



Pupil Behaviour Policy

The wellbeing of our school community is at the heart of all that we do and is linked to our Core Values of Belief, Effort, Community & Kindness. These values help us to better understand and improve the wellbeing of our school community with this policy, and all others, being consistent in promoting those values.

Ratified by the Governing body on	13 October 2026
Next Review Date	Autumn 2028
Signed (on behalf of the Governing Body)	Signed:
	Print name:

1. Vision and Rationale

1.1. Policy Intent

The overarching aims this behaviour policy is to create a safe, supportive, and effective learning environment for all students. This includes promoting positive behavior, fostering a sense of community, and ensuring consistent and fair application of rules and consequences. Ultimately, the goal is to help students develop into responsible, respectful, and well-adjusted individuals and so allowing the school to provide a safe, inclusive and respectful learning environment.

It reflects the values embedded in the Curriculum for Wales – supporting pupils to become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Whilst also reflecting our own core values of:

- Belief
- Effort
- Community
- Kindness

1.2. Legislative and Policy Context

- This policy is written with reference to the following legislation and guidance:
 - *Rights of Children and Young Persons (Wales) Measure 2011*
 - *School Standards and Organisation (Wales) Act 2013*
 - *Welsh Government Guidance: Exclusion from schools and pupil referral units (2019)*
 - *Welsh Government's Anti-bullying Guidance (2020)*
 - *Keeping Learners Safe (2022)*
 - *Supporting Learner Wellbeing and the Whole School Approach Framework to Mental Health & Wellbeing*

2. Roles and Responsibilities

2.1. Governing Body

- Approves the policy and reviews its effectiveness.
- Monitors and evaluates behaviour trends in school-level data.

2.2. Headteacher and Senior Leadership Team

- Ensures whole-school implementation.
- Leads on culture, climate, and behaviour-related CPD.
- Reports behaviour outcomes to governors and other stakeholders.
- Issues formal operational directives to all staff to guarantee full compliance with school wellbeing and play schedules.
- Ensures daily timetables accommodate non-negotiable breaks and that breaktime play is strictly protected from sanctions.

2.3. Staff

- All staff are responsible for:
 - Modelling positive behaviour
 - Employing consistent approaches, including restorative strategies
 - Promoting respectful relationships and high expectations

2.4. Pupils

- Pupils are expected to:
 - Take responsibility for their own behaviour and learning
 - Show respect to others and staff
 - Follow school rules and values

2.5. Parents and Carers

- Expected to support the school's behaviour expectations.
- Communicated with regularly and involved in relevant sanctions or support strategies.

3. School Ethos and Behaviour Principles

3.1. School Values and Culture

Clear behavior expectations are crucial for fostering a positive and inclusive school culture by providing a framework for respectful interactions, promoting a sense of safety and security, and ensuring all students feel valued and supported.

Our school values of Belief, Effort, Community and Kindness are in built into our Collective Worship Programme and form the basis of our school rules.

3.2. Promoting Positive Behaviour

- Clear rewards system

Dojos are given out when 'catching' pupils following one of the 4 school rules linked to values as well as specifically designed class rules (all staff have a log in and give out dojos personally)

Dojo Wall in the classroom (and hall for lunch staff) with the prizes displayed. Smaller prizes are worth fewer Dojos than larger prizes, therefore pupils take ownership on whether to spend their dojos once they achieve the lowest prize total or save their Dojos for a better prize. Prizes are age appropriate to pupils.

Classes choose rewards such as; trip to park, class party, extra hours play, when an agreed number of Dojos have been reached.

Positive praise is used consistently across the school in conjunction with distributing Dojos – the pupil will always know what they have done correctly and which Value it is connected to.

- Recognition assemblies with rewards linked to values, Learning Superheroes and curriculum work

This in in the form of Friday's Special Mentions Service where awards 3 awards per class are given out. These awards are for:

1. Following school rules/Values and will be one of: Belief, Effort, Community or Kindness
2. Healthy Hank, Ethical Erin, Enterprising Ernie or Ambitious Amy award based on the 4 purposes of the curriculum.
3. Class work – given to a pupil for producing work that shows clear effort and application commensurate with their ability

- Celebratory communications to home

Where children have won an award, their photo (where we have permission) will be published on the school website along with an explanation of the award and why they have won it.

