

Cefn Glas Infants School

"Let's Learn Together"



Cefn Glas Infant School

Positive Behaviour Policy

September 2025

Ratified by Full Governing Body

Signature Headteacher	KEWood.	Date	1.12.2025
Signature Chair of Governors	Cwebster	Date	1.12.2025

UNCRC Article 12

'You have the right to say what you think in all matters that affect you, and for your views to be taken seriously'

Positive Behaviour Policy

At Cefn Glas Infant School, we believe that we promote positive behaviour by fostering a happy, caring environment where everyone feels valued, respected and safe. The educational, social and emotional wellbeing of every pupil is of the utmost importance.

We encourage pupils to achieve in a learning environment where self discipline is promoted and a high standard of good behaviour is a normal part of the school day. We believe pupils will achieve their full potential in a happy and stimulating school environment.

We work closely with Pupil Voice Groups to hear their views and opinions and acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, that children should be encouraged to form and express their views.

Our Aims

- All members of our school community feel valued and respected
- Foster sound relationships with everyone in our school community
- Have high standards of good behaviour for learning, for community, for life

Role of the Governing Body

The Governing Body has:

- a duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure the school personnel and pupils are aware of the policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- to ensure that all staff hold responsibility for ensuring high standards of good behaviour and to report incidents on My Concern or to Senior Leaders;
- the duty to support the Headteacher and school personnel in maintaining high standards of good behaviour;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are available to parents;
- nominated a link Governor to visit the school regularly to liaise with staff and report back to the Governing body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of good behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work with the school community to create an ethos that makes everyone feel valued and respected;
- promote high standards of good behaviour by forging sound working relationships with the school community;
- encourage a high standard of good behaviour and respect for others, in order to prevent all forms of bullying;
- ensure the health, safety and welfare of all pupils;
- provide training for staff on induction and when the need arises;
- monitor the effectiveness of this policy;
- annually report to Governors on the impact of this policy.

Role of the Senior Leaders

The Senior Leaders will:

- lead the development of this policy throughout school;
- work closely with the Headteacher and nominated Governor;
- provide support and guidance to all staff;
- keep up to date with new developments and resources;
- monitor school support systems;
- promote the Buddy Bench at play and lunchtimes;
- analyse termly wellbeing surveys;
- create links with parents;
- deal with external agencies;
- deal with incidents logged in My Concern, allocate categories and case owners.

Role of Nominated Governor

The nominated Governor will:

- work closely with the Headteacher and staff;
- ensure the policy and other linked policies are up to date;
- ensure the school community is aware of the policy;
- report to Governing body annually.

Role of school staff

School personnel are expected to:

- comply with all aspects of this policy;

- encourage high standards of good behaviour;
- apply all rewards and sanctions fairly and consistently;
- use positive language when dealing with pupils; (See Appendix 1)
- promote self-discipline amongst pupils;
- deal appropriately with unacceptable behaviour;
- discuss behaviour during staff meetings;
- provide exciting and challenging activities which contribute to a high standard of good behaviour;
- attend training on behaviour management- including Team Teach;
- ensure the health and safety of pupils in their care;
- identify, and offer solutions to, problems that may arise;
- log behaviour concerns in 'My Concern' and/or report to SLT;
- follow the school's Graduated Response processes;
- co-sign and abide by the Home School Agreement;
- use the cluster Reasonable Adjustment strategies;
- Promote school rules.

Role of Pupils

Pupils are expected to:

- Follow the school rules



Role of Parents/ Carers

Parents/ Carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support a high standard of good behaviour;
- discuss with their child and sign the Home School Agreement;
- ensure their children understand the meaning of good behaviour;
- support school rules, rewards and sanctions.

Rewards

A high standard of good behaviour is part of our Seren Yr Wythnos celebrations every week. Rewards are always in the form of praise, a star, stickers or a visit to the Headteacher.

Pupils are rewarded for many things, for example

- academic achievement;
- non academic achievement;
- out of school achievements;
- great effort;
- being kind/ caring;
- a high standard of good behaviour.

This list is non exhaustive.

Sanctions

Our pupils are taught where the boundaries of acceptable and unacceptable behaviour lie and these are clear and consistent in their application. The class teacher will deal with unacceptable behaviour sensitively, taking the pupil's age into account. Each case will be treated individually and pupils will be made aware that they are responsible for their own actions.

