

Ysgol Y Foel



Policy for Behaviour

2026

POLICY FOR BEHAVIOUR

“The aim of this policy is to promote positive behaviour, safeguard learner wellbeing, and ensure a safe, respectful, and inclusive environment where all learners can thrive. It sets out the school’s expectations and approaches in line with the Equality Act 2010, the Public Sector Equality Duty (Wales), and Welsh Government behaviour and anti-bullying guidance.”

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, support staff - teaching assistants (TAs), Dinner time staff (MDSAs), children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

This policy should be read in conjunction with the Anti-bullying Policy.

Our School Rules

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Our School Rules were written by all pupils during group collaboration lessons.

Rights Respecting

We follow the UN Rights Respecting ethos and our school rules are all matched to the rights of the child. These are on display around the school. Language used by staff reflects these rights. We encourage staff to question behaviour in a positive way rather than giving a direct instruction, making the child/children think for themselves about the consequences of their actions.

The Four Purposes

These are on display with our school rules and the rights of the child and are referred to by staff.

Our school rules have been agreed and are as follows:

Our School Rules 2025/26

Respect each other, our school and our environment

Invite each other to play

Give your best, always and enjoy learning

Healthy people, Happy school

Teach each other

Stay safe, stay healthy, stay positive

These will be displayed in each classroom and referred to, modelled and taught as an integral part of our everyday teaching.

They are linked to the UN rights of the Child and Ysgol Y Foel as a Rights Respecting School.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. It is proving to be very powerful as it was written by the children for the children. As members of staff who work directly with the children were involved in the formation of it, it has brought consistency to discipline right across the school.

Incentive Schemes

Rewards:

Rewards are the most important part of our behaviour policy. It is vital that we all remember that research shows it is rewards that change people's behaviour and therefore we will ensure this drives our school policy.

Stars

Stars are used as a daily reward for individual pupil's achievement, for example, full marks in a spelling test or excellent presentation. These stars are recorded on the class display and children move up the award system receiving badges for each amount completed. These

badges are worn with pride on the children's uniforms. In the Foundation Phase children earn stars towards a certificate that is presented in school assembly.

Marbles

The children are split into 3 Houses, Findeg, Fenlli and Famau. Each week the houses compete to win the most marbles. These are linked directly to behaviour and teamwork. For example when children line up after the bell has been rung the quietest, smartest line will receive a marble. At the end of the week the trophy is awarded to the winning house in celebration assembly and they receive 15 mins extra time out with the HT. At the end of the year the winning house is awarded with the House Silver Plate.

Children are also rewarded with a Headteacher Award or sticker when they are sent to the Headteacher with some extra special work.

A range of other additional rewards will be used by the class teacher e.g. jobs, certificates, nods, winks, high fives etc. We are always keen to extend rewards and ideas. Please feel free to experiment, extend and feedback your ideas at staff meetings.

Assemblies

Celebration assemblies take place on Friday. The winning house is announced. We also celebrate children's achievements out of school and post pictures on our twitter account.

Sanctions

Sadly, there will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Playtime

This is both a Reward and Sanction system in one. Poor behaviour in lessons will result in time being taken off playtime as an immediate sanction. (usually 3 minutes in the first instance)

In Foundation, learners are given 3 opportunities to stop the negative or unwanted behaviour before a sanction is issued.

In KS2, learners are given two opportunities to change the negative or unwanted behaviour before a sanction is issued.

Minor breaches of discipline

– Verbal warning from class teacher which may include loss of playtime depending on class rules.

More serious incidents

– Think sheet may be given by the Headteacher. These ask pupils to record, what they did they shouldn't have done, which part of the School rules they have broken and what they should have done instead. This focuses them on the consequences of their behaviour and the preferred alternative behaviour. They will probably be associated with loss of minutes off playtime.

