



Behaviour Policy

Person responsible for the Policy:	<i>Aaron Perrin Headteacher</i>
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Approved by:	<i>Governing Board</i>
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Statement of intent

Hafod-Y-Wern Community Primary School believes that, in order to facilitate teaching and learning, positive behaviour, attitudes and habits will lead to: improved behaviour, pupil happiness, parental engagement, greater academic and curriculum outcomes, outstanding teaching and learning, staff wellbeing and overall create a culture of doing the right thing to be better global citizens.

The school is committed to:

- Teaching children behaviours that enable the greatest opportunities to learn
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviours.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment including Racism, Homophobic, Biphobic and Transphobic bullying.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of happiness and positivity in which all pupils can achieve and have high aspirations for themselves to Dream, Believe, Achieve
- The school acknowledges that behaviour can sometimes be the result of additional learning needs, trauma, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing (Curriculum for Wales). The curriculum design teaches a sense of belonging and supports pupils to become ethical, informed citizens who understand and consider the impact of their decisions when making choices and acting. The curriculum also allows for the development of health confident individuals who have secure values and form positive relationships based upon trust and mutual respect.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing where vulnerable pupils or groups are identified, provision will be made to

support and promote their positive mental health. This will be through early intervention and nurture support from trained staff.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2011
- Education (Wales) Act 2014
- Equality Act 2010
- School Standards and Organisation (Wales) Act 2013
- Health Act 2006
- Voyeurism (Offences) Act 2019
- Public Health (Wales) Act 2017
- Smoke-free Premises and Vehicles (Wales) Regulations 2020
- Social Services and Wellbeing (Wales) Act 2014
- UNCRC

This policy operates in conjunction with the following school policies:

- Anti-bullying policy
- Additional Learning Needs Policy
- Exclusion from schools and pupil referral units 2015 (update 10 April 2024)
- [Exclusion from schools and pupil referral units \(PRU\) | GOV.WALES](#)

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Designated Safeguard Persons (DSP) are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The ALNCO is responsible for:

- Collaborating with the governing board, headteacher and the DSP, as part of the Senior Leadership Team, to determine the strategic development of behaviour policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation to support pupils with ALN, in line with the school's Additional Learning Needs Policy (ALN) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the ALNCO, SLT and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the school's curriculum in line with Curriculum for Wales.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of positive behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - ALNCO

- SLT
- Headteacher.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff – in line with agreed procedures

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

Our Standards are categorised by our 4 Rs/:

Ready – *All learners are ready to learn*

Respectful – *All learners demonstrate respectful behaviours for everyone in and around our community*

Responsible – *All learners act responsibly, behave responsibly and take responsibility for learning and their actions*

Rights - *UNCRC – Rights of the Child and Human Rights – all actions and behaviours are expected to demonstrate values which respect each other's rights defined by the UNCRC – See Appendix C*

For the purposes of this policy, the school defines “serious unacceptable behaviour”, (Sub-Standard) as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. See Appendix A – Standards and Sub-standards Guide. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, tobacco, nicotine related products and vapes
- Possession of banned or age restricted items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression – which may cause physical harm or emotional distress to others. Some children may be known as being unable to regulate due to an exceptional circumstance. Each case will be investigated by a senior member of staff in conjunction with reading associated policy and relevant legislation or pupil’s own individual plans. Staff and pupil safety and wellbeing is paramount in decision making
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- HBT – Homophobic (discrimination towards homosexuals), Biphobic (discrimination, towards bisexuals), Transphobic (discrimination towards trans people)

For the purposes of this policy, the school defines “low-level substandard behaviour” deemed as unacceptable as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Loitering-refusing to attend specific lessons out of choice
- Low-level disruption and talking in class
- Failure to complete classwork without good reason
- Rudeness
- Lack of correct equipment
- Maliciously disrupting others playing
- Use of mobile phones on school grounds
- Low level Graffiti or defacing of school property

“Low-level substandard behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of disruption and frequency of the behaviour.

4. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Consistency is key to successful implementation and practices.

The Headteacher will keep a record of all reported incidents on My Concern to help identify pupils whose behaviour may indicate potential mental health problems or additional learning needs.

After an initial incident of negative behaviour, the following sanctions are implemented:

- The adults in charge or present will implement an appropriate response in line with our FP Response (Ysgol) or our KS2 Response (Ysgol) – See Appendix B. This Ysgol (ladder) can be used as an escalation reference for relevant behaviours and sanctions. It can also be used for direct reference for example a pupil has behaved dangerously therefore adults would refer to a higher point up the ladder on this visual.
- If the child in question displays serious unacceptable behaviour they will be removed from class with the assistance of a member of the senior leadership team. The pupil is sent to the headteacher immediately or, in their absence, the most senior member of staff if the behaviour displayed is dangerous unacceptable behaviour. This may result in more serious sanctions being issued as agreed by the Headteacher or Deputy (in their absence) in adherence with this and other associated policy.
- The Headteacher or suitable nominated person investigates the incident and decides whether it constitutes serious unacceptable behaviour standard, dangerous or persistent disruptive behaviour.
- If deemed the incident to be '**Sub-standard**', they will record the incident on My Concern. The behaviour will also be recorded on the pupil's permanent record – on Bromcom
- Where deemed necessary, the pupil will be moved to isolation for a suitable agreed session or part of a session. The Headteacher (or delegated leader) will determine the length of the period the pupil will spend in isolation, as well as any missed breaks/ removal of privileges – See Appendix B – 'Ysgol' relevant to pupil's phase
- Where deemed necessary, the leaders will inform the pupil's parents and invite them to discuss their child's behaviour.

Following repeated incidents of Serious Unacceptable Behaviour or a one-off dangerous unacceptable behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy and Exclusions guidance for Wales, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has ALN, an informal discussion will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, support will be put in place.
- Where ALN is not identified, but the headteacher determines that support is still required for the pupil, a Pastoral Support Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any ALN, and any other relevant information.

The school will allow for restorative action where possible to ensure pupils make amends and learn positive behaviours.

5. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Trauma informed practice or strategies

Physical Intervention and Restrictive Practice

In line with the school's adopted Restrictive Practices Policy, **staff** have the right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline at the school or among pupils receiving education at school during a teaching session or otherwise.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary as a last resort. Staff will have updated policy and training to ensure to measures and practice that will lead to the **safe use** and reduction of restrictive practices in our setting.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day if deemed necessary to support the pupil's wellbeing.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance or internal exclusion. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with ALN or medical conditions, the school will recognise and consider the vulnerability of these groups.

Isolation/ Seclusion or Internal Exclusion

The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation, seclusion or internal exclusion.

The school will only move pupils to isolation where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time in the isolation room, and that any additional requirements are met. Isolation may be as a result of persistent low level disruption escalating or after an incident involving seriously unacceptable behaviour. Isolation will take place in the Head Teacher's or another suitable office, the corridor (where adults are nearby) or when a child is in crisis the sensory room. The Headteacher or Deputy head will decide which space is most appropriate for isolation.

The amount of time that a pupil spends in isolation will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary. When a child is in crisis and using the sensory room or alternative space on school grounds, two adults must be present in case physical intervention is needed to help support the child to de-escalate.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required away from peers.

Monitoring and Close Scrutiny

The school will set suitable and personal intervention where required whereby sanctions may take place over a monitoring period.

Pupils are supported to change their behaviours. This may mean that class teachers and/ or SLT will place pupils on an individual monitoring report or reward chart, and/ or have individual timetable different to the norm. This will be fed back regularly to pupils, staff and parents when appropriate. The length of time, reward or sanction will be agreed by senior leaders in consultation with the pupil or pupils. This will incentivise good behaviours or improvement in pupil's behaviour. This should not be implemented over an unfair prolonged period of time. This should be used a tool for positive change to deter negative behaviours escalating.

