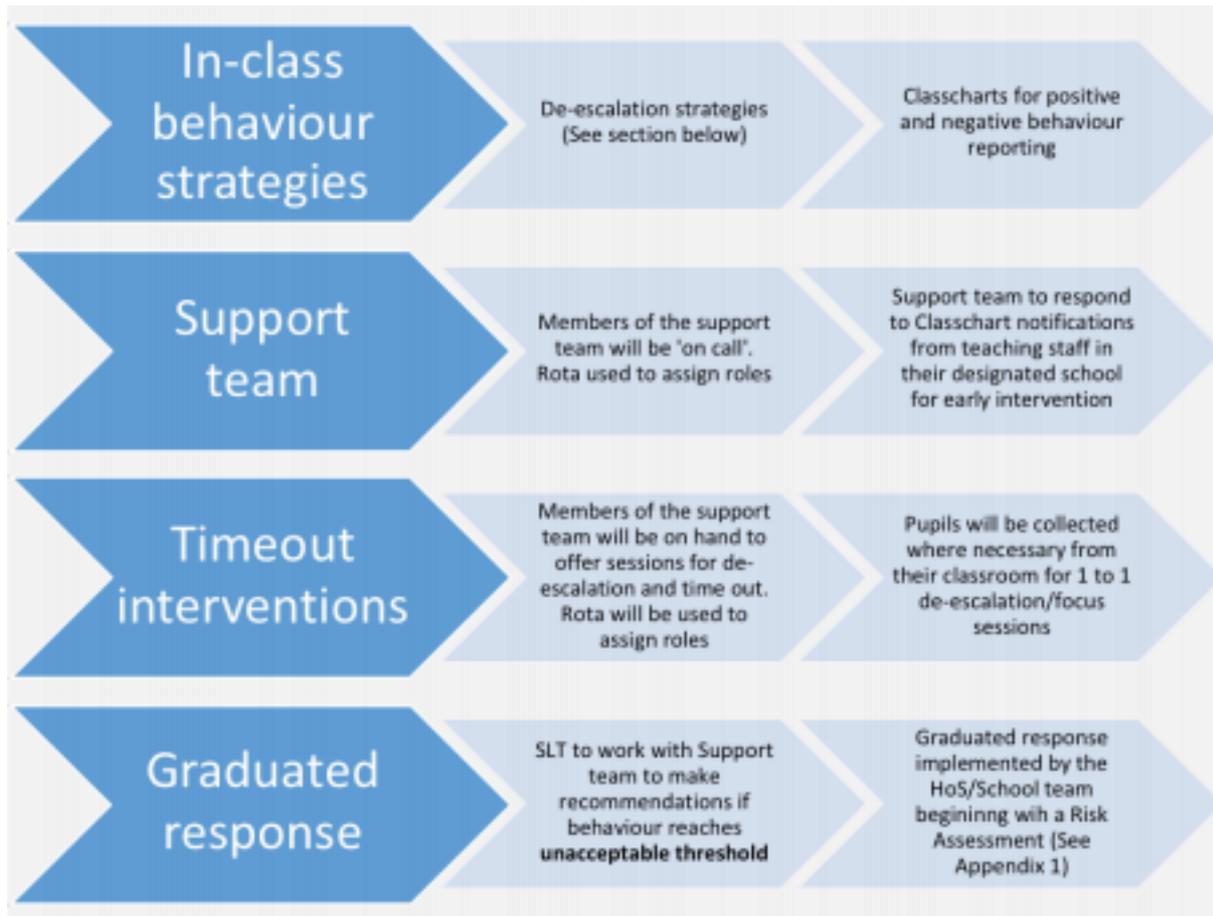
1. Sitting in the seating plan and remaining in your seat.
2. Remaining at the advised social distance from members of staff
- 3. Speaking and listening respectfully at all times.**
- 4. Allowing others to learn.**
- 5. Working in silence when asked to.**
- 6. Not eating or drinking in class (unless permitted by the teacher)**

Points 3-6 are related to Lower School in line with the principles outlined in the learning guidance for Foundation phase learning

*Note: punctuality was a part of the former classroom rules with arrival window of 3 minutes. Due to social distancing, pupils may take longer to arrive at the class but should arrive with their peers. Please record lateness and alert HoS/Teams should this happen on a regular basis.*



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**In class behaviour strategies** – This policy outlines a number of de-escalation/early intervention strategies and advice on in class support. The strategies offer a range of thoughts to be considered for effective classroom management during the Covid-19 period.

