



POLISI YMDDYGIAD

A DISGYBLAETH

BEHAVIOUR AND DISCIPLINE

POLICY

PARATOWYD PREPARED	Tachwedd 2015 / <i>November 2015</i>
CADARNHAWYD RATIFIED	Sept 2025
ADOLYGWYD REVIEWED	Gorffennaf 2025 / <i>July 2025</i>
CYLCH ADOLYGU REVIEW CYCLE	2 flynedd / <i>2 years</i>
ADOLYGIAD NESA NEXT REVIEW	Gorffennaf 2027 / <i>July 2027</i>

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

Previously, this policy has been based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education September 2024
- It is also lined the special educational needs and disability (SEND) code of practice.
- YG Safeguarding and CP Policy
- Use of reasonable force in schools – July 2013*

Update: The DfE has proposed its' first update(in over a decade) to guidance on '**the use of reasonable force in schools**' with changes effective from September 2025. The main points from the consultation on the use of reasonable force are summarised in the article below:

<https://schoolsweek.co.uk/reasonable-force-reporting-requirement-what-schools-need-to-know/#:~:text=The%20guidance%20states%20that%20in,the%20need%20for%20reasonable%20force.>

It is the Lead Teacher's responsibility to ensure that all staff are made aware of the new guidelines. The revised guidance explains a new statutory duty for schools to record and report to parents every significant incident involving the use of force on a pupil, effective from September 2025.

Member of staff, **Ms Ruth Tremain** is already trained in handling.

1. Expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of rules expressed as codes of conduct, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all pupils and staff fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

2. Links to School Aims

2.1 This Behaviour and Discipline Policy will contribute directly to the achievement of the following school aims:

- *Enhance quality of learning by providing a welcoming, friendly and supportive environment in which children can acquire good working habits and an ability to work independently.*
- *Encourage pupils to act responsibly, display initiative and to be considerate, showing respect to others and developing skills and values which promote self-esteem and confidence.*

3. Basic Principles

3.1 Our expectations are realistic and communicated to all the pupils in a variety of ways.

3.2 We must not damage a pupil's self esteem – it is the behaviour that is unacceptable never the pupil.

3.3 Behaviour management is as much about valuing and rewarding good behaviour as it is about punishing the unacceptable.

3.4 Sanctions can only be effective if the pupil understands that their behaviour was wrong and learns from it.

3.5 Time should always be given to listen fairly to explanations.

4 Rewards and punishments

4.1 The key elements of our behaviour management strategy are as follows:

- Codes of conduct
- Rewards
- Clear hierarchy of unacceptable behaviour
- Sanctions
- Home-School Partnership
- Pastoral support
- Individual behaviour modification strategies

Staff use descriptive positive praise to support pupils' motivation, reinforce positive behaviour and to foster a supportive learning environment. For example, instead of saying 'good behaviour today' - you raised your hand and waited your turn to answer which showed great self control.'

4.2 Codes of conduct have been agreed with the pupils for most parts of the school and the school day. There are codes displayed prominently throughout the school and the pupils are frequently reminded of their existence and contents. Individual classes often draw up additional codes as deemed appropriate by the teacher.

4.3 Rewards for good behaviour are very important. We look for opportunities to praise the children for good behaviour. We do this in a variety of ways, depending on the age of the children:

- teachers congratulate children;
- pupils are given dojo points for good behaviour resulting in the pupil with the most points receiving Dewi the Dragon to take home on the weekend.
- every week we nominate a pupil per class to receive a certificate in a school assembly;
- All staff are able to distribute rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

4.4 Unacceptable behaviour can be divided into three broad bands:

- **Level One:** misbehaviour that can be effectively managed within the classroom environment by the class teacher.
- **Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. The class teacher may involve parents and other staff may be involved.
- **Level Three:** very serious misbehaviour or persistent level two behaviour. Formal involvement of the Lead Teacher and parents. Other agencies also involved like Educational Psychologist, Education Welfare Officer, Primary Behaviour Support Team and others.

Description of levels of unacceptable behaviour

Level One	Level Two	Level Three
	Persistence of level one	Persistence of level two
Disrupting others and chatting	Deliberate failure to complete work	Major disruption of class activity

Distraction, interruption, answering back		Deliberate disregard of online safety eg Cyber-bullying*
Minor defacing of others work	Stealing	Persistent stealing
Careless damage	Minor bad language, verbal abuse	Persistent bad language or abuse
Telling tales	Deliberate destruction of others work	Peer on Peer Abuse*
Unsafe actions, running along corridor etc	Minor vandalism	Vandalism of school building/property
Refusal to cooperate in class activities	Telling lies to get others into trouble	Acts of violence
Name calling, unpleasant remarks	Persistent spitting	Threatening behaviour or actual physical harm inflicted on staff or other children
Spitting		Sexual Harassment and Sexual Violence *
		Dangerous refusal to obey instructions
		Leaving the school premises without consent
		Persistent name calling, unpleasant remarks
		*involvement of DSL Safeguarding

4.5 This list is meant to be indicative only as we cannot possibly identify all forms of unacceptable behaviour. Separate policies on bullying and racist incidents are agreed and regularly updated by staff and governors.