- Think Sheets are kept by the Headteacher and if a child gets a number of them for the same types of behaviour or over a short period of time, parents would be invited in to meet the Headteacher to discuss a way forward. This may include a Behaviour Programme (IEP(B)) or a Home/School book where parents are kept informed on a daily basis of their child's behaviour – both poor and good. Alternatively a word from the parents to the child at home about their behaviour may be all that is needed to put the child back on track.

Serious incidents

- are recorded on CPOMs . All staff involved must sign the report of the incident. See procedure for Major Breaches of Discipline below.

Minor breaches of discipline, include breaking other people's things, talking during work-time, saying unkind things, interrupting and not being friendly and polite, bad manners at the dinner table.

Moderate breaches of discipline include, not telling the truth, being disrespectful and physically hurting others by thoughtless or careless behaviour.

Major breaches of discipline include deliberate physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse (including discriminatory language) and the use of bad language, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Senior Teacher who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

Procedures for Dealing with Major Breaches of Discipline

- Child meets with Headteacher who talks with the child to find out if there are reasons for the behaviour.
- Parents are contacted to arrange a meeting to discuss the behaviour
- If the problem is severe or recurring then exclusion procedures may be implemented after consultation with the Governing Body
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LA
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

Prejudicial behaviour

If a child is showing signs of extreme prejudice towards other children staff will follow the Tackling Extremism and Radicalisation Policy.

Lunchtime Supervision

At lunchtime, supervision is carried out by the Senior MDSA(Mid day supervisor assistant) and their assistant. The senior MDSA and assistant are expected to maintain order. They apply the School rules in the same way as the teaching staff so there is consistency throughout the school day. They can send children out of the dining hall or off the playground to stand by the office as all other staff would. The Senior DRA should refer to the Headteacher or Senior teacher if the incident is serious.

The MDSA's must be treated with the respect expected by all adults at Ysgol Y Foel. Verbal or physical abuse will never be tolerated.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children. Parents need to remember they will be informed, so they can work with the child, if something beyond the ordinary misdemeanours of the day occurs.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By not encouraging their children to hit back but to report all incidents to an adult.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively, listening to all sides of the situation and applying the Code of Conduct to all who were involved.
- By respecting confidentiality when an incident is being investigated and not discussing it on social media.

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child. If there is a need for sanctions then the following may be used, depending on each child's needs:

- Time out
- Redirect to another activity
- Talk to the child – discuss what has happened
- Move the child from the group to work on his/her own
- Discussion in groups or whole class (Circle Time)
- Repeat work
- Loss of playtime
- Behaviour modification programme – setting targets
- Remove child from the class – place with HT or in another class
- Parental involvement

- Daily report

CPOMs

Serious incidents are recorded on CPOMs

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Intervention/ Restraint

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. At Ysgol Y Foel we use a TEAM TEACH approach. Refer to the Team Teach Policy .

The child should be removed from the situation as soon as possible and taken to the Headteacher or Senior teacher who will take immediate action to involve parents.

All details of the situation must be recorded on CPOMs which must be signed by all adults involved.

The Headteacher or Senior Teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Behaviour Modification Procedure

At Ysgol Y Foel , most of the children are well behaved. There may be, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff. It may be appropriate to write an IDP (Individual Development Plan) stating the behaviour to be addressed and the strategies to be used to help that child change their behaviour

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

- Setting behaviour targets when tiny steps are devised so they achieve success (eg sitting on chair for given length of time putting hand up to answer questions)
- Change in classroom organisation / seating position
- Using different resources (work may be too difficult causing child to disrupt)

- Alternative acceptable behaviour

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Rewards of stars/smiley faces on work, on charts and in special book
- Use of special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes
- Involving parents at an early stage to make an action plan or IDP together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Definitions

1. Misbehaviour

Misbehaviour is any action that disrupts learning, undermines safety, or breaches agreed rules, values or expectations. It may be intentional or unintentional and can occur in person or online.

