



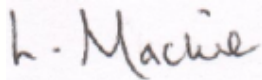
# Llangatwg Behaviour Policy

**Date Adopted: 16.09.2025**

**Review Date: Autumn Term Annually**

Signed: 

**David Williams, Chair Governing Body**



Signed: .....

**Lauren Mackie, Headteacher**

At Llangatwg Community School we believe everyone is different and unique. The learners and staff feel they are known as valued members of the school community and everyone is treated as an individual. The ethos of Llangatwg is a caring one, characterised by concern for others and self, and controlled by calm consistency.

Good behaviour at our school is considered to be a necessary condition in order for effective teaching and learning to take place. This is an important aspect of education which society in general rightly expects.

At Llangatwg Community School, we strive to create and sustain a positive, supportive and secure environment. An exciting, appropriate, challenging and well-planned curriculum is offered in the belief that the quality of its content, its delivery and its teaching methods are important influences on learner behaviour.

Where good standards of behaviour at school are concerned, we rely greatly on the attitude and support of parents/carers. The great majority of parents/carers take their responsibilities seriously in developing good standards of behaviour in their children. Llangatwg Community School we welcome open dialogue, and close liaison is encouraged with parents/carers and the wider community at all times. Our school is seen as a place that welcomes everybody.

## **Aims and Objectives**

### **Our Aims**

At Llangatwg Community School our aim is to promote good behaviour and foster positive attitudes so that all learners will be:

- [i] **Ambitious, capable learners** who are ready to learn throughout their lives
- [ii] **Enterprising, creative contributors** who are ready to play a full part in life and work
- [iii] **Ethical, informed citizens** who are ready to be citizens of Wales and the world
- [iv] **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society

This can be summed up in the ethos and expectations of:

Be Ready  
Be Respectful  
Be Safe

### **Our Objectives**

- [i] **A Consensus on Essential Values**  
All staff will have a consistent approach to maintaining good behaviour, via a shared value system, with senior staff members showing effective leadership and concern.
- [ii] **High Expectations**  
Teachers will expect every child to work to the best of his/her ability, ensuring that every child experiences success, and has the opportunity to take responsibility.
- [iii] **Challenging Teaching**  
Teaching staff at Llangatwg Community School recognise that expectations of themselves and of their learners are crucial in determining standards of behaviour. A stimulating environment, presentation, and range of materials, which fully engage the learner, will develop positive classroom attitudes. The curriculum, whilst meeting the demands of the 4 purposes, is always designed reflecting the need and interest of the learners.
- [iv] **Learners Actively Engaged in their Own Learning**  
Children will be actively involved in their own learning, and in the wider life of the school. They will be helped towards an understanding of the effects of their action, which should lead to an acceptance of responsibility for their behaviour.
- [v] **Parental/Carer Involvement**  
The school believes that clear messages must be given to learners when they first enter the school. We expect parents/carers to share responsibility for their child's behaviour and to support the school's Behaviour Policy. Parents/Carers will be informed of their

child's behaviour, as appropriate. Parents/Carers work in partnership with the school and good communication supports good conduct.

[vi] **Creating a Climate in Which Learners Feel Secure**

We believe that children learn best if they are confident in their ability to achieve; so a climate must be created in which a child feels secure and where self-esteem is allowed to develop. At Llangatwg, we believe it is important to discover the source of unwanted behaviour. If we are able to understand what is wrong, we may be able to change the behaviour and make some steps towards solving the child's problem.

**Managing Learner Behaviour**

**Encouraging Good Behaviour in Class**

Good behaviour in the classroom is associated with a number of influencing factors; lively and stimulating teaching; an environment which arouses curiosity and interest; work which is matched to learners' abilities, learners being involved in worthwhile activities and being encouraged to take some responsibility for their own learning. If all these factors are in place, learners will respond in a positive way.

[i] **Setting clear Standards of Behaviour**

Teachers set specific and positive standards of behaviour and routines for their classes following school philosophy and statements. Praise and encouragement is to be given when these are adhered to, and consequences applied when they are not. All classes will follow the school rules of being ready, respectful and safe. Consistency is essential if the current arrangements are to have any effect.