Pastoral Support Plan (PSP)

When pupils are at risk of repeat exclusions or permanent exclusion a Pastoral Support Plan may be used as a supportive measure. This requires consent from a parent or guardian. PSP identifies specific actions and support to be taken over an agreed period of time which support a pupil in returning or remaining in full time education.

This may reduce the pupil's timetable to a combined timetable of home and school learning. This document is to be reviewed every six weeks as minimum with a view to increasing the learning to a full-time programme. When not in school the learner's attendance will be recorded as an authorised absence or as receiving off site provision when this is the case.

Missed Breaktimes

The school will make it clear to parents and pupils that they are able to use removal of break times as a sanction – Take a moment, or Take a break. The adults supervising win liaison with the investigation into an incident, will decide times and whether full breaktimes (as privileges) are removed entirely.

All teachers and teaching assistants at the school can impose time out or missed breaks on a pupil, unless the headteacher decides to withdraw this power from any teacher.

Parental consent is not required for missed breaks and, therefore, the school is able to issue this as a sanction without first notifying the parents of the pupil.

When issuing missed breaks or timeouts, members of staff will ensure that they do so reasonably within the given circumstances laid out in the 'Ysgol', and that they consider any additional needs of the pupil. If the detention is during lunchtime, **30** minutes will be allocated to allow the pupil time to eat, drink and use the toilet. The child's right to play is considered at all points particularly if missing breaks is repeated. Should the need arise, individual bespoke plans will be made should children be missing too many play times.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying, sexuality-based discrimination and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment

will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

6. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils for their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or are at risk of harming themselves, others or have items which could cause damage to property or commit an offence. The prohibited items are:

- Knives, blades or weapons.
- Alcohol.
- Phones
- Illegal drugs/ prescribed drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Vapes
- Fireworks.
- Sources of ignition
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. They will call upon senior leaders, parents and guardians to support in needed.

The headteacher and other authorised members of staff are permitted to call for police assistance should any child refuse to comply.

7. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose ALN may affect their behaviour, pupils will be expected to follow the school Code of Conduct Appendix D, which requires pupils become part of the school community. Hafod Y Wern Family members:

- Show kindness, care and compassion to each other, all belongings and to our environment
- When people struggle, we seek to help them
- Always use positive language, we say kind things to each other
- Include and welcome everyone – we have no outsiders
- Show respect for people's belongings, privacy, abilities beliefs and culture
- Believe everyone should have a voice and listen to others
- Are safe and trusted, a person to go to when you need help
- Someone who cares for themselves and others
- Tell the truth
- Are creative – share ideas, solve problems, and celebrate each other's work

Classroom rules and routines

The school council has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if school standards are not met. Attention is given to how rules are worded, such as the use of positive language rather than negative.

We follow the same list of behaviour expectations (linked to our behaviour STANDARDS) in our pupil conduct as our classroom rules:

Ready – Show you're ready to learn! Pay attention, ask questions and try your best

Respectful – Show respect. Use manners and be respectful to adults, children and all members of our school community

Responsible- Behave safely and always take ownership of your own controllable actions.

Rights – Respect the rights and boundaries of others. We have 'no outsiders' in our school. Remember every child has a right to an education.

Any behaviour deemed as acting in contrary to our conduct our set behaviour standards, will be managed according to our sanctions set out in this policy.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with Code of Conduct see Appendices. For the start of every term this agreement is discussed and shared with all pupils/ parents.

For younger pupils 3-8, staff will read the Brilliant Behaviours Conduct with their pupils and check for understanding.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour and rewards distribution is consistent and fair with regard to treats and team points.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

Structured Rewards system – See appendices.

8. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the code of conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same

behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

9. Monitoring and review

This policy will be reviewed by the headteacher in consultation with stakeholders on a yearly basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Estyn inspections.

