



**TAFF BARGOED
LEARNING PARTNERSHIP**
'Learning and Growing Together'

Behaviour Policy

Introduction

Within the Taff Bargoed Learning Partnership, our behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure; and is able to learn and reach their full potential. The welfare of all Pupils is paramount.

Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with respect.

We treat all children fairly and apply this behaviour policy in a consistent way, whilst bearing in mind the needs of individuals. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unwanted behaviours. This behaviour policy applies to pupils at school or taking part in any school organised or school related activity off the school site.

At our school all pupils are encouraged to develop a respect for themselves, others and for the diversity of others within society. This is done via a range of different methods, with a strong focus being placed on promoting the need for rights and responsibilities. We also endeavour to address this throughout the curriculum. The Staff in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

Our approach is grounded in relational strategies and restorative practice, promoting consistency, kindness, and the repair of harm. We do not operate a hierarchy of behaviour but believe that all staff have a responsibility to secure and deal with behaviours that they encounter at school.

This policy aims to:

- Promote high standards of behaviour and a safe learning environment.
- Ensure consistency in behaviour responses across the school.
- Support pupils in developing self-regulation, respect, and responsibility.
- Uphold statutory duties, including safeguarding and equality obligations.

Aims and Expectations

Within the Taff Bargoed Learning Partnership, we aim to create an environment that actively encourages and fosters desirable behaviour rather than adopting isolated practices to deal with problems. Within this context the recognition and reinforcement of positive behaviours is paramount.

We believe in:

- **Consistency**, not severity
- **Kindness**, not compliance
- **Connection before correction**

Our core values:

- **Respect** – for self, others, and the environment
- **Responsibility** – for choices, words, and actions
- **Kindness** – in relationships and interactions
- **Aspiration** – to be the best we can be, every day

Our principles:

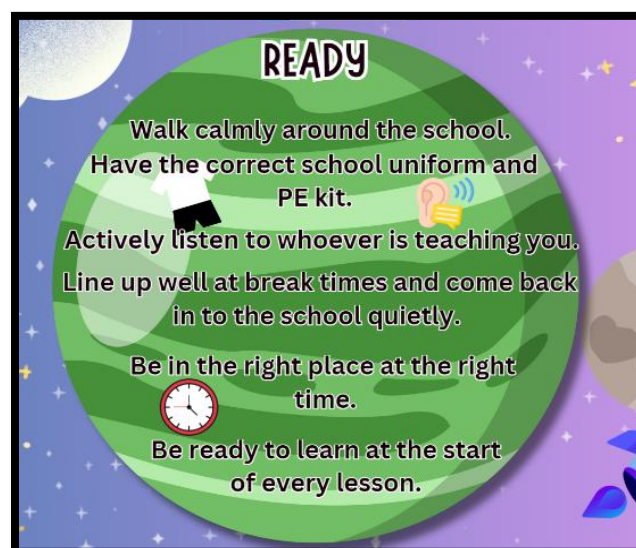
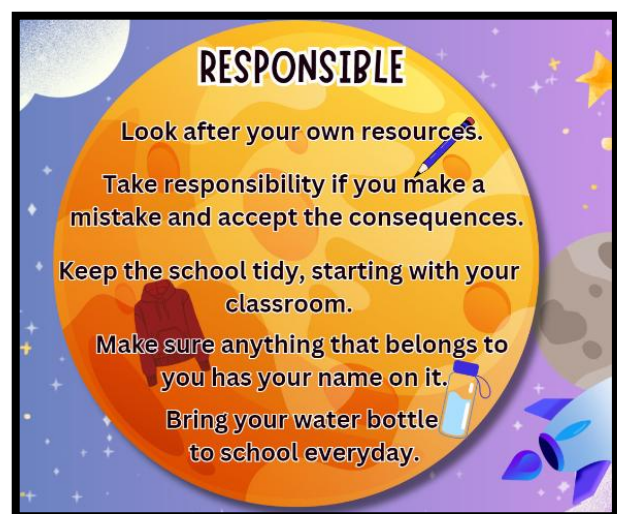
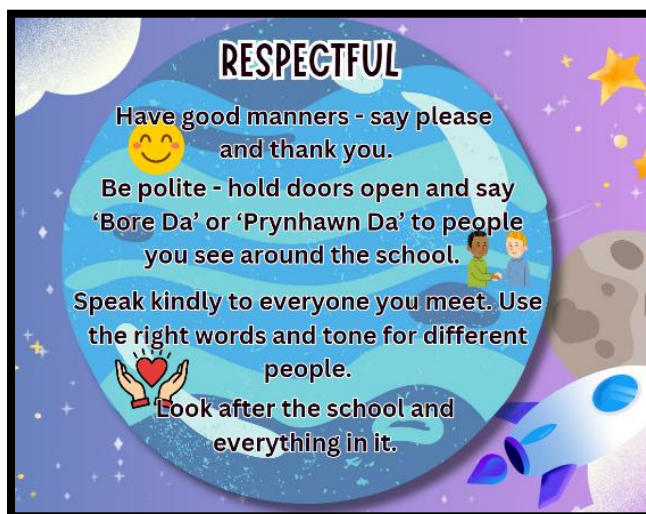
- **Relational practice:** Staff build positive, trusting relationships with pupils.