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Should a pupil not adhere to the expectations within the classroom setting as outlined, please follow the table below:

## Scenario Actions Outcome

### Stage 1 in-class:

**Pupil is misbehaving/not abiding by the expectations of the classroom as outlined above**

1. Please clearly state to the pupil the [e discipline/](#) reason why they are getting an initial warning and ensure they have understood. De-escalation and support strategies should be implemented here. Motivation, encouragement, positive reinforcement etc

2. Ensure that the pupil is aware that a further discussion/warning will result in them being sent out of the classroom to the area outside of the door.

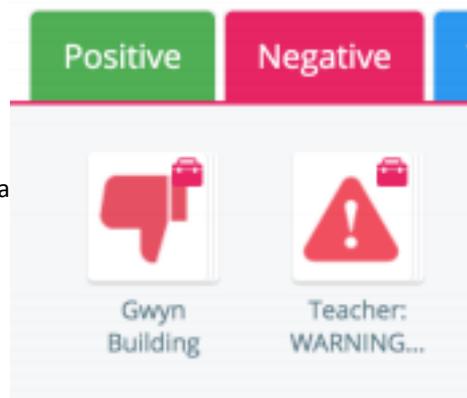
3. Ensure appropriate de-escalation strategies are implemented and support given. Look to offer praise and encouragement for something they are doing well, create the opportunity if it has not presented itself already.

4. Give the pupil a period of reform time so that they can reflect upon their warning prior to engaging again if needed

See de-escalation strategies section for guidance

Assertive Discipline techniques  
<https://helpfulprofessor.com/assertiv>

<https://leecanter.weebly.com/>  
**Record Warning on Classcharts**



### The support team:

Members of the support team will receive information from teaching staff on a real-time basis via Classcharts. When capacity allows, they will attend the class and speak to the pupil outside of the classroom should you indicate on Classcharts that a warning has been issued. If needed, the pupil can be removed to a 1 to1 session with a dedicated member of the support team before returning to your class or further action taken. Please ensure you have followed the L and T and guidance above carefully. If you are unsure or need further support please speak with your Head of Faculty or Head of School.

### Scenario Actions Outcome

**Stage 2 in-class:** 1. State that the pupil is receiving **Record Warning 2 on Classcharts**  
second warning and state the reason for the



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**Pupil not adhering to initial warning  
or poor behaviour  
continues with non adherence to  
class expectations**

second warning. Pupil is asked to wait outside of the classroom

2. Teacher to update Classcharts by clicking on the 'On-call assistance request' button.

3. A member of the support team will be called via Classcharts to attend the class.

4. At this point, a conversation will take place with the support team member and pupil. A decision may be made with the teacher for the pupil to re-enter the class/to be removed to a 1 to 1 intervention for the remainder of the lesson.

Positive

Negative



Gwyn  
Building



Teacher:  
WARNING...

Note:

*There may be instances where a pupil has become upset/agitated and just needs time outside of the class. If they require support, please use the button but state in the comment it is not behaviour related.*

The pupil is given a final warning by the member of staff arriving from the support team. If the behaviour is deemed to be of a health and safety breach / unacceptable nature, SLT need to be called by the support team. If it is deemed not appropriate for the pupil to re-enter the class, a decision is made by SLT/Support as to the next step.

On-Call assistance  
request

If the behaviour of the pupil is deemed to be unacceptable by the classroom staff/Support staff, SLT may deem that the pupil needs to leave site with an exclusion.

If a pupil gets excluded/sent home due to behaviour, the HoS/team will need to initiate the graduated response starting with a Risk Assessment with parents. See below for overview of graduated response.

### Notes:

In the early phases of our return to school, detentions will be very difficult to action due to the nature of social distancing and the mixing of bubbles.

Each week, a behaviour report will be generated and HoS, HoF and subject teams will work together to identify 'hot spots' or repetitive incidents so that early intervention strategies can be implemented.

### Reporting poor behaviour to parents:

Support staff, faculty support and school support teams are available to make contact with parents, however, if the teacher would prefer to make that call then that would allow the first hand information on the situation and the subsequent impact of the poor behaviour on the learning to be passed to the parent.