4.6 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The following list gives some suggested strategies:

- The look
- Moving the child
- Quiet reprimand in private
- Time out in another classroom or with Lead-Teacher
- Loss of playtime
- Loss of privilege
- Informal word with parents
- Home/School Behaviour Record

- In serious cases of peer-on-peer abuse, cyber-bullying or sexual harassment, DSL would become involved and School would follow the CP procedures for Keeping Children Safe.

Stage 1: Warnings by Class Teacher or Lunchtime Supervisor

A verbal warning will be given to any pupil that breaks any level one rule. A second warning will result in a pupil losing privileges or break time.

Stage 2: Loss of Privilege

If a pupil gets into more trouble whilst on Level 1 then they will move to level 2 (yellow) and with it a loss of privilege which might mean missing some of their playtime or another suitable punishment.

Stage 3: Sent to Lead Teacher

If a pupil gets into more trouble whilst on a Level 2 (yellow) the pupil will be sent to the Lead-Teacher. Parents will also be informed at this stage by letter. Any level 3 type of behaviour would automatically qualify for at least a stage 3.

Stage 4: Parents Contacted

If a pupil gets into more trouble whilst on Stage 3, parents will be informed and asked to come into school. At this meeting a Pastoral Support Plan will be discussed, the pupil will have special behaviour targets and a chart for an agreed period of time.

Stage 5: Sent to Lead-Teacher

This will amount to a final warning if behaviour continues to cause concern. Parents will be consulted and a meeting will be arranged to discuss the Pastoral Support Plan.

Stage 6: Exclusion

In the very rare event that all of the above have failed, then a child may need to be excluded for a fixed term.

4.8 The safety of the pupils and adults is paramount in all situations. If a pupil's behaviour endangers the safety of others then the Lead Teacher reserves the right to bypass all of the above procedures and exclude for a fixed period. An assault on a member of staff would be an example of behaviour that would be responded to in this way. In the case of exclusion the school would follow government guidelines.

4.9 The effective management of behaviour requires effective communication, mutual respect and consistency between home and school. Pupils who receive mixed messages about appropriate behaviour become frustrated and confused.

4.10 The school provides pastoral support for pupils and we will always work sympathetically to alleviate causes of emotional trauma. We will always consider behaviour issues with any pupil in the context of their whole lives and respond appropriately within the bounds of acceptable behaviour as outlined above.

4.11 Behaviour modification often requires a long term strategy of target setting, review and expert advice. We aim to meet the needs of pupils whose behaviour is giving cause for concern by following the 4 stages of the Special Educational Needs Code of Practice. This means that pupils may have Individual Education Plans drawn up for improving their behaviour and that once they are placed at stage 3 external agencies will be involved. These may include the Educational Psychologist, the Education Welfare Officer or the Primary Behaviour Support Team.

5 The role of the class teacher

5.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

5.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

5.3 All members of staff are being made aware of the new regulations regarding the use of force by teachers, as set out in DfE guidelines from September 2025, previously ‘Use of reasonable force in schools 2013’. Previously, reasonable force, such as restraint, would only be used to prevent pupils from hurting themselves or others. The new DfE guidelines emphasise the need to record and report to parents every significant incident involving the use of force on a pupil as summarised in the article at the top of this policy document under Legislation and statutory requirements.

5.4 If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Lead Teacher.

5.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. Pastoral support intervention groups would be offered.

5.6 The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

6 The role of the Lead Teacher

6.1 It is the responsibility of the Lead Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Lead-Teacher to ensure the health, safety and welfare of all pupils in the school.

6.2 The Lead Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

6.3 The Lead Teacher keeps records of all reported serious incidents of misbehaviour.

6.4 The Lead Teacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social

behaviour, the Lead-Teacher may permanently exclude a pupil. Both these actions are only taken after the school governors have been notified.

6.5 If cases of peer-on-peer abuse or sexual harassment or sexual violence were reported, the Lead teacher would take action on a case by case basis and involve Children's Services and, if abuse is of a criminal nature would involve the Police (in line with Keeping Children Safe in Education 2024)

7 The role of parents

7.1 The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

7.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

7.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

7.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (refer to Complaints Policy).

8 The role of governors (Board of Directors)

8.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Lead Teacher in carrying out these guidelines.

8.2 The Lead Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Lead Teacher may wish to consult with the governing body about particular disciplinary issues. The Lead Teacher must take this into account when making decisions about matters of behaviour.

9 Monitoring

9.1 The Lead Teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

9.2 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

To date, no pupil has ever been excluded from the School.

10 Review

10.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Next review: July 2027

Checked and signed: *J. Watkins*

Julie Watkins

Head of Strategy

24/6/25

cc Jane Jones 25/6/25