3.3. Rights-Based Approach

- UNCRC is embedded into the curriculum via planned topic work
- Pupils' right to be heard, respected, and involved in decision-making are promoted through Y Senedd St Ethelwold's

4. Expectations and Code of Conduct

4.1. General Conduct

During all elements of the school day from Breakfast Club through to home time, pupils are expected to follow our school rules which are:

1. Have Belief (does this need to be changed to Show Respect?)
2. Show Effort
3. Be Community spirited (responsibility)
4. Be kind (and cooperative)

These four rules are connected to our school values and should be used consistently by all staff, both to reward when pupils follow the rules and sanctioned when they do not. Pupils should be made explicitly aware of the reasons and the value when they are either rewarded and sanctioned.

At St Ethelwold's VA School, demonstrating respect includes actively listening to others, being polite and using manners, respecting personal space and property, and acknowledging others' achievements. It also involves treating everyone with dignity and understanding, regardless of differences in opinion or background.

Demonstrating effort includes: active participation in class, completing work to the best of one's ability, working independently, seeking help when needed, persevering through challenging tasks, and showing a positive attitude towards learning. These actions indicate a student's dedication, responsibility, and willingness to learn and improve.

Demonstrating responsibility includes behaviors like arriving on time, being prepared for class, treating all adults equally, treating all pupils equally, completing work (including homework), respecting school property and others, and taking ownership of one's actions and learning. Essentially, it's about being accountable for one's choices and actions and contributing positively to the school environment.

Demonstrating kindness includes; active listening, offering help, empathy and understanding, sharing and generosity, kind words, inviting others, celebrating diversity, positive reinforcement, helping in the classroom, acts of service, respecting school property. and mindful communication

By practicing these behaviours, pupils can create a more positive, supportive, and inclusive school environment for everyone.

4.2. Uniform and Appearance

It is the responsibility of the teacher to speak to parents when pupils do not have the correct uniform as set out in the uniform policy. A quiet word at the end of the day, away from other parents is recommended. Where parents do not collect pupils, the teacher should ring the parents at the end of the school day.

4.3. Attendance and Punctuality

Good attendance and punctuality are inextricably linked to good behaviour. Pupils should arrive on time and ready to learn and where this has been highlighted as an issue (minutes will be received from Mr Oliver's and Mrs Duggan's monthly attendance meetings), teachers will be responsible for rewarding Responsibility.

4.4. Online Conduct

St Ethelwold' School pupils are expected to behave responsibly and respectfully online, just as they would offline. This includes understanding the potential impact of their online actions, respecting privacy, avoiding cyberbullying, and being critical of information encountered online. Digital literacy, critical thinking, and open communication are key components of responsible online behavior.

- Reference Acceptable Use Policies and related sanctions.

5. Behaviour Management Approaches

5.1. Consistency and Clarity

This behaviour system is underpinned by positive discipline and is used consistently by all school staff

5.2. Restorative Approaches

Restorative practices at St Ethelwold's VA School are a way to build positive relationships, manage conflict, and repair harm when wrongdoing occurs. They focus on creating a supportive environment where pupils can learn from mistakes and develop empathy, rather than relying solely on punitive measures. At St Ethelwold's they include:

Restorative Circles:

- **Classroom meetings:**

Morning meetings or circle discussions provide a structured time for students to connect, share feelings, and address any issues that have arisen.

- **Community-building circles:**

These circles are used to build relationships and create a sense of belonging within the classroom or school community.

- **Conflict resolution circles:**

These circles are used to address conflicts between students, helping them to understand the impact of their actions and find ways to repair the harm.

- **Re-entry circles:**

These circles support students returning to school after disciplinary actions, like suspensions or expulsions, helping them reconnect with the community and address any needs.

2. Conflict Resolution Strategies:

- **Restorative chats:**

These chats involve asking students questions about what happened, their thoughts and feelings, who was affected, and what they can do to make things right.

- **Peer mediation:**

Trained students help their peers resolve conflicts peacefully through facilitated dialogue.

- **Apology protocols:**

These protocols help students understand how to offer and accept apologies in a sincere and meaningful way.

3. Community Building Activities:

- **Goal setting:**

Students set academic and social goals for themselves, fostering a sense of ownership and responsibility.

