

Pupil Behaviour Policy

Date	Review Date	Coordinator	Nominated Governor
Oct 2025	Oct 2027	Mrs Krista Green	Mary Wilson

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage all pupils to develop responsibility for their own, good behaviour. The Governing Body, the Head teacher and all staff strive to ensure that each pupil is free to develop without physical or verbal aggression and where a calm and purposeful atmosphere prevails. Positive behaviour is promoted, acknowledged, shared and celebrated. This creates an environment which optimises learning opportunities whereby pupils and staff feel safe, secure and valued.

We wish to work closely with the Pupil Forum and Rights Respecting Committee and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Core Principles

- **Positive, supportive approach:** Focus on encouraging good behaviour rather than just punishing bad behaviour.
- **Clear expectations:** Children know what behaviour is acceptable and what isn't.
- **Consistency:** Staff respond in the same way to similar behaviours.
- **Fairness and inclusivity:** All children are treated equally, with adjustments for individual needs.
- **Restorative practices:** Encourage children to understand the impact of their behaviour and make amends.
- **Anti-bullying:** To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

Procedure

Role of the Governing Body

The Governing Body has:

- Set the framework for the school's behaviour policy following consultation with parents and pupils.

- Ensure compliance with the policy and support the Headteacher and staff in upholding high standards of behaviour.
- Delegate responsibility to the Headteacher for policy implementation, including informing staff, pupils, and visitors.
- Appoint a behaviour coordinator to work alongside the Headteacher.
- Ensure appropriate funding and make the policy accessible to parents.
- Oversee the effective implementation, monitoring, and evaluation of the policy.

Role of the Headteacher

The Headteacher will:

- Define acceptable behaviour standards, considering the needs of all learners.
- Ensure staff, pupils, and parents understand and follow the policy.
- Foster an inclusive, respectful school ethos and strong working relationships.
- Promote good behaviour and prevent bullying through encouragement and example.
- Safeguard the health, safety, and welfare of all pupils.
- Collaborate with the Pupil Voice Committee to develop behaviour expectations.
- Monitor, evaluate, and report annually to the Governing Body on the policy's effectiveness.
- Review the policy every three years, or earlier if required.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- report to the Governing Body every term
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

The School Personnel will:

- Follow and uphold the behaviour policy consistently
- Promote good behaviour and respect, applying rewards and consequences fairly
- Communicate with parents effectively
- Discuss behaviour regularly in staff meetings
- Deliver a broad, balanced, child-centred curriculum, using One Page Profiles to inform support
- Prioritise pupil health and safety, identify emerging issues, and contribute to solutions
- Engage in regular behaviour management training.

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times
- use their One Page Profile to assist with managing behaviours
- show consideration to others
- make suggestions about school behaviour via the Pupil Forum
- follow all health and safety regulations in all areas of the school

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy
- have good relations with the school
- support good behaviour
- ensure their children understand and value the meaning of good behaviour
- support school rules and consequences

Rewarding Good Behaviour

At our school, we believe that good behaviour is essential for creating a safe, happy, and productive learning environment. We expect all pupils to show respect, kindness, and consideration towards others, including classmates, teachers, and visitors. Good behaviour helps everyone to learn effectively, build positive relationships, and feel valued as part of our school community. We encourage pupils to make thoughtful choices, follow school rules, and take responsibility for their actions, as this not only benefits themselves but also supports a friendly and supportive atmosphere for everyone.

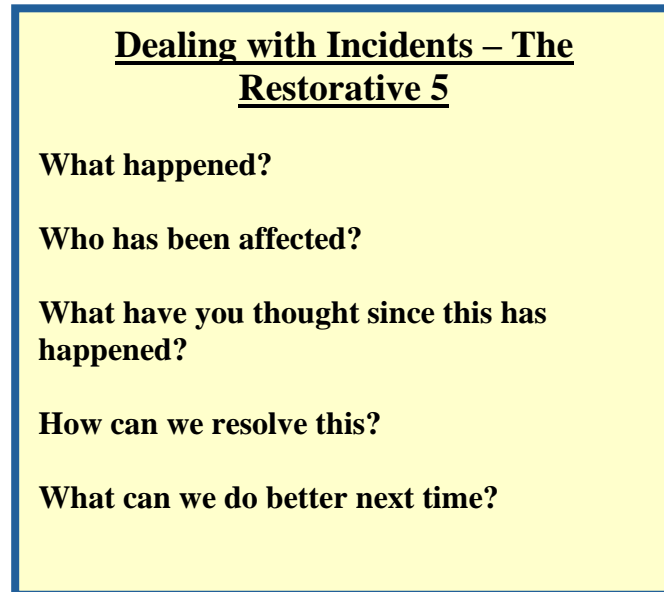
As a school community we believe that creating a positive culture leads to positive behavior. Positive behaviour is rewarded in many ways at Llangewydd:

- **Praise and recognition:** Verbal praise for positive behaviour, posts via class Seesaw/School X Account, class reward systems, lunchtime praise pads.
- **Responsibilities and privileges:** Line leader, classroom helper, or special roles for consistently positive behaviour.
- **Stickers & Certificates:** Rewarding achievements or consistent good behaviour (both in and out of the classroom).
- **House Points:** Collecting house points for positive actions leading to rewards.
- **Special Privileges:** Extra playtime, leading class activities, or being a “class helper.”
- **School Assemblies:** Highlighting “Stars of the Week” for good behaviour.
- **Role Models:** Older pupils (and Pupil SLT) mentor younger pupils in good behaviour.
- **Regular Reflection:** Encourage children to think about their actions and how to improve.