Examples include:

- Disruption of teaching or learning
- Defiance of reasonable instructions
- Inappropriate language (not targeted at a protected characteristic)
- Low-level physical conduct (e.g. pushing in line)
- Misuse of equipment or property

Misbehaviour becomes more serious when it is persistent, escalates in severity, or targets an individual or group.

2. Bullying

Bullying is behaviour by an individual or group that is repeated over time and intentionally hurts another person physically or emotionally.

In line with Welsh guidance, bullying:

- Is **repetitive** (though a single serious incident may be treated as bullying if it has significant impact)
- Is **intentional**
- Involves a **power imbalance** (real or perceived)

It can be:

- Physical (hitting, pushing)
- Verbal (name-calling, threats)

- Emotional or relational (exclusion, spreading rumours)
- Cyber (online messages, images, social media posts)

Bullying may be related to protected characteristics (see prejudice-related incidents below) or may not be linked to identity.

3. Prejudice-Related Incidents

A **prejudice-related incident** is any incident perceived by the victim or any other person to be motivated by prejudice or hostility towards a person's identity or perceived identity.

This definition reflects Welsh Government guidance and includes incidents related to the protected characteristics defined in the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including nationality and ethnicity)
- Religion or belief
- Sex
- Sexual orientation

A prejudice-related incident:

- Does **not** have to be repeated
- Does **not** need proof of intent
- Can be verbal, physical, written or online

Examples include:

- Racist name-calling
- Homophobic comments
- Mocking a disability
- Transphobic remarks

Prejudice-related incidents may also constitute bullying or harassment, depending on severity and repetition.

4. Harassment

Under the Equality Act 2010, **harassment** is:

Unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Key features:

- The behaviour is **unwanted**
- It is linked to a **protected characteristic**
- The impact on the victim is central (not just the intent)

Harassment can be:

- Verbal
- Non-verbal
- Physical
- Online

A single serious incident can constitute harassment.

Sexual harassment is a specific form of harassment involving unwanted conduct of a sexual nature.

5. Discrimination

Under the Equality Act 2010, **discrimination** occurs when a person is treated less favourably than another person because of a protected characteristic, or when a policy or practice disadvantages people with a protected characteristic.

Forms include:

Direct Discrimination

Treating someone less favourably because of a protected characteristic.

Indirect Discrimination

Applying a rule or policy that disadvantages people with a protected characteristic and cannot be objectively justified.

Discrimination Arising from Disability

Treating a disabled person unfavourably because of something connected with their disability, without justification.

Failure to Make Reasonable Adjustments

Failing to take reasonable steps to remove barriers faced by a disabled person.

Victimisation

Treating someone unfairly because they have made or supported a complaint under equality legislation.

Relationship Between the Terms

- **Misbehaviour** = general rule-breaking
- **Bullying** = repeated harmful behaviour with power imbalance
- **Prejudice-related incident** = behaviour perceived as motivated by bias
- **Harassment** = unlawful unwanted conduct linked to protected characteristics
- **Discrimination** = unlawful unfair treatment under equality law

A single incident can fall into more than one category (e.g., racist bullying may also constitute harassment and discrimination).

Legal Framework

Ysgol y Foel fulfils its duties under:

Equality Act 2010, protecting pupils and staff from discrimination, harassment, and victimisation. The school actively promotes equality and prohibits behaviour relating to any protected characteristic.

Public Sector Equality Duty (PSED), requiring the school to have due regard to eliminating discrimination, advancing equality of opportunity, and fostering good relations. The school monitors behaviour and prejudice-related incidents to meet these duties.

Rights, Respect, Equality: Anti-Bullying Statutory Guidance for Wales (2019), ensuring that bullying and prejudice-related behaviour are consistently recognised, recorded, and responded to.

Additional Learning Needs and Education Tribunal (Wales) Act, ensuring behaviour approaches consider ALN and reasonable adjustments.

Worked on by staff and parent governors.

Reviewed by Governing Body Spring 2026