The next scheduled review date for this policy is **Summer 2026.**

Appendices

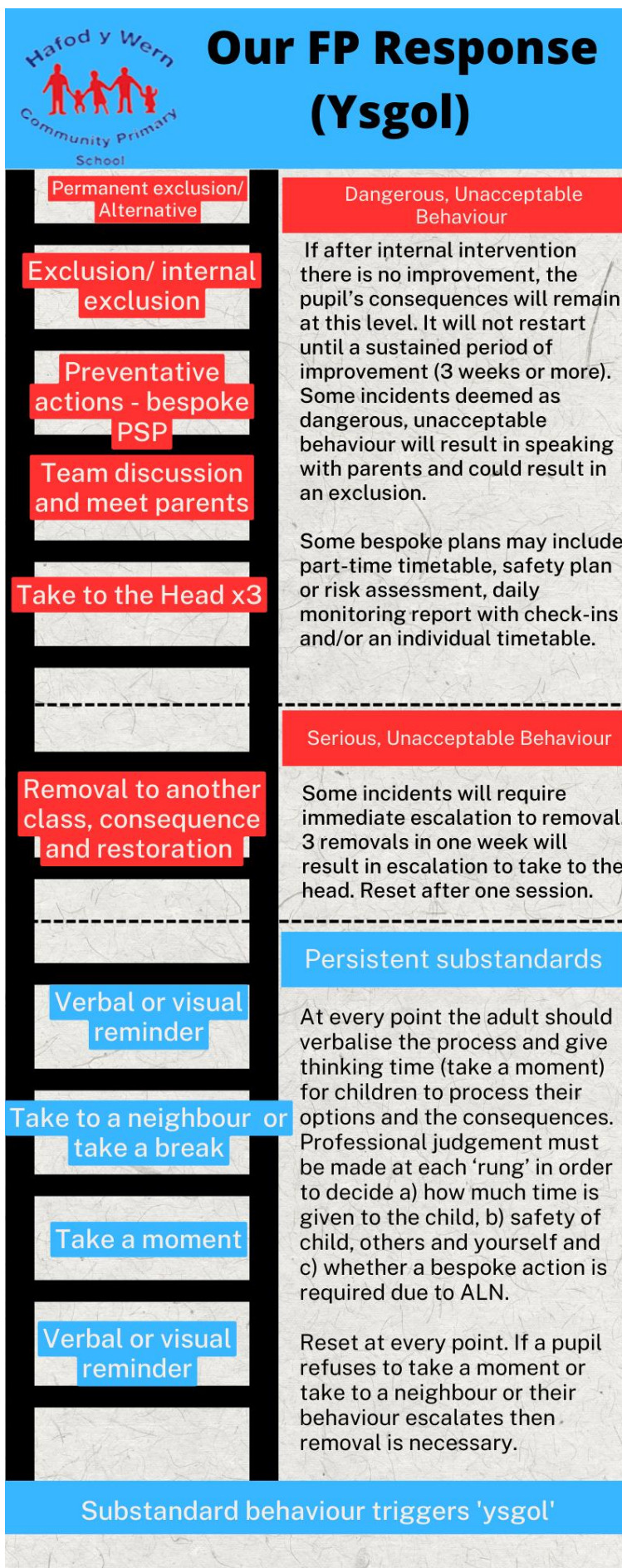
- A. Standards and Sub-standards Guide
- B. Our Response – ‘Ysgol’ i) FP and ii) KS2
- C. Rights of the Child and Human rights Visual - UNCRC
- D. Code of Conduct - Pupils
- E. Example of Behaviour Report Template for monitoring
- F. Rewards structure