- **Relationship building activities:**

These activities help students find commonalities, share experiences, and build connections with their peers.

- **Classroom agreements:**
Students and teachers collaborate to create classroom norms and expectations that promote respect and positive interactions.
- 4. Other Restorative Practices:
 - **Community service:**
Students may participate in community service projects as a way to repair harm and contribute to the well-being of others.
 - **Restorative justice:**
This involves bringing together the person who caused harm, the person who was harmed, and other relevant members of the community to discuss the incident and find a way to repair the harm.
 - **Emotional regulation support:**
Activities and resources are provided to help students understand and manage their emotions, such as "Calm Corners" in classrooms.

5.3. Sanctions and Interventions

- Detail proportionate and graduated responses to behaviour concerns.
- Examples might include:
 1. Verbal reminders
 2. Time out with a reflection sheet
 3. Loss of privileges
 4. Sent to Deputy Head with Thinking Sheet
 5. Sent to Headteacher Office with a letter home
 6. Exclusion

5.3.1 Protection of Outdoor Play and Breaktimes Outdoor play is recognised as essential to pupil wellbeing, emotional regulation, and physical health, supporting the core aims of the Health and Well-being Area of Learning and Experience.

- **Protection from Sanctions:** Breaktimes and lunchtimes are strictly protected. Staff are explicitly prohibited from issuing detentions, holding pupils back, or requiring pupils to complete academic catch-up during break or lunch periods.
- **Alternative Sanctions:** Any sanctions or restorative reflection tasks must be completed outside of pupil break times, adhering strictly to the graduated response options outlined in this policy.

5.3.2 Scheduled Brain Breaks To support sustained focus, self-regulation, and positive behavior for learning (BfL), a daily **10-minute scheduled 'Brain Break'** is locked into every class timetable. All teaching staff are required to facilitate this dedicated time for structured movement, mindfulness, or sensory regulation as part of the routine daily schedule.

5.4. Support for Positive Change

Individual Behaviour Plans should be written for :

- All pupils in Sunshine Space
- Any pupil excluded within the last 4 years
- Any pupil with a Risk Assessment
- Any pupil reaching Stage 5 of this policy within the last 24 months

Pastoral support and intervention should be in place for pupils identified for Nurture through Boxall assessments conducted each September. Boxall assessments are conducted for:

- Any pupil who has received Nurture in the previous 12 months
- All Reception Year Group
- Any pupil who has been excluded in the last 4 years
- Any pupil with a Risk Assessment
- Any pupil reaching Stage 5 of this policy within the last 24 months
- Any In Year Transfers (within 6 weeks of transfer)
- Any pupil who develops worrying or concerning behaviour

External referrals will be considered during the school year and may be made to:

- CAMHs
- Neuro Team
- Early Help Hub
- Nurture Outreach
- Education Psychologist

5.5. Use of Reasonable Force

At St Ethelwold's VA School, reasonable force can be used by staff to prevent pupils from committing a criminal offence, injuring themselves or others, damaging property, or to maintain good order and discipline. However, it is only used as a last resort and we encourage a calm and supportive environment to minimize the need for physical

intervention. Where it is used, we use TeamTeach and report and record in compliance with:

- *Use of Reasonable Force* (Welsh Government 2013)

6. Responding to Specific Behaviour Concerns

6.1. Bullying and Anti-Bullying Strategy

Definition In line with the Welsh Government's statutory guidance, Rights, Respect, Equality, St Ethelwold's VA School defines bullying as: Behaviour by an individual or group, repeated over time, which intentionally hurts others either physically or emotionally.

Bullying is a form of unacceptable behaviour that usually consists of three key elements:

- **Intentionality:** It is deliberate and hurtful behaviour.
- **Persistence:** It is repeated behaviour that usually happens over a period of time.
- **Power Imbalance:** The person or people being bullied feel powerless to defend themselves.

Forms of Bullying Bullying can take place face-to-face or online and includes:

- **Physical:** Being hit, kicked, punched, tripped up, knocked over, or having belongings stolen or deliberately damaged.
- **Verbal and Emotional:** Being called nasty names, teased, threatened, put down, having rumours spread, or being excluded and isolated.
- **Online and Cyberbullying:** Hurtful, embarrassing, or threatening material posted online, nasty messages sent via apps, being excluded from online groups, or the misuse of intimate explicit images.