[ii] **Reinforcing the Positives**

Teachers reward the behaviour which is being encouraged. Praise needs to be specific, and rewards meaningful to the individual. Learners' achievements are recognised at individual, year and whole school level. Positive behaviours will be recorded on class charts to celebrate successes.

[iii] **Group/Class Discussion**

Teachers can use discussion times to talk about behaviour and share ideas with the children. Teachers should recognise the importance of a child understanding why behaviour needs to be changed. Alternative behaviour needs to be suggested and demonstrated. Children should be encouraged to recognise and value positive behaviour in others.

[iv] **Prompt Response**

Behaviour incidents are dealt with promptly and effectively, and negative behaviours are recorded on class charts.

[v] **External Agency Support**

When necessary effective liaison with external agencies supports work that the school does to engage all learners. Support plans may also be implemented in case where a learner is regularly displaying poor behaviour.

[vi] **Parental/Carer Involvement**

Relationships and communication with parents/carers is essential and effective in dealing with inappropriate behaviour. All staff communicate any necessary concerns. In addition, Year Leaders communicate improved performance and conduct. All staff report both positive and negative behaviours via the Class Charts app, which is available as a free download to all learners and parents/carers. Further information can be found in the school's induction pack.

## **Dealing with Unwanted Behaviour**

Discipline is a **collective responsibility** of everyone in the school and each member of staff benefits from a general improvement in attitudes, expectations and behaviour of learners. While this document identifies the roles of certain members of staff and standard procedures, every staff member must make a determined effort to ensure good discipline inside and outside the classroom. Posters promoting positive conduct are clearly visible around the school.

### **[i] Behaviour Incidents in Class**

Each individual teacher is responsible for maintaining positive behaviour within their classroom. Individuals have different styles of teaching, but the teachers must be in control/charge. Learners respect competence, fairness and genuine interest and are quick to detect their absence.

Each member of staff should refer to the school promoting positive conduct system and draw learners' attention to it. A copy of this should be displayed in a prominent position in each classroom.

Rewards and sanctions should relate to the relevant stage of the promoting positive conduct system, and a copy is included at the end of the policy.

Although the first responsibility for managing behaviour lies with the class teacher, the school's management structure provides support. Once all strategies at the classroom teacher's disposal have been implemented, the school's agreed system on managing behaviour must be implemented.

On the rare occasion when a learner's behaviour is so extreme that immediate help is required the Paratoi system should be used. Paratoi (prepare to learn) is a system whereby learners are removed from the classroom for a given period of time, in order to support the overall positive behaviour within the classroom.

### **[ii] Behaviour Incidents Out of Class**

**Each member of staff should support in the positive behaviour of learners** where this is necessary in out-of-class situations arising in and around the school, e.g. movement in corridors, excessive noise, disorderly conduct, loitering.

**Where more serious incidents arise**, e.g. truancy, vandalism, smoking/vaping, fighting or defiance arising, members of staff should take what immediate steps are possible to counter the incident, establish the identity of the learner[s] and record via Class Charts.

**Prevention is better than cure** and staff are required to be on duty on time to undertake their responsibilities, to ensure the smooth, efficient and safe running of the school at all times.

**School Uniform.** The maintenance of the necessary standard of school uniform and general appearance is firstly the concern of the form tutors. Learners who fail to conform after reasonable requests should be brought to the notice of their Year Leader.

## **[ii] Behaviour outside school**

Learners' behaviour outside school on school business, e.g. on school trips, away school sports fixtures or work experience placements is subject to the school's behaviour policy.

Poor behaviour in these circumstances will be dealt with as if it had taken place in school.

For behaviour outside school, but not on school business, the headteacher may exclude a learner if there is a clear link between that behaviour and maintaining good behaviour and discipline among the learner body as a whole. This will be a matter of judgement for the headteacher.

Learners' behaviour in the immediate vicinity of the school or on a journey to or from school can, for example, be grounds for exclusion.

The School will act reasonably both in relation to expectations of learners' behaviour and in relation to any measures determined for regulating behaviour by learners when off the school site and not under the control or charge of a member of staff. The school will decide what to take into account in deciding whether or not a sanction in a particular case is reasonable.

