



HAPUSRWYDD ▪ HYDER ▪ LLWYDDIANT
HAPPINESS ▪ CONFIDENCE ▪ SUCCESS



Ffederasiwn Dyffryn Ceiriog

Ceiriog Valley Federation

Behaviour Policy

Approved by Governing Body on	Date: March 2026
Due for review on	Date: March 2028
Signed by Chair of Governing Body	

(Print name)	
--------------	--

Introduction

In order to achieve a caring, stable environment where the atmosphere is happy and hardworking, it is essential for us to adopt a clear, consistent code of conduct acceptable to each individual. A strong ethos of respect for all members of the school community, including respect for difference and diversity underpins our commitment to this policy.

Aims

At the Ceiriog Valley Federation, we actively promote:

- Positive relationships and a safe, secure, happy environment. Ensuring a safe, calm, predictable school environment in which all children can learn and reach their full potential.
- A consistent approach ensuring a sense of justice and equity.
- Encouraging children to support each other, moving forward as part of our Federation policy 'Happiness, Confidence, Success'.
- A positive, calm learning environment where all are expected to be considerate and respect each other; fostering a sense of mutual respect across the school community.
- Encourage independence and self-discipline to become a good citizen; understanding that it is important to demonstrate good behaviour both in and out of school.

Our Aims in conjunction with the New Curriculum for Wales:

- To create ambitious, capable learners who set themselves high standards and seek and enjoy challenge.
- To encourage pupils to value health and be confident and have the skills and knowledge to manage everyday life as independently as they can.
- Produce enterprising, creative contributors who think creatively to reframe and solve problems.
- To develop ethically informed citizens who show their commitment to the sustainability of the planet and are ready to be citizens of Wales who celebrate their own language and culture and also the wider world.
- To respect their needs and the rights of others, working collaboratively as a federation.

Stakeholder's Expectations and engagement with the policy

Staff

All adults at the Ceiriog Valley Federation have an important responsibility to model high standards of behaviour. Staff are responsible for:

- Creating a positive, caring and organised learning environment.
- Teaching the curriculum in an engaging way, differentiated to meet the needs of all children.
- Using clear language and promote high expectations of learning and behaviour.
- Promoting honesty and courtesy, through example.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Ensuring fair treatment for all, regardless of age, gender, race, ability and disability.
- Understanding various additional learning needs and trauma informed approaches. Staff will consider any trauma/ACE's and ensure they are mindful of these when responding to pupils.

The Headteacher supports staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher keeps records of all reported serious incidents of misbehaviour. High value is placed on everybody's right to learn without disruption.

Pupils

At the Ceiriog Valley Federation we expect each child to be well behaved, have respect for themselves, others and property.

Children at the Ceiriog Valley Federation are expected to:

- Remember, understand and follow the school rules.
- Be polite, considerate and respectful to others; speak nicely to all.
- Engage in their activities and not distract others.
- Look after their own personal belongings.

Any preventative measures will always be take into account the specific circumstances and requirements of the child concerned. All our staff have received training in adverse childhood experiences (ACEs) and trauma informed practice and understand how toxic stress and trauma in childhood can impact on a child's behaviour.

School Visits and Trips

Children are expected to represent the school in the best possible light. Members of the senior management reserve the right to refuse individuals from participating on trips and visits should

they deem that their behaviour could cause harm to either themselves or others, if they are a safeguarding concern.

Every effort is made to ensure inclusivity at the Ceiriog Valley Federation. Should we be concerned about a child whilst on a school visit, we endeavour to find a solution whether it be parents or extra members of staff accompanying us.

Parents / Guardians

At the Ceiriog Valley Federation we value the support of families and strive to develop excellent home-school partnerships which will support, extend and enhance each child's learning.

At the Ceiriog Valley Federation, parents are expected to:

- Talk about the Golden rules with their child if needed and adhere to this.
- Ensure their child attends school and is punctual.
- Be positive about school, learning and behaviour with the child.
- Ensure their child has the correct clothing / equipment needed, e.g. uniform, shoes, P.E kit, appropriate clothing for forest school sessions
- Share any problems / upset that may affect the child in school, for example, pet's death, parents separating, etc.
- Work positively with school, supporting any concerns regarding a child's learning or behaviour.

