Behaviour Policy

Implementation Date: September 2026

	Signed	Date
Chair of Governors		03/11/26
Headteacher		03/11/26

This policy is a	School Plan using LA & WG guidelines
	Statutory Policy
Aims of Policy:	• To outline the policy and provision for promoting positive behaviour at the school.
Review date	
Next review date	September 2027
Reviewed by	Policy committee



It is a primary aim of our school that every member of the community feels valued and respected, and that each person is treated fairly. We are a caring community, with values built on mutual trust and respect for all.

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

School Behavioural Values

We have three core values that are applied to everyday behaviours. At Penrhiwceibr Primary School, pupils are expected to be:

Positive, Polite and Safe.

- ➔ We expect children to try their best in all activities and display a positive attitude towards learning.
- ➔ We expect children to display good manners, act respectfully and listen carefully to others.
- ➔ We expect children to behave in a safe manner around the school.

We have a consistent and fair approach to behaviour management. We have clear systems to reward positive behaviour and sanctions for inappropriate behaviour.

Our positive behaviour principles:

- We promote and celebrate our three core values: ***Positive, Polite and Safe.***
- Children understand that there are consequences when they make inappropriate behaviour choices.
- Following the completion of consequences, there is always a fresh start.
- We support children to learn from their choices, repair relationships and make positive behaviour choices in the future.

Rewards

Staff use a variety of methods to reward behaviour where our core values are displayed (positive, polite & safe), including:

- Congratulating and praising children regularly;
- Awarding Dojos to children either for effort or behaviour;
- Opportunities to take part in achievement assemblies;
- House Dojo Championship Point System – displayed in infant and junior halls, the winning house with the most dojos receive the House Cup weekly;
- Celebrating the efforts and achievements of children, both in and out of school on our social media platforms and newsletters.

Consequences

We encourage accountability in learners for their actions.

Staff must clearly explain to pupils why they are receiving a consequence. Consequences will need to be adjusted to meet the needs of specific children. Where the behaviour policy isn't sufficient/ appropriate, an individual behaviour plan will be created in consultation with the child and their parents in order to better meet their needs.

Graduated Approach to Consequences



Step 3 - Reflection Discussion

We follow a restorative approach to managing behaviour that does not fall into our three core values of positive, polite & safe. Staff utilise agreed questions when engaging in restorative conversations with pupils.

Focus for restorative conversation:

- *"What happened?"*
- *"Who has been affected?"*
- *"What can we do to put things right?"*

***We Take every opportunity to reinforce school values throughout these discussions*.**

Reflection Discussions take place during the playtime following the consequence being issued, with a member of staff in Maple classroom (this may be the day following the behavioural incident).

If a pupil reaches Step 3 during lunch playtime, they will undertake a time out for the remainder of the session (and will undertake the Reflection Discussion the following day at break time).

Step 4 - Reflection Activity

Staff will support pupils at this step to undertake a reflection activity appropriate to their age/ stage: Reflection Activity Pack .

Reflection Activities take place during the playtime following the consequence being issued, with a member of staff in Maple classroom (this may be the day following the behavioural incident).

If a pupil reaches Step 4 during lunch playtime, they will undertake a time out for the remainder of the session (and will undertake the Reflection Discussion the following day at break time).

Step 5 - Withdrawal from class (Internal Exclusion)

Internal exclusions are issued when the behaviour of the pupil means they need to be removed from their classroom environment in order to keep themselves or other children safe and in order to reduce the disruption to learning for others. This may be in a different classroom or in an office with a member of SLT . Parents will be informed by a senior leader and a record will be made of the incident and consequence.

Step 6 - Exclusion

Exclusion will be issued in response to serious breach of the school's behaviour policy and if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school. This could be a fixed-term exclusion (FTE) or in extreme cases, a permanent exclusion (PEX). Parents/ Carers will receive a letter confirming the length of the exclusion and the reason for the exclusion. Parents/ Carers will be expected to attend a reintegration meeting with a senior leader before the pupil is able to return to school following a fixed-term exclusion. A record will be made of the incident and consequence. The Welsh Government guidance on excluding pupils will be followed at all times: Exclusion from schools and pupil referral units.

Partnership between school and home

We recognise that when schools and families work together, this can have a really positive impact on pupil well-being. At Penrhiwceibr Primary School, we aim to develop good relationships with home through a number of ways including:

- Effective and regular two-way communication between home and school;
- Providing support for home learning;
- Encouraging parental participation in school life;
- Engaging parents in decisions around school improvement.

We have an expectation that staff and parents/ carers behave in a reasonable manner towards each other. As outlined in this policy, we will utilise reasonable sanctions in order for pupils to take responsibility for their actions. In these cases, we have an expectation that parents/ carers will support the decision of the school and work with us to

support the child in reflecting on and improving their behaviour. If parents/ carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, parents/carers should raise their concerns with the senior leadership team. If the matter is still unresolved, parents/ carers are able to make use of the school complaints' policy.