- **Restorative approach:** Conflict is resolved through dialogue, empathy, and accountability.
- **Consistency:** Clear routines and expectations are upheld by all staff.
- **Recognition:** Positive behaviour and effort are celebrated.
- **Emotion coaching:** Staff support pupils in understanding and regulating emotions.

Whole School Rules – The 3 R's

As a school we recognise that, whilst individual classes will develop their own routines with Pupils, it is also important to have a whole school consistent approach to expectations of behaviour. Within the school we use the 3 R's:

- **Respect:-** being kind to others, property and ourselves
- **Responsible:-** making choices that support a positive learning environment
- **Ready to Learn:-** Engaging in learning through appropriate actions and attitudes.



Staff Behaviour

Within our school we understand that our Staff are role models and are key to establishing an ethos where positive behaviour is at the core of all we do. At our school, staff are expected to:-

- Model calm, respectful behaviour.
- Use non-confrontational language.
- Follow predictable routines.
- Use positive framing and gentle correction.

- Avoid public shaming or humiliation.
- Focus on restoring relationships, not punishment.
- Prioritise recognition over extrinsic rewards.

Promoting Positive Behaviour

Within our school we utilise a number of different ways to ensure that positive behaviour is promoted right across our school communities. Positive behaviour is promoted at our school through:

- Consistent routines and expectations.
- Explicit teaching of behaviour expectations.
- Recognition strategies:
 - Verbal praise and specific feedback
 - Class Recognition boards
 - Notes home
 - Positive phone calls
 - Class rewards for collective effort
 - Celebration Assemblies
- Leadership and responsibility roles for pupils

As a school we emphasise intrinsic motivation over external rewards.

Responding to Unwanted Behaviour

We recognise that there can be times during the school days where individual pupils may demonstrate unwanted behaviours that are not in keeping with school expectations. As a school we take a consistent approach to dealing with behaviour.

Low-Level Behaviour

For situations involving low-level behaviour incidents, staff respond with calm consistency:

1. Reminders – Reinforce expectations.
2. Warning – Private clarification of choices and consequences.
3. Time-in/Reflection – Opportunity to regulate and re-engage. A time-in is a positive child-guidance strategy where a caregiver stays with a child who is having strong emotions or displaying unwanted behaviour to help them calm down and regulate their feelings. In contrast to the time-out method, a time-in focuses on connection rather than isolation, offering comfort and support to help the child feel understood and secure. This approach validates the child's emotions and provides a safe space for learning to manage feelings and develop coping skills, with the goal of fostering better communication and a strong adult-child bond.

Serious / Persistent Behaviour

For situations involving serious or persistent behaviour, staff use the following strategies where behaviour is: -

- Addressed through restorative processes.
- Pupils reflect, repair, and restore relationships.
- Parents/carers are informed and involved.
- Privileges may be withdrawn if behaviour persists.

Restorative Practice

As a school we identify that a key part in dealing with unwanted behaviour involves restorative practice to support both the instigator of the behaviour and those impacted by it. When dealing with pupils involved, staff adopt a restorative approach and utilise the following scaffolded questions to support:-

1. What happened?
2. What were you thinking and feeling at the time?
3. How did this make people feel?
4. Who has been affected and how?

5. What needs to be done to put it right?
6. How can we do things differently in the future?

This process may take place immediately after the event, or could even be once a child is in a position to talk about and reflect on the behaviour. However, the staff member involved will always be part of the process.

Supporting Individual Needs

We know that behaviour is something that some individuals will struggle with given a range of different factors and circumstances. We recognise that some pupils require additional support in managing behaviour and the school works closely with parents and pupils to support this. Provision for these pupils may include:-

- Emotion coaching and regulation strategies
- Pastoral or nurture support
- Mentoring and key adult relationships
- Individual behaviour plans
- Collaboration with families and external agencies

Exclusions

Exclusions are never a first resort and are only used in the most extreme cases. We do not wish to exclude any child from school, but sometimes this may be necessary. Exclusions are used for the following:

- in response to serious breaches to the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner, staff or other learners in the school.
- where physical, actual, serious or threatened violence against another learner or a member of staff has taken place

The school follows LA and Welsh Government guidance when issuing exclusions.

- Only the Headteacher has the power to exclude a child from school.
- If the Headteacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- Upon return to school, a meeting will be organised with the Parents of the child involved in order to look at how the child can be supported moving forward.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that class charter, developed by Pupils in each class, is followed. Class teachers have high expectations of children in terms of behaviour, and they strive to ensure all children work to the best of their ability. The teacher treats all children in their class with empathy and understanding; and all members of staff receive training and updates. We aim to tackle disruptive behaviour by examining the causes and finding solutions, rather than the use of an immediate punishment.

The Role of the Head Teacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting the expected standards of behaviour, and by supporting the staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and in school. We explain the school ethos to parents in the school prospectus, and we expect parents to read and support this. We expect parents to support their child's learning, and to co-operate with the school, as set out in home school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately should serious concerns arise.

Strong partnerships develop reciprocal trust and we hope that parents will support the actions of the school in dealing with behaviour incidents. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and/or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

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

Monitoring

The head teacher and senior management team are to monitor the effectiveness of this policy on a regular basis. The governing body is kept aware of the implementation of the policy and of any changes made, should these become necessary.