We place much value on developing supportive relationships. Regular discussions keep parents and school informed and help to maintain positive attitudes to learning and behaviour and we work with parents/guardians immediately if we have concerns about a child's welfare or behaviour.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out this policy. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Our School Rules

- Be Kind
- Be Positive
- Be Safe

These rules along with our golden rules are on display throughout the communal areas in the school and on display in each classroom. Children's attention is brought to these rules during the start of each term in assembly, and by class teachers as and when necessary.

Praising and Promoting Positive Behaviour

How Good Behaviour is Promoted at the Ceiriog Valley Federation:

- Whole school and class rules are established; rules are referred to, taught and modelled.
- Staff model a calm, appropriate tone of voice and show warm body language.
- Clear and consistent rewards and consequences established throughout the whole school, individual teachers also have 'special' rewards too.
- Good role models within the class are referred to; responsibility is promoted through various roles e.g. School Council, Eco-Committee, Criw Cymraeg, Wellbeing council.
- A broad, balanced, differentiated engaging curriculum is taught.
- Emotional literacy is taught through circle time, wellbeing sessions, amser arbennig, My Happy Mind and other activities.
- Support / advice from outside agencies e.g. ESW, Educational Psychologist, Noddfa, SALT.
- TAC (Team Achieving Change.)
 - Trauma informed approaches are used to support pupils

A variety of rewards and strategies are used, including:

- Verbal praise
- Stickers/stars, certificates star of the week.
- Pupils share work with peers/staff/headteacher

Class teachers may also have individual rewards in their classroom to reinforce and promote good behaviour.

Unacceptable Behaviour and Sanctions

Occasionally a range of sanctions may need to be used with some pupils.

The school councils at both schools have set up their own golden rules in regard to behaviours and consequences. Please see the attached documents.

Hierarchy of Consequences

All children are aware of the rewards and consequences which are clearly displayed in each classroom.

The school has a clear hierarchy of consequences when children choose to break the school rules. Staff will always aim to redirect behaviour, use non-verbal cues and use proximal praise to minimise any disruption, where this is not possible / not effective, a first warning will be given.

Step 1 - Child is given first warning.

Step 2 - Second warning is given.

Step 3 - Five minutes given to child to reflect. Possible time missed from play/withdrawal of some privileges.

Step 4 - Discussed with parents/note home. Time out with the headteacher. Withdrawal of privileges.

Step 5 - Meeting arranged with parents/teacher/headteacher. Non-participation in extra-curricular activities.

If a child repeatedly acts in a way that disrupts or upsets others:

- We understand that for various reasons some children will need additional support to reach our expected standard of behaviour. This support is always identified and put in place as soon as possible. We aim to anticipate likely triggers of challenging behaviour and put additional support in place to prevent these.
 - A Home School Partnership may be set up in order to improve the behaviour of the child. We hold regular review meetings with staff and parents to work out together a system of joint action which will best help the child.
 - A child may need to follow a Behaviour Management Programme to improve his/her behaviour. We assess the behaviour of a child by completing a Behaviour Checklist to identify the setting factors and triggers which may contribute to the pupil's misbehaviour. We might then seek the help of an Educational Psychologist to assess and monitor the child, and to help us with the planning and applying of strategies to improve his/her behaviour. An IBP would be written for the child based on the results of Behavioural Analysis. Joint planning between parents, teaching, support staff and other involved practitioners is important in tackling behavioural challenges. Pastoral Care plans, flexi timetables and separate playtimes may be included as part of the behaviour plan if we feel it is needed to ensure safety and wellbeing for all pupils. Parents will also be given the opportunity to come in and observe their child's behaviour in class.
 - Any preventative measures will always be taken into account the specific circumstances and requirements of the child concerned. All our staff have received training in adverse childhood experiences (ACEs) and trauma informed practice and understand how stress and trauma in childhood can impact on a child's behaviour.
- A Pastoral Support Programme may be implemented with the support of the Wrexham Behaviour Support Team, involving the child, school staff and parents .

We must state clearly here, that aggressive behaviour towards other children **or members of staff will not be tolerated**. The more serious sanctions at the Headteacher's disposal will be immediately evoked. Any disruptive behaviour which impacts on the health and wellbeing of pupils, staff or visitors to the school could result in exclusion in line with the Local Authority guidelines. The school has therefore adopted the Welsh Assembly Guidance on pupil exclusions – circular 081/2012. We refer to this guidance and the Local Authority guidelines in any decision to exclude a child from school. We will consult the

Education Support Manager from the Local Authority for specific guidance on suspension and permanent exclusion to ensure that these interventions are used appropriately and are the last resort.