The following behaviours will be sanctioned as follows:



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**Smoking on site** – Use the Classcharts button to indicate a pupil smoking

**Truancy** – Use the Classcharts button to

indicate if a pupil is truanting. This will require an urgent response and will be met with significant consequences.

**Mobile phones** – Use Classcharts button to indicate if a pupil is refusing to put their phone away.

Parents will be called to attend school immediately and a risk assessment will be put in place within the meeting.

SLT to determine the sanction for the pupil.

There is still a zero tolerance of mobile phones.

**Failure to put the mobile phone away will result**

**in parents being contacted by the support team and the phone confiscated\*\*.**

**Instances like this should be recorded on Classcharts. If repeated, support team to be called.**

**Note:**

We have designated 'Mobile Friendly' zones during break time and lunch time. These are the designated lunch/break spaces.

\*\* If a pupil is seen using a device in classrooms and corridors without permission, the member of staff will ask the pupil to put the mobile phone away in accordance with the behaviour policy. If a pupil refuses, then the teacher can call for assistance via walkie talkies who will confiscate the phone. The pupil will place in a plastic bag and the phone will be stored in the safe until the end of the day. Instances where a pupil has used a device without permission should be recorded on Classcharts.

### Support teams

Support teams are in place to support learning, teaching, wellbeing and behaviour. There will initially be a focus on behaviour and support during the first 2 weeks as an integration phase. Classroom based staff will utilise Classcharts to indicate when a pupil needs to have a time out or if early intervention strategies are needed.

Support teams will each be equipped with an iPad and will be on an on-call rota for their designated year groups and classes.

### Timeout interventions (1 to 1) -

Should the need arise, due to pupil attitude/behaviour/pupil emotion/wellbeing require a wellbeing 'time-out' from the classroom, the member of support team/a peer from the same



## Behaviour Policy

team (rota dependent) can work with the pupil on a one-to-one basis (whilst abiding by social distancing).

There will be a dedicated space for each support team grouping for 1 to 1 sessions. If the need arises for additional spaces, reserve areas will be provided but areas will need to be cleaned by those using the space after each use.

A rota of available spaces will be provided to all support teams.

## Graduated response

The graduated response (See appendix 1) will be initiated between a member of SLT or HoS and the parents. The first step is to conduct a risk assessment then to enter the graduated response. The graduated response is split into 3 phases. All pupils should start on Phase 1 (Green) and should the behaviour persist, move onto subsequent phases. The list is non-linear and depending upon the behaviours, elements may be more relevant than others. The graduated response will be tracked and updated by school teams. The GR tracker will be stored electronically on Google Drive alongside the risk assessment for each pupil (School teams responsible).

Phase 1 (Green)	Behaviour	Response	Date

Phase 2 (Yellow)	Behaviour	Response	Date

Phase 3 (Red)	Behaviour	Response	Date



## Behaviour Policy

### De-escalation/early intervention strategies

The table below contains strategies and ideas to consider when planning/delivering lessons. Please note, this is not a checklist for all ideas to be implemented, it is an outline of strategies that could have impact within the classroom.

#### Strategy/Ideas

**Meet and greet** It is crucial that pupils are greeted outside of your door and you set out your expectations from the start of the lesson. Personally meeting the pupils by the door affords the opportunity to give clear instructions and control the environment from the start of the lesson (This will not be possible on lesson change over where the pupils are already seated). On a lesson change over, it is important that pupils cease previous activities and full attention is required toward the front of the class for the initial address to pupils.

Engagement,  
engagement,  
engagement

Setting the tone – don't build anxieties...

We have all been in a situation where the start of a lesson has not enabled the pupils to focus and settle quickly, this takes away valuable teaching time. The most effective practitioners create a stimulating environment for pupils. Implementing meaningful chunked engagement/starter activities will provide a 'Hook' for the pupils and initiate an appropriate learning environment and tone; removing low level disruption at the start of any lesson.

Please see teaching and learning section below as well as T&L policy.

We are all aware that a significant attainment and wellbeing 'gap' has been created as a result of Covid; it is crucial that this is not highlighted when addressing the pupils within the early stages of return. This may well cause a stressful situation and raise anxieties. If we were greeted with messages like 'We are going to have to hurry because we have lots of work to catch-up on and we are behind.' Or 'We have 4 months worth of lessons to catch up on and we only have 8 months until your exams', statements like this can easily stress situations so its key that we are realistic but offer reassurance to the pupils.