APPENDIX A – Standards and Sub-Standards Guide

Standards	<p>Our Standards are categorised by our 4 Rs/:</p> <p>Ready – All learners are ready to learn</p> <p>Respectful – All learners demonstrate respectful behaviours for everyone in and around our community</p> <p>Responsible – All learners act responsibly, behave responsibly and take responsibility for learning and their actions</p> <p>Rights - UNCRC – Rights of the Child and Human Rights – all actions and behaviours are expected to demonstrate values which respect each other's rights defined by the UNCRC</p>
Low level Substandard	<p>Refuse reasonable instructions and direction from adults</p> <p>Deliberately rude to adults or pupils</p> <p>Shouting indoors</p> <p>Intentionally disturbing other's play</p> <p>General disruptive behaviours or vexatious behaviours with intent</p> <p>Running in class, corridors</p> <p>Throwing equipment</p> <p>Lack of correct equipment</p> <p>Damaging stationery/ own resources</p> <p>Graffiti</p> <p>Chewing gum, sweets, drinking fizzy drinks</p> <p>Not following the uniform policy</p> <p>Loitering</p> <p>Use of mobile phone on school grounds</p> <p>Verbally undermining others – making others feel sad</p> <p>Ridiculing others – sarcasm, isolated name calling</p> <p>Truancy - leaving class without consent, refusal to return after assistance</p>

<p>Serious unacceptable behaviours</p>	<p>Swearing, prejudice language</p> <p>Discrimination</p> <p>Harassment</p> <p>Persistently not wearing uniform and disregarding policy</p> <p>Bullying – including cyber/gaming</p> <p>Damaging/ vandalising equipment</p> <p>Physical unwanted contact – pushing, slapping, kicking in isolation</p> <p>Theft</p> <p>Use of mobile phones – refusal to hand phones in or hiding phones on their person</p> <p>Persistent disruptive behaviour</p> <p>Persistent refusal to follow instruction and direction (3 days over a week)</p> <p>Persistent truancy – leaving lessons areas without permission and not returning</p> <p>Threatening and or intimidating behaviour</p> <p>Continuing to contravene others' rights</p> <p>Bringing in inappropriate items or banned items</p> <p>Any other illegal activity</p>
<p>Dangerous unacceptable behaviours</p>	<p>Fighting, prolonged physical assault, absconding, use of weapons, mis-using equipment/ throwing furniture, self-harm, sexual violence/ abuse, persistent bullying, violence and threatening behaviour towards pupils, staff, others and property, vaping/smoking, any other behaviour that could to the injury of themselves or others</p>

APPENDIX B



Our KS2 Response (Ysgol)

<p>Permanent Exclusion/ Alternatives</p>	<p>Dangerous, Unacceptable Behaviour</p>
<p>Exclusion Internal/ Fixed</p>	<p>If there is no improvement, the pupil's consequences will remain at this level. It will not restart until a sustained period of improvement - 3 weeks or more. Some incidents deemed as dangerous, unacceptable behaviour will result in speaking with parents and could result in an exclusion.</p>
<p>PSP or Bespoke Plan</p>	<p>Some bespoke plans may include part-time timetable, safety plan or risk assessment, daily monitoring report with check-ins and/or an individual timetable.</p>
<p>Team discussion and meet parents</p>	<p>Some bespoke plans may include part-time timetable, safety plan or risk assessment, daily monitoring report with check-ins and/or an individual timetable.</p>
<p>Take to the Head x3</p>	<p></p>
<p></p>	<p></p>
<p></p>	<p></p>
<p>Removal to another space supported by SLT and restoration</p>	<p>Serious, Unacceptable Behaviour</p> <p>Some incidents will require immediate escalation to removal. Record all Serious Unacceptable Behaviour on My Concern.</p> <p>SLT will monitor. Consequences will be decided - in line with the behaviour policy. Phone call home.</p>
<p>Final verbal or visual reminder</p>	<p></p>
<p>Take a break (part or whole)</p>	<p>Persistent substandards</p> <p>At every point the adult should verbalise the process and give thinking time (take a moment) for children to process their options and the consequences. Professional judgement must be made at each 'rung' in order to decide a) how much time is given to the child, b) safety of child, others and yourself and c) whether a bespoke action is required due to ALN.</p>
<p>Take a Dojo</p>	<p>Reset at every point. If a pupil refuses to take a moment or take to a neighbour or their behaviour escalates then removal is necessary.</p>
<p>Take a moment (10 minute reset)</p>	<p></p>
<p>Verbal or visual reminder</p>	<p></p>
<p></p>	<p></p>
<p>Substandard behaviour triggers 'ysgol'</p>	

APPENDIX C UNCRC RIGHTS

“I’VE GOT RIGHTS!”



