

# Glan Llyn Primary School



## Behaviour Policy

November 2025



## Behaviour Policy

At Glan Llyn, respectful relationships and high-quality behaviour for learning is underpinned by the principles of Restorative Approaches. All adults have a duty to promote excellent behaviour and respond to inappropriate behaviour.

The school rules of 'Ready, Respectful, Safe' should be prominent around the school and referred to in conversations about conduct.

### AIMS IN MANAGING BEHAVIOUR

- - Consistent, calm, positive staff behaviour.
- - High expectations from all adults.
- - Teach the behaviours and attitudes to learning behaviour.
- - Give first attention to best conduct.
- - Script reparative conversations, using the Five Themes Model.
- - Invest in personal, restorative follow up.

### ALL STAFF SHOULD BE CONSISTENT IN THE FOLLOWING:

- Referring to the school rules of 'Ready, Respectful, Safe' (see below).
- Model positive behaviour and build positive relationships.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Ensure praise outweighs the negative.
- Reinforce the agreed behaviour focus.
- Be calm and give 'take up time' when going through the sanction steps (see below).
- REMEMBER: Prevention before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are behaving badly.

### SCHOOL RULES

- ✓ READY – (Ready on time; ready to work; ready for a challenge; ready to achieve.)
- ✓ RESPECTFUL – (Respect yourself; respect others; respect equipment and respect your environment.)
- ✓ SAFE – (Are your actions safe? Are you safe? Are others safe?)

### REWARD AND RECOGNITION

It is important to focus on positive outcomes and learning behaviours in the classroom and around the school. At Glan Llyn Primary School, good behaviour is recognised by:

- Positive recognition – verbal praise, gestures, stickers, in-class celebrations, class rewards.
- Positive reflection time at the end of the week
- Individual pupils may also have their own personal rewards to work towards as part of an individual behaviour plan on a daily or weekly basis.

Behaviour and conduct deemed to be 'above and beyond' can be acknowledged by the following:

- Visit to Headteacher or Senior Leader
- Positive reflection assembly mention – proud of your progress certificates.
- Positive notes and phone calls home

## SANCTION STEPS

(Alternative sanction steps may be more relevant if identified on personal plans.)

STEPS	ACTIONS
1. POSITIVE REINFORCEMENT	* Praise good behaviour. * Reinforce expectations for teaching & learning
2. NON-VERBAL	* Make eye contact * Strategic positioning
3. 'DRIVE BY' / REDIRECTION	* Diversion tactics * Gentle encouragement / nudge in right direction
4. REMINDER	* Reminder of expected behaviour. * Allow child time to reflect & correct behaviour (take up time)
5. CAUTION	* Clear verbal caution delivered discreetly where possible (e.g. 'Think carefully about what you do next - make a good choice.')
	* Allow child time to reflect & correct behaviour. (take-up time)
6. LAST CHANCE	* Final warning - short and sharp (30 secs) * Give children 2 clear choices/reminder of consequences. * Allow child time to reflect & correct behaviour (take-up time)
7. TIME AWAY (in class)	* Give pupil a chance to reflect AWAY from others. * Speak to pupil privately and give them a final opportunity to engage.
8. TIME OUT (in another class) Followed up by teacher-pupil reconciliation	* If there is still refusal at this stage - pupil is to be referred internally to an agreed location, with their work, for the remainder of the session.
9. CALL OUT (Head/SLT) Followed up by 3-way reconciliation	* Further refusal - Head/SLT informed (called out) and pupil to complete work out of class for the remainder of the session.
10. PARENTS INFORMED	* After call outs, parents will be informed and invited in for a group reconciliation meeting with the child and a behaviour plan may be put in place if deemed necessary.
11. EXCLUSION (this may apply immediately in the case of serious breaches)	* Internal exclusions apply when a child fails to comply with the agreed behaviour plan or if there is an immediate risk to others. * External exclusions may be necessary in extreme cases (see link to Guidance on the use of Exclusion)

### RECONCILIATION SCRIPT (Restorative Justice Approach)

The reconciliation meeting should invest in personal, restorative follow-up. EVERY reconciliation meeting should focus on the same 5 themes/questions:

1. What happened?
2. What were you thinking/feeling at the time? What thoughts/feelings do you have about what happened now?
3. Who do you think has been affected by what happened?
4. What do you need so you can move on?
5. What needs to happen so you can move on? (What can you do differently in the future?)

## CONCERNS RELATED TO BEHAVIOUR AND RELATIONSHIPS

All concerns related to children's behaviour and their relationships with their peers are taken seriously. In many instances, minor concerns relating to disagreements and conflict between children or low-level negative behaviour can be addressed and resolved by the class teacher; however, if a child or parent/carer raises a significant concern, it will be recorded formally using a Behaviour & Relationships Concern form. (This will also be used if there is an allegation of bullying).

If a parent/carer wishes to raise a significant concern, they must raise with the class teacher either verbally or via an email the school at the earliest opportunity. It may be necessary to invite parents/carers to a face-to-face meeting where they can discuss their concern with their child's class teacher.

Following the completion of the B&R Concern form, an investigation process will follow; a full and thorough investigation could take up to 10 working days to complete, but will be acting on quickly if there is an immediate concern for the child's welfare.

Any incidents and allegations of racism or discrimination must be recorded as a significant B&R concern. This includes words, gestures or actions that are intentionally discriminatory as well as any reports of perceived discrimination (where a person feels discriminated against because of their characteristics, regardless of the alleged perpetrator's intentions).

Parents/carers of those children who are directly involved will be informed in a timely manner. This includes children who have been targets or those who have displayed unwanted behaviours.

The school will provide parents/children with a date/time when they can expect a follow up call to share the outcome of the investigation.

In the first instance, the class teacher carries out the investigation process and actions. However, advice from SLT can be sought where necessary

If children walk home and an 'on-the-door' handover is not possible, parents/carers will be contacted by a member of staff via a telephone call before the end of the school day. (To enable timely discussions on important issues related to behaviour, school may ask parents/carer to collect children from the classroom door daily to ensure regular face to face conversations take place to manage behaviour expectations)

All parts of the form must be completed before being passed to SLT to be reviewed and uploaded to Edukey. (Racial/discriminatory/bullying incidents will also be recorded on SIMS and reported to the local authority).

If an allegation involves a child who has been involved in more than one incident, it might necessary to invite members of SLT to meet with parents alongside the class teacher but this can be discussed on an individual basis.

## EXCLUSION

The school will follow the guidance contained in the Welsh Government Guidance on Exclusion.

The decision to exclude a pupil should be taken only:

- in response to serious breaches of the school's behaviour policy and
- if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Decisions on exclusion will not be made in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the child concerned.

A full investigation will take place, including the collation of all available evidence to support the allegations.

Alternatives to exclusion will be explored, depending on the individual circumstances and these could involve internal exclusions, pastoral support plans/reduced timetables and restorative justice.

If necessary, Fixed Term exclusions may be applied for a set period of time. This period of time will be for shortest time necessary to secure the benefits of exclusion without adverse educational consequences and to ensure the child is still able to reintegrate back into school.

The decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for addressing the child's behaviour and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community

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This policy was updated in November 2025 by the Headteacher and will be reviewed regularly by the Governing Body.