Example 'We have time to complete the units of work, it will require hard work and dedication but we will support you all the way and you will get there providing you work hard'.

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**Time out** Timing is key when going back to a pupil to reflect on behaviour that may not have been favourable.

Utilise the space outside of the classroom for a period of 'time out'. This will afford the pupil thinking and reflection time.

Ensure you give at least 5 minutes before readdressing a pupil following a warning.

**Reduce the drama** The focus should be around minimising the dramatic nature of incidents through our language and actions, rather than feeding the drama further. Tactical ignorance can play a significant part if the disruption is at a low level when you are delivering a key element of the lesson, as soon as you are ready, you can then address the behaviour.

**Time and space** If you see a pupil struggling, validating their emotions in that moment will get you the space to deal with the issue later on. If a pupil is visibly angered or upset as the lesson starts, rather than quickly addressing them with the school behaviour policy or threatening them with a warning, it is much more effective to say, "I can see you are upset at the moment, but just give me two minutes to get the lesson started and we can discuss."

**Tone and timing** Effective practitioners select their words, tone and timing carefully and are adept at reducing anxieties and de-escalating behaviours because of how they connect with a child through the use of language. See notes in T&L section below.

**Put yourself in their shoes...**

This will be a very difficult time for the children and staff alike. Some will be highly anxious and nervous about returning to school (we all felt a bit anxious

about our return). Please allow time to re-explore the subject and allay fears the pupils may have within the first few days. There are a variety of effective circle time activities that can be implemented for younger pupils (See T&L guidance).

Be positive Being positive is not just about praising our pupils, remaining positive will help a great deal when managing behaviour. A negative start to the lesson will set the tone for the rest of the lesson. Some tips to help with positivity:

- Greet the pupils with a positive expectation – ‘I know you are going to have a great day/lesson today’
- Humour
- Expect the best rather than anticipate the worst
- React to misbehaviour by suggesting positive alternatives
  - Use rewards in preference to sanctions where ever possible (Using Classcharts)

The situation Effective behaviour management has good teacher/pupil relationships at its heart. Pupils like their teachers to take note of their interests to see them as people as well as pupils. Where ever possible, bring in their experiences over the Covid situation into your learning, This is not about ignoring the situation upon pupil return.

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Relationships Make time upon return to re-develop relationships with the pupils, this period of time will be repaid many times over as the relationships between staff and pupils are key to success and engagement.

Applying sanctions In line with the policy, try to apply sanctions in a quiet individual way. This can be achieved by asking the pupil to wait outside. Due to social distancing, pupils need to remain 2 metres away from the members of staff so the tactic of having a quiet word with a pupil at their desk will not be possible.

Tactical ignorance – try not to acknowledge the behaviour if you are speaking/presenting to the whole of the class as addressing the behaviour one learner will stop the learning for all. Instead, address the behaviour once you have finished presenting.

Make the situation clear – misunderstanding can make applying a sanction evolve into a confrontation. Ensure you re-iterate your expectations when you meet the pupils for the first time and with a short update regularly at the start of lessons. You need to tell the pupils exactly what you want as the teacher, that way it is easier to clarify when the pupils behaviour is not meeting your expectations.

- Give an explicit warning
- Apply the sanction not the pupil

The choice Ensure you put the responsibility for the sanction back onto the pupil. The choice is simple: Either they stop the behaviour now or they will force you to apply a sanction in accordance with the behaviour policy. They own the sanction.

Seating plans Seating plans **must be included on class charts for all of your classes - this is a non negotiable.**

This is not only for effective classroom management but also for us to have a record of where pupils are seated should we need to implement a track and trace protocol.

Guidance on seating plans will follow from HoS.

### Risk Assessments

The most effective practitioners create a stimulating environment for pupils. Engagement activities are key and remove any low level disruption at the start of any lesson. Engagement activities are a proven strategy that had impact prior to Covid so it is key that this continues. **Please see teaching and learning policy for support/information on delivering lessons and appropriate pedagogy.**

Heads of School have identified pupils that require a risk assessment in relation to either a medical, behaviour or wellbeing need. Staff will need to familiarise themselves with the risk assessments of pupils within their classes as they outline strategies for in-class support. Risk assessments will be shared with staff and an indicator will appear in Classcharts should a pupil have a risk assessment.

