

BEHAVIOUR POLICY

The aim of the behaviour policy is:

- To develop a sense of self-discipline and an acceptance of responsibility for students' own actions.
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

These are achieved in the framework of a relaxed, pleasant atmosphere, in which students are encouraged to give of their best and are stimulated to fulfil potential.

Code of Conduct

It is expected that everyone will follow and adhere to the behaviour policy. All adults are expected to model the behaviour we expect from children.

Rules have been purposefully kept to a minimum and simplified for clarity. We have one rule:

RESPECT

Students will have to opportunity to develop RESPECT for:

1. Themselves
2. Each other
3. Property

If there is a need to search a pupil, please make reference to: Safe and Effective Intervention – use of reasonable force and searching for Weapons Guidance document no: 097/2013. Date of issue: March 2013.

Although there are agreed sanctions for students who display inappropriate behaviour, it is the encouragement of good behaviour which is far more important than punishment. Verbal feedback on behaviour should be given a high priority.

We use the Taught and Caught model, i.e. good behaviour is taught and modelled, then we aim to catch the children who are behaving in an appropriate way and praise that behaviour – being specific in what the praise is for.

Praise should outweigh censure by 3:1 but should be handled in a way that feels comfortable. Praise cards and opportunities will be taken to share good behaviour with parents/carers.

Respect

Effort

Perseverance

Trust

Confidence

Determination

Trauma Informed Schools Approach

We follow the TIS approach to behaviour and wellbeing as well as PACE (Playful, Acceptance, Empathy and Curiosity). We practise active listening in all conversations with students and meet them with empathetic responses using 'WINE' (I wonder, I imagine, I notice, I empathise) sentence stems.

We work with students to have restorative conversation after incidents and ensure all students have access to at least one Emotionally Available Adult.

Children are supported with parents in meetings to find root causes of behaviours. In meetings we may offer the student the option of creative expression through sand play, big empathy drawings or emotion clouds to support them in finding their voice.

We consider the children's ACE (Adult Childhood Experience) score and protective factor to support in recognising where a child may be influenced more by traumas.

Sanctions / Consequences

Alongside our rewards and rules there runs a set of sanctions which will be used in case of breaches of rules. We believe it is essential that the student understands fully that it is

the behaviour that is not acceptable, not the person. Students are taught that consequences are a choice, the idea being students choose appropriate behaviour in order to avoid the consequence. These will be:

- | | |
|--------|----------------------------|
| Step 1 | Give warning |
| Step 2 | Remove from group |
| Step 3 | Pupil sent to Headteacher. |

(Due regard will always be made to Restrictive Practices (stop individuals from doing things they want to do or encourages them to do things that they don't want to do).

Certain behaviour such as bullying, fighting, rudeness, swearing or hitting an adult is never acceptable and may require immediate referral to the headteacher.

Restraint will not be used under any circumstances. Please refer to our De-Escalation Policy and Procedures for further information.

Exclusions

Exclusions will be a last resort.

The Directors have the responsibility for giving fixed-term and permanent exclusions to individual pupils. These would be usually for serious acts which present a serious threat.

Following a fixed term exclusion, the student will meet the Headteacher.

At this meeting a contract will be filled in. These contracts will be kept in pupils' files as a method of recording incidents.

Forgiveness is an important part of the ethos of our school as stipulated in the UN Convention on Rights of a Child (UNCRC).

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Circumstances may lead to a permanent exclusion, but all other avenues would have been exhausted prior to any decision.

In both cases the procedures outlined in Welsh Government Guidance on Exclusion from schools and pupil referral units (Apr 2015) and The Independent School Standards (Wales) Regulations 2024 will be adhered to and recorded in the sanctions log.

(Appeals: Where an exclusion has been given, the parent/carers of the pupil have the right to make representation according to the school's Complaints Procedure, firstly on an informal basis and then in writing. If the parent/carers are not satisfied with the response to their complaint, provision will then be made for a hearing before a panel appointed by or on behalf of the Directors. Such a panel will consist of at least 3 people who were not directly involved in the matters detailed in the complaint. The panel will include one person who is independent of the management and running of the school. The parent/carer can attend and be accompanied to the hearing if they wish. Copies in writing of all findings and recommendations made by the panel will be provided to the complainant, Directors, and Headteacher).

Monitoring

Behaviour trends will be monitored on a weekly basis and appointments with parents/carers made to discuss any issues identified.

Reflection

We ensure that we provide regular opportunities for reflection in which students may consider issues that have happened throughout the week.

Pastoral Care

Pastoral Care is the responsibility of all staff. Efforts should be made to build up an understanding of and relationship with the student. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the student may be having.

All staff have the support of the Headteacher in matters of pastoral care.

Damage to property

Damage to property through misbehaviour, whether it be to the fabric of the building, or items such as books, will be reported to parents and where appropriate, a request for a contribution towards cost of repair or replacement.

This policy statement must be complied with by all staff to ensure conformity to current legislation and good practice. This policy statement will be continually evaluated and formally reviewed on an annual basis or in the event of any relevant changes in law.

The above statements are the agreed Policy that all staff employed in the school will adhere to at all times. Should you have any difficulty or problem in understanding the content of this policy, it is essential that you consult with the leadership team for clarification.

De-Escalation Procedure

Recognise signs of dysregulation



Initial response: Pace (Playfulness, Acceptance, Curiosity, Empathy)



Active Listening: WINE (I wonder, I imagine, I notice, Empathy)



Calming techniques: WINE, PACE, Mindfulness, Breathing Exercises, Movement break, Safe space, Emotional Available Adult, PANDA.



Use positive language: PACE and WINE



Set Boundaries: Explain reasoning for boundaries and how they keep students safe



Go to calm space: Cwtch, The Nest, or identified area for student.

Follow up support:
Calling parents or Emotionally Available Adult, if necessary
Social Stories
Zones of Regulation work with student
Language for Behaviour and Emotions
Other supportive interventions



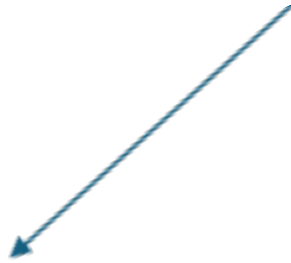
Documentation

Log any incidents as a Pastoral Note

Log serious incidents (if parents have to be informed or behaviours are serious)
via Incident Report

Behaviour Procedure

Follow TIS, PACE and WINE approaches

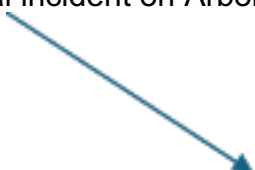


Consider ACEs

Give warning
Opportunity to reflect
(refer to de-escalation procedure)



If repeated behaviour, implement an appropriate sanction e.g. loss of privilege – record as behavioural incident on Arbor



If behaviour continues, remove from group
Opportunity to reflect



Send to headteacher
Opportunity to reflect
Log as incident form on
Sharepoint and contact
parent/carer

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