Only the Headteacher (Deputy / Head of Site) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. When the Pupil Discipline and Exclusions committee meets for an appeal to an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Restorative Conversations (linked to Step 3-5)

To ensure effective learning and teaching can take place unacceptable behaviour will always be addressed. It is of the utmost importance that children understand that it is the behaviour which is unacceptable and not them.

Staff use 1-1 intervention to address unacceptable behaviour, as follows:

- 1) Gentle, calm approach (side on side, eye level or lower.)
- 2) State behaviour that was observed and which rule/expectation/routine has been broken.
- 3) Tell the child what the sanction is. Then immediately refer to previous good behaviour/learning e.g. "I remember when you..." or "Do you remember when you..?"
- 4) Walk away. Give child time to decide what to do next. If there are comments/protest, ignore but jot down if possible and follow up later when child is calmer.
- 5) Look around and catch someone / comment on someone who is following the rules.

After 1-1 intervention, **Restorative Conversations** may need to take place when the pupil is calm.

The adult who gave 1-1 intervention uses the following script:

- 1) What happened?
- 2) Who has been affected / who was there when you ..? / who was hurt?
- 3) How were they affected?

4) What needs to be done to make things right/better?

5) How can we do things differently in the future/next time?

This approach ensures each pupil takes responsibility for their own behaviour. The conversation ends on a positive note, with strategies for the pupil to use in the future to improve their behaviour. Discussions with the class teacher or Headteacher are always supportive and based on strategies to help each child and others in the class – difficulties with behaviour impact on a child's own learning and the wellbeing of others.

Repeated inappropriate and/or disruptive behaviour is viewed as a serious matter by the school. At this stage parents are invited to school to agree a Pastoral Support Plan (PSP) for the child. Continued serious misconduct may warrant temporary exclusion from school whereby a further meeting between the Headteacher and parents would be convened as a matter of urgency.

Emotional & Behavioural Additional Needs

- In the case of children identified as having emotional and / or behavioural additional needs, the school, acting in partnership with the parents and/or carers of the child concerned, will draw up individual action and pastoral plans. The plans will detail targets for an emotional / behaviour support and improvement programme. Trauma informed approaches are used to support pupils and ACE's.

Having emotional / behavioural additional needs does not exempt the child from sanctions for unacceptable behaviour.

Monitoring and Review

This policy will be considered a living document, and will be updated and reviewed as needed.

Coordination

Ultimate responsibility for the policy's implementation will rest with the Federation Governors/Head-teacher. However, all pupils, staff and parents have an active role to play in its evolution, developments and maintenance. The Health and Wellbeing co-ordinator's role will develop, raise awareness, support and work with colleagues to monitor and evaluate the area. Further in school training will be identified within the School Improvement Plan and the school performance management cycle. New staff will be introduced to the Good Behaviour Policy, as will new pupils via class teacher, specific sessions/assemblies etc...

Leadership and Management

Eleri Harper (governor) has a responsibility for Good Behaviour and is the first point of reference for this area on the Governing Body. The co-ordinator for behaviour is the Headteacher.

Equality and equal opportunities

All children will be dealt with fairly, praise and sanctions will be based on the behaviour, and on the child.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership.

Health and Safety

We adhere to the requirements and recommendations of the LA's Health and Safety Policy as well as the Federation Health and Safety Policy. Visitors who are invited in to help pupils have undergone CRB/DBS checks and have signed the volunteer's policy. Advice is taken from outside agencies. All visitors/helpers without checks are supervised at all times.

Duty of Care

All stakeholders at the Ceiriog Valley Federation have a duty of care to our pupils. All stakeholders work cooperatively in ensuring the child's needs are met. We endeavour to look ahead, anticipate what could possibly go wrong and take reasonable steps to prevent it. Our school leadership team monitor and analyse incidents of behaviour using our electronic My Concern / Brommcomm system. This enables the Headteacher and SLT to monitor and intervene by effectively identifying possible factors contributing to any patterns of behaviour and to ensure that our school provides appropriate support to those who need it.