Consequences

The school will strive to ascertain the true nature of incidents and will always seek to administer an appropriate consequence that is graduated and proportional. Most incidents will not warrant a consequence but will result in guidance about suitable future behaviour and a clear explanation of high expectations going forward. When addressing behaviour incidents, **only one adult** will intervene with the pupil(s) at a time to ensure clarity, consistency, and a calm approach.

When school staff are investigating an incident the 'Restorative 5 Approach' is used with all pupils.



Once school staff have determined if a consequence is necessary, after listening to all parties involved, the following actions may be considered or applied:

- **Verbal Warning:** Gentle reminder of expected behaviour to all parties.
- **Loss of Privileges:** Missing some playtime or class privileges.
- **Time-Out:** Short period away from an activity to reflect (this maybe in another class within the year group).
- **Internal Referral:** Involving senior staff for consistent or serious issues (these staff members will be from the schools Senior Leadership Team – see below to follow the bottom up approach).



- **Behaviour Chart:** Tracking repeated behaviour and discussing improvements.

After any of the stages above restorative measures will take place: Apologies, repair, or helping the person affected. After a more serious behaviour incident, a member of the SLT assigned to the year group, or another SLT member, will speak with the pupil(s) involved to discuss strategies for preventing a repeat of the behaviour.

After any of the stages above parent/carers can be contacted: Informing all parents/carers about the behaviour (if needed) of all pupils involved (perpetrator and victim).

When dealing with any behaviour the key points for us as a school community are:

- Focus on recognising and rewarding positive behaviour first.
- Consequences should be fair, consistent, and proportionate.
- Support children to understand consequences and make better choices.
- Encourage reflection, learning, and improvement, not just punishment.
- Monitoring the behaviour of all pupils.

Additional Learning Needs

While the school recognises and will take into account the individual additional learning needs of pupils, we also have a duty of care to ensure the safety and well-being of all staff and pupils. Therefore, all aspects of this behaviour policy must be followed by everyone, ensuring a safe and respectful learning environment for the whole school community.

Where necessary for those pupils who have been identified as having 'behavioural additional needs', the school, acting in partnership with the parents and any other outside agency, will draw up an Individual Behavioural Plan to support the pupil's needs. They may also need a Personal Support Plan (PSP) and/or a Positive Handling Plan (PHP), depending on their needs, their behaviour and their current situation.

This plan will be designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more serious interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

At Llangewydd we use various techniques to support pupils with ALN, these can include:

- the use of visual aids, social stories, or sensory tools to help pupils understand expectations.
- adapt classroom tasks and routines to reduce stress and prevent behaviour escalation.
- focus on praise, rewards, and recognition for positive behaviour rather than only responding to negative behaviour.
- train staff in calm, non-confrontational approaches to manage behaviour.

- use strategies such as time-out zones, quiet spaces, or regulated breaks for pupils needing to self-regulate.
- work closely with specialist staff.
- keep open communication with parents and carers to ensure consistent approaches at home and school.
- apply reasonable adjustments to the usual behaviour consequences when appropriate, ensuring they are fair and consistent while still maintaining safety.
- consider classroom layout, noise levels, lighting, and seating arrangements to create a supportive environment.
- offer fidget tools, headphones, or quiet corners to help pupils manage sensory needs.

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

The Headteacher will make the decision if an exclusion is needed, this decision will be made based on a number of factors (i.e a build up of events, the safety of the individual and others in the class, the needs of the pupil/s, the behaviour displayed). The Headteacher will inform you by issuing a letter explaining the exclusion process and plan a reintegration meeting. During this meeting a discussion will take place to plan a way forward for the child and suggest strategies that can be used to avoid the behaviour from happening again.

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly. Where appropriate outside agency support is sought to help pupils/parents; so both home and school are working together to support the pupil.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational Psychologist;
- Educational Welfare Officer;
- CART;
- Educational Engagement Team;
- Early Help;
- Social Services;
- Family Engagement Officer

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school handbook/Prospectus
- the school website
- the staff handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

Monitoring the Effectiveness of the Policy

Every three years (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Signed by chair of governors on behalf of the governing body:

Date approved: November 2025 (by full governing body)

Date of review: November 2028

Llangewydd Junior School Code of Conduct

A description of responsibilities for all members of the school community

All staff & Governors	Pupils	Parents
We aim to fulfil prescribed professional roles	To support and care for each other	To be aware of and support the school's values and expectations
To be consistent in dealing with children	To respect each others property and work	To support the values and expectations of the school
To encourage the aims and values of the school	To listen to others and respect their opinions	To ensure that children arrive on time each day are collected at the correct time
To have high expectations	To take responsibility of their own actions	To ensure children are well enough to attend school
To meet the educational, social and behavioural needs of the children	To do as instructed by all members of staff (non-teaching and teaching)	To provide the school with a written explanation of the reasons of any absences
To provide an appropriate curriculum	To observe the Code of Conduct at all times	To provide the school with an emergency contact number and to encourage the children to wear a school uniform
To always be respectful to each other	To always be respectful to each other	To always be respectful to staff