Steps to manage challenging behaviour:

- 1. First attention to best conduct;**
- 2. The Reminder:** Remind children of the school rules;
- 3. The Caution:** Once reminded, children receive a caution, a quiet, discrete word. Use a 30 second micro script (see appendix 1);
- 4. The Chat:** Speak to them away from the others. The next step for the learner is discussed. Remind them of good behaviour you have witnessed. Give them another chance;
- 5. Restorative conversation:** Restorative meeting where a member of SLT may need to be included. If at this time the member of staff feels it necessary, the parents to also be included.

Restorative meeting

Restore: Restorative meetings at Cefn Glas Infant school are a core part of restoring damage to trust between staff and learners. Our Restorative meetings are structured in 5 steps: (where a member of SLT may need to be included).

- What happened?
- What was each party thinking?
- Who feels harmed and why?
- What do you think should happen now?
- Reaffirm positive behaviour noticed and build trusting relationships.

Exclusion

The Governing body has decided that in exceptional circumstances, exclusion will be used as a sanction. This comes in the form of-

- A fixed term exclusion
- A permanent exclusion

Please see Appendix 2 for the School's Graduated Response to exclusion.

De-escalation and positive handling

Physical contact can range from using 'Caring C's', to a pupil requiring restraint to ensure their safety and the safety of others. This will be reasonable, necessary and proportionate.

The school adopts the Local Authority's policy in relation to de-escalation, positive handling and restraint intervention. The techniques adopted by the Local Authority include those endorsed by Team Teach training of de-escalation and restricted physical intervention. Any allegations of inappropriate physical intervention with a child must be reported to Children's Services in line with local guidance relating to allegations against professionals (section 11).

Every physical restraint is recorded in the Team Teach bound book, which will ensure an audit overview can be maintained centrally. The school will inform parents/ carers if and when physical intervention has taken place.

This process complies with the requirements listed in section 5 of the Wales Safeguarding Procedures

Outside Agencies

Support is always available to school from a number of outside agencies, which include:

- Educational Psychologist;
- Education Welfare Officer;
- Family Engagement Officer
- Early Help
- CART
- ALN Cluster forum

Monitoring the effectiveness of this policy

This policy is monitored bi annually, or when the need arises. It will be monitored by the Headteacher, nominated Governor, SLT and staff.

Appendix 1
Positive language when dealing with pupils

The 30 second script

As part of 'The Caution' the 30 second Script is used to support staff to ensure clear and concise messages are delivered. Staff must ensure...

1. To use a gentle approach, personal, non-threatening, side on, eye level or lower.
2. To State the behaviour that was observed and which rule / expectation / routine it contravenes.
3. To tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
4. To walk away from the learner; allow her time to decide what to do next.

If there are comments, as you walk away write them down and follow up later.

Resist endless discussions around behaviour and spend our energy returning learners to their learning.

The following scripted language to be used...

"I've noticed that (what they are or are not doing i.e. you are talking when I am talking)" "I am reminding you to show me (behaviour i.e. good listening)"

"Do you remember the time when...? (were doing something good i.e. yesterday when you listened and you got on with the task so well)"

"Thank you for listening."

Appendix 2

Cefn Glas Infants Graduated response to Exclusion

At Cefn Glas Infant School, all forms of challenging behaviour are contextualised before a fixed term exclusion is issued. The fixed term exclusions may escalate to more than the time stated according to repeated behaviour.

We only issue a fixed term exclusion as an absolute last resort.

Form of behaviour	Action
Intentionally swearing at an adult	1. Member of staff reinforcing appropriate language in school. 2. Teacher reminder 3. Headteacher reminder, phone call home. 4. Parent meeting and appropriate fixed term internal/ external exclusion applied.
Intentionally destroying the classroom	Destruction occurring in the morning- Exclusion for the rest of that day Destruction occurring in the afternoon- Remainder of the day and next day exclusion where appropriate.
Intentional physical harm to staff: - • Hitting • Kicking • Pushing • Scramming • Intentionally throwing objects at staff and causing them harm	Rest of the day and the next day exclusion
Unsafe behaviour- • Attempting to leave the school premises • Running around school • Hiding • Intimidating behaviour towards others • Not listening to safety instructions	1. Teacher verbal reminder 2. Deputy Head/ ALNco reminder 3. Headteacher reminder & parents meeting leading to ½ / 1 day exclusion

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