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Where pupils fail their risk assessment in the case of behaviour, they will begin the graduated response as outlined below.

### Teaching and learning

Effective practitioners select their words, tone and timing carefully and are adept at reducing anxieties and de-escalating behaviours because of how they connect with a child through the use of language. Many of our pupils will have significant anxieties when they return to school. It is important that we try to reduce those anxieties as soon as is possible and support the pupils as much as possible. Please consider terminology in line with the T&L guidance:

It is crucial that the behaviour policy and T&L policy are intrinsically linked. With effective T&L and application of the behaviour policy guidance, the process of returning to a form of normality will be eased.

## Behaviour Policy

### Phase 2

-

### Restrictions eased:

When local or national guidance dictates, we will re-implement the behaviour model that existed prior to Covid-19.

#### **The aims of Ready to Learn are:**

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide clarity for staff and pupils about acceptable behaviour and the consequences of

misbehaviour

3. To encourage pupils to take responsibility for their own actions

4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behaviour consequences

#### **Teachers Will:**

- Create a stimulating environment to motivate and inspire pupils
- Endeavour to form respectful relationships with pupils
- Promote high expectations at all times
- Employ the Ready to Learn policy consistently and fairly
- Maintain a positive approach to discipline, accept apologies and always offer pupils a fresh start

#### **Ready to Learn- Classroom Rules**

## **Behaviour Policy**

Show you are ready to learn by:

- 1. Arriving on time, within 3 minutes of the bell.**
- 2. Sitting in the seating plan and remaining in your seat.**
- 3. Speaking and listening respectfully at all times.**
- 4. Allowing others to learn.**
- 5. Working in silence when asked to.**
- 6. Not eating or drinking in class (water may be allowed in some lessons with permission from the teacher).**

#### **Ready to Learn-Process**

- If a pupil breaks a rule in the classroom, they will be given a warning and their name will be written on the board
- If a pupil breaks a rule for a second time, they will be sent directly to the Ready to Learn room (R2L), where they will remain for 6 lessons, including lunchtime and break time, and will remain after school that day for a 30 minute detention
- The member of staff who sent them to R2L will visit them at some stage during the day to undertake a restorative conversation before the pupil returns to lessons. ● Staff will log all warning and R2Ls on Class Charts.

- Parents will be informed via parent mail if their child has been sent to R2L and will be kept in detention

(Parents will receive a parent mail to inform you that your child is in detention. The school is not legally required to seek your permission to issue a detention)

Parents/Guardians are responsible for making alternative transport arrangements to get home, if there are any issues please contact the school on receipt of the text.)

**NB – If a pupil breaks a rule in the ‘Ready to Learn’ room they will be given a warning. If the pupil continues to misbehave there will be further sanctions put in place and this could lead to a fixed term exclusion.**

**If a student is excluded for poor behaviour in the ‘Ready to Learn’ room a re-admittance interview will be organised and the pupil on return to school will be placed in the ‘Ready to Learn’ room for the first day to show that they are ‘Ready to Learn’.**

**Any pupil truanting lessons or registration / assembly time will be sent directly to the ‘Ready to Learn’ room for the day.**

**Any pupil caught smoking on site will be sent directly to the ‘Ready to Learn’ room for the day.**

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### Mobile Phones

- There is a zero tolerance on mobile phones and other devices in **classrooms and corridors**.
- We have designated ‘Mobile Friendly’ zones during break time and lunch time. These are the Main Hall, Coffee Shop and any outside areas.
- If a pupil is seen with a device in classrooms and corridors, the member of staff will confiscate the device and place it in the school safe. The pupil can then collect the device at the end of the school day.
- If a pupil refuses to hand over the device the pupil is placed in the ‘Ready to Learn’ room for the day or until they hand over the phone. The pupil will be given a Red Card Detention and will be able to collect the phone at the end of the day.

### Red Card Detentions

#### These will be issued for

- Arriving late to school
- Issues with uniform or equipment
- Incidents of poor behaviour at social times

Pupils will receive a 10 minute detention at lunchtime on the same day starting at 12:35. Failure

to attend the lunchtime detention will result in R2L that afternoon and after school detention that day.

Red card detentions will be logged on Class Charts

Parents will be informed via parent mail if a pupil has missed the lunchtime detention and will be staying after school.