Prejudice-Related Bullying and Protected Characteristics In accordance with the Equality Act 2010, the school specifically monitors and responds to prejudice-related bullying targeted at protected characteristics. This includes bullying based on:

- Race, religion, culture, or family background.
- Disability or Additional Learning Needs (ALN).
- Gender identity, sexual orientation, or the way someone looks or acts.
- Sex, often in the form of sexual harassment.

Reporting and Disclosure The school maintains a culture where all learners feel safe to disclose concerns.

- **Pupil Reporting:** Pupils can report concerns directly to any member of staff, through a problem box, or via peer mediators.
- **Parental Reporting:** Parents and carers can be assured that their concerns will be responded to with sensitivity and investigated.
- **Confidentiality:** Confidentiality for anyone who shares information will be respected.

Procedures for Investigation and Response When an incident is reported, the school will:

1. **Investigate:** A designated person will establish the facts by independently talking to all involved.
2. **Record (Statutory Requirement):** All incidents, including one-off prejudice-related incidents, will be recorded on a Bullying Log. This log identifies if the incident is linked to a protected characteristic.
3. **Restorative Action:** We use restorative intervention techniques to manage difficulties and encourage reconciliation where feasible.
4. **Sanctions:** Where bullying behaviour is established, we implement agreed sanctions such as withdrawing privileges, preventing access to parts of the school, or exclusion.
5. **Parental Involvement:** We involve parents as early as possible where appropriate.
6. **Follow-up:** Staff will always follow up incidents after they have been dealt with to ensure the bullying behaviour has ceased.

Curriculum and Prevention Anti-bullying is a continuous part of our school culture and is embedded throughout the Curriculum for Wales.

- **Health and Well-being:** We use the Health and Well-being Area of Learning and Experience to teach empathy, digital literacy, and respectful relationships.
- **UNCRC:** Rights-based approaches are embedded via planned topic work to ensure pupils feel heard and respected.
- **Training:** Staff receive regular training on trauma-informed practice, managing conflict, and restorative skills.

Monitoring and Evaluation

- Behaviour Tracking Sheets are monitored by the Senior Leadership Team half-termly to identify trends and where support is needed.
- Anonymised data regarding bullying incidents, including prejudice-related data, is reported to the Governing Body termly.
- Parents, pupils, and staff are given yearly opportunities to provide feedback through questionnaires.

7. Supporting Vulnerable Pupils

7.1. Additional Learning Needs (ALN)

Behavioural strategies for pupils with Additional Learning Needs (ALN) are tailored to individual needs, focusing on creating a supportive and predictable environment, clear communication, and positive reinforcement. This includes implementing strategies like visual aids, positive language, and individualized support plans to promote positive behaviour and engagement in learning.

Adapting Behaviour Strategies for ALN Pupils:

- **Individualized Support:**
Recognise that ALN pupils have diverse needs and develop tailored behaviour plans that address specific challenges and strengths.
- **Clear Expectations and Boundaries:**
Establish clear, concise, and consistently enforced rules and expectations, possibly with visual aids or social stories to enhance understanding.
- **Positive Reinforcement:**
Focus on praising and rewarding positive behaviours to encourage repetition and build self-esteem.
- **Visual Supports:**
Utilize visual schedules, timers, and other visual cues to help pupils understand routines, transitions, and expectations, reducing anxiety and promoting predictability.
- **Communication:**
Maintain open communication with pupils, parents, and other professionals to ensure consistent support and address any emerging needs.
- **Calm-Down Strategies:**
Provide opportunities for pupils to take breaks, use calming strategies, or access a quiet space when feeling overwhelmed or dysregulated.
- **Collaborative Goal Setting:**
Engage pupils in discussions about their needs and goals, empowering them to take ownership of their learning and behaviour.
- **Address Underlying Needs:**
Consider the potential impact of sensory sensitivities, trauma, or mental health needs on behaviour and provide appropriate support.
- **Professional Development:**
Provide staff with training and resources to effectively support pupils with ALN, including strategies for managing challenging behaviours and promoting positive relationships.
- **Consistency:**

Maintain consistency in routines, expectations, and consequences to create a predictable and secure learning environment.