## **Monitoring**

- The designated member of the school's senior management team for pastoral reports termly to the Community Governors Sub Committee on learner behaviour and exclusions.
- Fortnightly Wellbeing and Support Panel (WASP) meetings take place for each year group, including key senior staff, year leader and assistant year leader, as well as other key staff required for support / intervention for learners to be identified.
- Monthly Senior Pastoral Team Meetings allow both formal and informal review of learner behaviour.
- A range of data relating to behaviour is analysed to inform planning and reviews. Data also forms the basis for all WASP meetings.

## **Links to other policies**

- Anti Bullying Policy
- Race Equality Policy
- No Smoking Policy
- Attendance and Punctuality Policy
- Health and Wellbeing Policy

- Exclusion Policy

## **Review**

The policy is reviewed annually after evaluation. At the start of each term, the promoting positive conduct system is discussed with all staff to set a positive ethos and term for the new term.

New members of staff complete a full induction processing, including ensuring full knowledge and understanding of the promotive positive conduct system.

## **Exclusion Policy**

### **Introduction**

The following framework for exclusion has been agreed to ensure that the specific guidelines outlined in **the 1997 Education Act** are followed and that there is a consistent approach within the Authority and the school itself.

The school will have regard to the Welsh Government guidance regarding the exclusion of learners from schools and learner referral units.<sup>1</sup>

### **Types of Exclusion**

An exclusion occurs when a learner is sent home from school and an accompanying formal letter of exclusion is sent to the parent/guardian. There are different types of exclusion as follows:-

**Fixed Term Exclusions:** a learner may be excluded for up to 45 days in any school year, after which time the learner would be permanently excluded. In line **with the County guidelines**, it is likely that fixed term exclusions will be several days in the first instance, with longer fixed exclusions only used on further occasions when exclusion is necessary.

**Permanent Exclusion:** This would mean that the learner will no longer be able to attend the school, but would be subject to the appeals process. This is a last resort for the school after all the available support has been used and exhausted.

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<sup>1</sup> under the Education Act 2002, headteachers, teachers in charge of a PRU, governing bodies, LAs and independent appeal panels must by law have regard to the Welsh Government guidance "Exclusion from schools and referral units" Guidance document no: 081/2012. Date of issue September 2012. **Note** - There is a strong expectation that the guidance will be followed unless there is good reason to depart from it. The guidance is not exhaustive and judgements will need to take account of the circumstances of individual cases

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:

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

### **Procedures for Exclusion**

- Only the Headteacher may exclude or, in his absence, the Deputy Headteacher.
- No learner should be sent home during a school session unless there has been contact with parents/carers and their consent obtained. This includes lunchtimes.
- All formal exclusions must be accompanied by an official exclusion letter, which is available in the school office.
- Copies of all exclusion letters should be made available to the Headteacher for the school records, the Deputy Headteacher and a copy sent to the LEA.
- Parents/Guardians will be contacted by telephone to inform them of the exclusion and to negotiate a time when a full discussion can take place. The formal exclusion will also include the time of the appointment and a return date for the learner if appropriate.
- The outcomes of all meetings will be recorded and kept on file.
- If the exclusion is for more than two days, the school will ensure that work is set for the learner and will arrange for it to be marked as appropriate.

### **Guidelines for Exclusions**

Exclusions are seen to be a last resort when all other support available has been used as effectively as possible, but has made little significant improvement to overall behaviour.

#### **Exclusions may be considered when:**

- Learners assault others or cause them personal distress through physical or emotional bullying.
- Learners are openly defiant or engage in serious actual or threatening violence against a member of staff.
- Learners repeatedly disrupt lessons or the work of others.

- Learners repeatedly fail to adhere to the school's agreed code of conduct.
- Learners fight on the school premises or on the way to and from school.
- Behaviour outside school - see "Behaviour outside school" pages 6/7 above

This list is not exhaustive, but indicates the type of behaviour which may result in exclusion.

Learners may be asked to sign a Contract of Good Behaviour on their return to school to emphasise the need for them to improve their general attitude and conduct. This is seen as supportive and only highlights the expectations of all learners in the school.

When learners return to school after an exclusion, in some cases they may be asked to appear, with their parents, before a sub-committee of the School Governors.

When a learner first attends school after an exclusion, the Year Leader will monitor the learner to ensure that a successful reintegration takes place after suitable discussions have taken place with the parent/guardian.