### **Guidance on Sanctions**

Other sanctions that may be used by staff in addition to those detailed above are as follows:

1. Teacher detention-for incomplete classwork
2. Faculty detention-for issues that escalate beyond the teacher
3. On report-for monitoring by Heads of Faculty, Pastoral Leaders or Senior Leaders
4. Phone calls home to discuss concerns over attainment, effort or conduct
6. Use of Pastoral Support Plan and involvement of external agencies to support where there are significant concerns.
7. Use of R2L for racism and other bullying behaviours, behaviour that compromises safety, verbal abuse and internet misuse.

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8. Use of fixed term exclusion where expectations of conduct in school have not been met, harm with intent, repeated disruption and defiance or verbal abuse directed at staff, possession of drugs.

9. Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent incidents of defying criminal law.

## **Behaviour Policy**

### **Information for Parents**

Pupils need to show they are ready to learn by: (with permission from the teacher).

- Arriving on time, within 3 minutes of the bell

- Sitting in the seating plan and remaining in their seat

- Speaking and listening respectfully at all times

- Allowing others to learn ● Working in silence when asked to

- Not eating or drinking in class (water may be

allowed in some lessons

### **Smoking**

Any Pupil caught smoking on the school site will be sent to the R2L room for the day

We are tracking all praise points and consequences points on a new online programme called Class Charts. This allows us to instantly log events and share them.

### **Information for Pupils**

### How Ready to Learn Works

- If a pupil breaks the rules, the teacher will write their names on the board and give them a warning. This will be logged on Class Charts.
- If they break a second rule, the teacher will send them to the R2L room, where they will remain for 5 lessons, including break and lunch times, and for a 30 minute after school detention the same day (until 3:30)
- You will receive a notification via parent mail to inform you that your child is in detention. The school is not legally required to seek your permission to issue a detention
- Parents/Guardians are responsible for making alternate transport arrangements to get home. If there are any immediate issues please contact the school.

### Mobile Phones

Mobile phones are banned from corridors and classrooms on the school site. If we see a pupil with one, it will be confiscated and returned at the end of the school day. A Red Card detention will be given. If the pupil refuses to hand in their mobile phone, they will be sent to the R2L until they do so. We have designated 'Mobile Friendly' zones at break times and lunchtimes

### Red Card Detention

- A 10 minute detention at the start of lunchtime (12.35-1.25pm) on the same day
- Given for arriving late to school in the morning
- Given for behaviour issues at social times

### Rewards in School

- All reward points are logged on Class Charts.
- There will be reward trips at the end of term as well as regular prizes.

### Truancy

Any pupil found to be truanting from school, including from form tutor time, will be sent to the R2L room for the day

from form time) you will be sent to R2L for a day

## Behaviour Policy

### Show you are ready to learn by:

- Arriving on time, within 3 minutes of the bell
- Sitting in the seating plan and remaining in your seat
- Speaking and listening respectfully at all times
  - Allowing others to learn
  - Working in silence when asked to
- Not eating or drinking in class (water may be allowed in some lessons)

### Red Card Detention:

- A 10 minute at the start of lunchtime (12:35-1:25pm) on the same day
- Given for arriving late to school in the morning
- Given for issues at social times

### Smoking:

If you are caught smoking or vaping on the school site, you will be sent to R2L for a day

### Truancy:

If you are found to have truanted (including

### How Ready to Learn Works:

- If you break a rule, the teacher will write your name on the board and give you a warning. ● If you break a second rule, you will be sent to the R2L room for 5 lessons, break, lunch and a 30 minute detention after school.
- Your teacher will visit you in the R2L room before you return to class for restorative conversation
- The Ready to Learn rules still apply in the R2L room, and if you do not follow them, you may be excluded. When you return to school, you will have to do your time in the R2L room before returning to class.

**Mobile Phone Ban:**

- If you are caught with a mobile phone in a corridor or classroom, it will be confiscated and you will receive a Red Card Detention

- If you refuse to hand it in, you will be sent to the R2L room until you do so.
- You will be able to collect your mobile phone from reception at the end of the day.

## Behaviour Policy

### Appendix 1

Behaviour Policy

## Appendix 2

Support team staffing

	<b>Support Team Gwyn Support Team Middle School</b>	Nant (Line managed by Aaron Cross/Tracey	Mein) <b>Full      Time Support Upper School</b>	<b>Pupil Support Team</b>
Gwyn class support				

TBC TBC TBC TBC TBC