By implementing these adaptations, educators can create a more inclusive and supportive learning environment where pupils with ALN can thrive and reach their full potential.

7.2. Looked-After Children and Other Vulnerable Pupils

Adapting behaviour strategies for vulnerable pupils involves creating a nurturing and structured environment with clear expectations and consistent responses, alongside providing individualized support and promoting positive relationships. This includes fostering a sense of safety and belonging, understanding the root causes of challenging behaviour, and implementing trauma-informed approaches.

Here's a more detailed breakdown:

1. Establish a Safe and Secure Environment:

- **Consistency is Key:**

Maintain clear and consistent boundaries for acceptable behaviour, ensuring all pupils understand expectations and consequences.

- **Predictable Routines:**

Establish predictable routines and structures within the classroom and school environment to help vulnerable pupils feel secure and safe.

- **Designated Safe Spaces:**

Provide quiet areas or "calm corners" where students can go to regulate their emotions when feeling overwhelmed.

2. Understand and Address the Root Causes:

- **Trauma-Informed Approach:**

Recognize that some vulnerable pupils may have experienced trauma or adverse childhood experiences, which can impact their behaviour. Implement strategies that are sensitive to these experiences.

- **Individualized Support:**

Tailor support to meet the specific needs of each pupil, considering their background, experiences, and learning styles.

- **Mental Health Support:**

Ensure access to mental health support services for pupils who may be struggling with emotional or behavioural difficulties.

3. Promote Positive Relationships and Communication:

- **Build Trusting Relationships:**

Spend time building positive relationships with vulnerable pupils, showing empathy and understanding.

- **Active Listening:**

Actively listen to pupils' concerns and perspectives, validating their feelings and experiences.

- **Positive Language and Reinforcement:**

Use positive language, praise and rewards to encourage desired behaviour and build self-esteem.

- **Communication with Parents/Carers:**

Maintain open communication with parents/carers to ensure a collaborative approach to supporting the pupil.

4. Implement Targeted Strategies:

- **Social Skills Training:**

Provide explicit instruction in social skills, such as communication, conflict resolution, and emotional regulation.

- **Behaviour Plans:**

Develop individual behaviour plans that outline specific strategies and goals for managing challenging behaviours.

- **Time-Out Passes and Learning Breaks:**

Offer time-out passes or learning breaks as a way to help pupils manage their emotions and behaviour.

- **External Support:**

Seek support from external agencies when needed, such as educational psychologists or counsellors.

5. Create a Positive Learning Environment:

- **Engaging Curriculum:**

Provide a stimulating and engaging curriculum that caters to diverse learning styles and interests.

- **Positive Role Modelling:**

Act as positive role models by demonstrating appropriate behaviour, communication, and emotional regulation.

- **Inclusive Classroom:**

Create an inclusive classroom environment where all pupils feel valued, respected, and supported.

By implementing these strategies, schools can create a supportive and nurturing environment that helps vulnerable pupils thrive, both academically and emotionally

8. Monitoring, Evaluation and Review

8.1. Behaviour Monitoring

Behaviour is tracked and monitored by consistent use of Behaviour Tracking Sheets throughout the school. These sheets are monitored by SLT half termly to identify trends, to identify where support is needed and then reported to Governors termly

8.2. Pupil, Staff and Parent Feedback

Parents, pupils and staff are given yearly opportunities to feedback on behaviour in the school through a questionnaire.

8.3. Staff Training and Development

- Regular training on:
 - Trauma-informed practice
 - Behaviour for Learning (BfL)
 - Managing conflict/restorative skills

8.4. Policy Review

- This Behaviour Policy is linked to our wider school self-evaluation and improvement planning and is reviewed every 2 years in line with our policy review cycle.

9. Links to Other Policies

- Safeguarding / Child Protection Policy
- Equality Policy

- ALN Policy
- Anti-bullying Policy
- Attendance Policy
- ICT & Online Safety Policy
- Physical Intervention Policy

10. Appendices -not yet complete but will do over summer.

- Appendix A: School Rules / Code of Conduct (pupil-friendly summary)
 - Appendix B: Behaviour Stages and Sanctions Flowchart
 - Appendix C: Template for Restorative Conversation
 - Appendix D: Pupil Behaviour Support Plan Template
 - Appendix E: Extracts from Relevant Legal / Policy Documents
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