SOS CHILDREN'S VILLAGES

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD In Youth-Friendly Language

1 Everyone under 18 has these rights.

2 ALL CHILDREN have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor.



3 When adults make decisions, they should think about how their decisions will affect children.

4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

6 You have the right to be alive.

7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

8 You have the right to an identity – an official record of who you are. No one should take this away from you.

9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a **FAMILY** that cares for you.

10 If you live in a different country than your parents do, you have the right to be together in the same place.

11 You have the right to be protected from kidnapping.



12 You have the right to give your opinion, and for adults to listen and take it seriously.

13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

16 You have the right to privacy.

17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

18 You have the right to be raised by your parent(s) if possible.

19 You have the right to be protected from being hurt and mistreated, in body or mind.

20 You have the right to special care and help if you cannot live with your parents.



21 You have the right to care and protection if you are adopted or in foster care.

22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



24 You have the right to the best **HEALTH** care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.



26 You have the right to **HELP** from the government if you are poor or in need.

27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



29 Your **EDUCATION** should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

31 You have the right to play and rest.



32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

33 You have the right to protection from harmful drugs and from the drug trade.

34 You have the right to be free from sexual abuse.

35 No one is allowed to kidnap or sell you.

36 You have the right to protection from any kind of exploitation (being taken advantage of).

37 No one is allowed to punish you in a cruel or harmful way.

38 You have the right to **PROTECTION** and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

39 You have the right to help if you've been hurt, neglected or badly treated.

40 You have the right to legal help and fair treatment in the justice system that respects your rights.

41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.



42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



43 to 54 These articles explain how governments and international organizations like SOS Children's Villages and UNICEF will work to ensure children are protected.

SOS Children's Villages thanks UNICEF for kindly permitting the use of their youth-friendly text for this educational poster.



For more information visit
www.sos-childrensvillages.org





Code of Conduct Pupils

Once this contract is in place, you should do everything you can to stick to your goals.

Hafod Y Wern Family members:

- Show kindness, care and compassion to each other, all belongings and to our environment
- When people struggle, we seek to help them
- Always use positive language, we say kind things to each other
- Include and welcome everyone – we have no outsiders
- Show respect for people's belongings, privacy, abilities beliefs and culture
- Believe everyone should have a voice and listen to others
- Are safe and trusted, a person to go to when you need help
- Someone who cares for themselves and others
- Tell the truth
- Are creative – share ideas, solve problems, and celebrate each other's work

We behave in this way by following our own classroom expectations:

Ready – Show you're ready to learn! Pay attention, ask questions and try your best

Respectful – Show respect. Use manners and be respectful to adults, children and all members of our school community

Responsible- Behave safely and always take ownership of your own controllable actions

Rights – Respect the rights and boundaries of others. We have 'no outsiders' in our school. Remember every child has a right to an education.



When I demonstrate challenging behaviour, you can help me by:

My goals for good behaviour are:

These are the rewards if I meet my goals:

My contract will be reviewed: at the start of every term

Pupil/ Parent signature: _____

Teacher signature: _____

Appendix E - Behaviour Report

Name:

Class:

Week(s) Commencing:

	Morning 1	Break	Morning 2	Lunch	PM 1	PM 2	HT/ DHT sign
Mon							
Tues							
Wed							
Thurs							
Fri							

A copy shared with parents/carers weekly

Green (G)- Pupil has worked hard on his behaviour plan targets Amber (A): adults in class needed to issue reminders and warnings. Red (R): Pupil has not achieved their plan target for that lesson. X – break time lost as a consequence