Cefn Saeson Comprehensive School

Ysgol Gyfun Cefn Saeson

Relationship & Behaviour Policy

2025-26

Headteacher	Miss C Jones
Chair of Governors	Mr S John
Date of Review	Autumn 2026

CULTURE FOR LEARNING

Behaviour Management

Cefn Saeson is a trauma responsive school. The way we approach behaviour management is a fundamental element of our core values. As a school we are committed to developing our pupils to become the best that they can be, prepared for lifelong learning. Our aim is to ensure that *all* make meaningful progression in learning and thrive and flourish. Each and every child matters.

EACH – "I matter" – "I will be Ethical, Ambitious, Creative and Healthy".

We pride ourselves on our caring, nurturing and engaging environment, in which every child can thrive, feel safe and achieve. We believe that through identifying the barriers to learning, providing an exciting, creative and relevant curriculum that considers the whole child, providing the necessary support for children to achieve and develop, and forming positive relationships, all children will reach their true potential.

We are committed to ensuring that our school develops a Trauma Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity/Trauma on long term mental and physical health and the protective factors that minimise the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

One of the Key Drivers for our curriculum is Wellbeing - Children being physically and mentally healthy so they have the strength to be successful and happy, is a key element in our curriculum intent. We aim to ensure that children have the knowledge, learning attributes, understanding, skills and confidence to make healthy decisions and choices in the future, as throughout their lives our children may face difficult challenges.

Whole School Approach

This policy supports the creation of a culture that promotes excellent behaviour, and when implemented effectively and consistently, creates a positive behaviour culture in which all students are encouraged to reflect the values of the school.

All our staff have undertaken whole school training, provided by the NPT Inclusion Team. Every adult has the skills and understanding to respond appropriately to the relational needs our children may display. We do not operate a 'one size fits all' approach to pupil behaviour. We have high expectations of behaviour for all, and rigorous support is offered to those having difficulty meeting our expectations. We adopt a person-centred approach.

We have identified emotionally available adults who have undertaken further training on trauma and mental health to support children who are identified as requiring additional support. This support may be offered in 1:1 session, in class or in small groups.
Our trauma responsive ethos is facilitated by the approach of adults, with staff maintaining a calm approach, focusing on depersonalising all behaviours. Restorative conversations are used to engage in dialogue with children, focusing on what rules were broken, who was affected by their behaviour and what can be done differently in future.

It is vital that all students see that there are a wide range of rewards for working and behaving well, and for being positive members of the school community. It should be noted that research has consistently shown that the rewards that students value beyond all others are genuine teacher praise and recognition.

Class charts will be the primary vehicle for recording pupil achievements and displays of negative attitudes to learning. The entering of this data on class charts does not in itself resolve the issue but it does communicate issues and ensure that there is a graduated approach to modifying challenging behaviour.

Aims of policy

It is important to remember that the many of our students go through school life avoiding any sanctions. Students respond to positive acknowledgement and this achievement system:

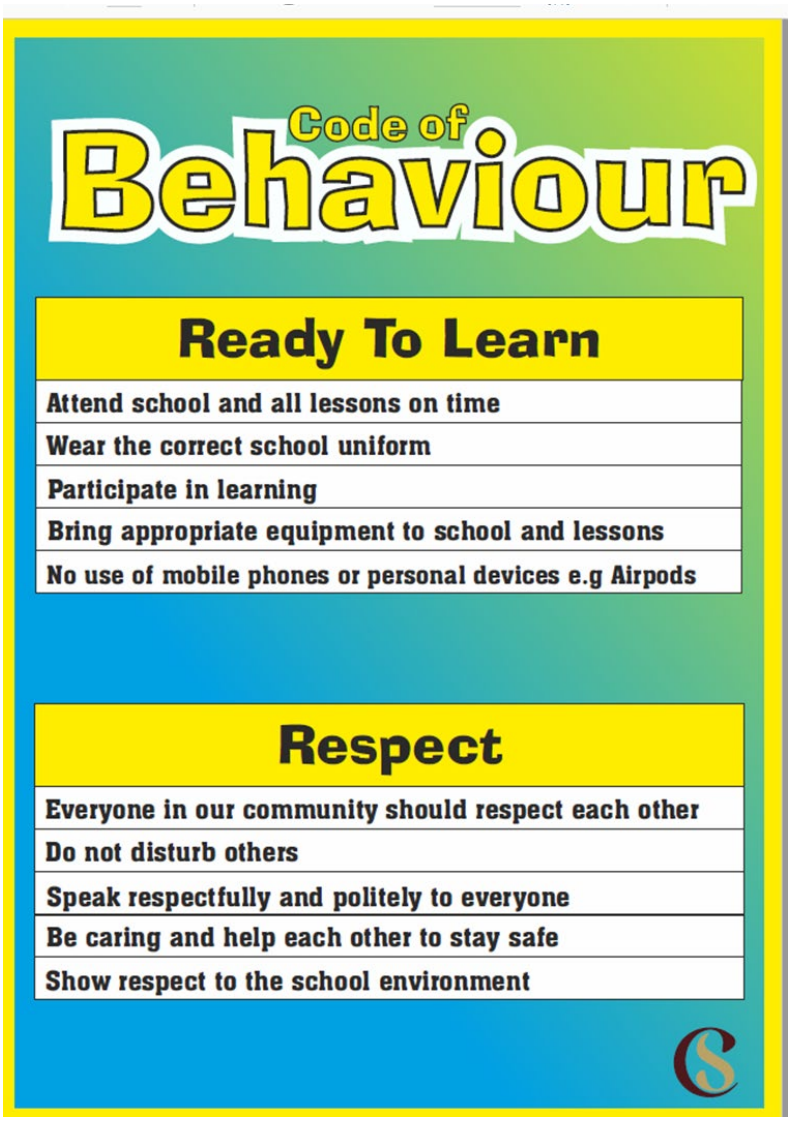
- Is inclusive, credible and motivational
- Recognises and rewards genuine effort and attainment
- Promotes positive behaviour across all aspects of the school.

It is essential that every member of staff records both behavioural issues and achievements for ALL students. There can be no positive impact with students if achievements are not recorded as readily as behavioural issues. Achievements will be recorded on class charts. This must be done daily by ALL staff if it is to be inclusive and fair.

For any policy to make an impact there needs to be clear and shared expectations of all involved. What follows below are these expectations. These shared expectations will support all students as they will benefit from a consistent approach. The Headship team have a clear role in supporting all Middle Leaders where the referral system is used fairly and systematically.

READY TO LEARN & RESPECT Behaviour Code

Cefn Saeson has 2 overarching principles that should be consistently embedded, followed and referred to by staff and pupils. All other rules fit under the umbrella of these overall principles and behaviour code:



Roles & Responsibilities

All Staff & Teachers

All staff have an important role in developing a calm and safe environment for students by establishing clear boundaries of acceptable student behaviour.

- All staff must uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed.
- All staff must challenge students to meet the school expectations as outlined in the READY TO LEARN and RESPECT Behaviour Code and maintain the boundaries of acceptable conduct.
- All staff must communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students.
- Staff must consider the impact of their own behaviour on the school culture and how that can uphold the school rules and expectations.
- Stand in the corridor during lesson transitions in order to offer a presence in the area. Positively and verbally reinforce the corridor expectations i.e. walk on the left and follow the arrows.

Head of Department (HOD)

- Highly visible, routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Ensure that all staff in the school/area understand the behavioural expectations and the importance of maintaining them.
- Ensure all new staff are inducted clearly into the school's behaviour culture to ensure they understand the rules, routines and how best to support students.
- Stand in the corridor during lesson transitions in order to offer a presence in the area. Positively and verbally reinforce the corridor expectations i.e. walk on the left and follow the arrows.
- Monitor class charts behaviour log on a daily basis and identify patterns of achievement and behaviour via 'behaviour by subject report'
- Support individual staff that experience difficulties with particular groups through a range of strategies; peer observation, contact home, changing of class, joint planning, discussion with Head of Year (HOY)
- Ensure that all members of the department employ positive behaviour management strategies
- Monitor classes in area when not teaching or when staff are absent.
- Ensure that individual teachers receive feedback regarding any incident that has occurred
- Take a lead role in communicating and celebrating student success e.g. phone call, postcard Social media
- Ensure that appropriate cover work is left by any member of the department

Head of Year (HOY)

- Ensure that form tutors are consistent in implementing common routines during registration.
- Identify potential 'hot-spots' across the year group and support staff across the school
- Be vigilant around the school in order to regularly monitor student attitudes to learning.
- Monitor class charts entries on a daily basis to ensure you strategically address identified areas
- Ensure that staff receive feedback, in person if possible, about incidents and outcomes
- Liaise with parents at the earliest opportunity to discuss progress of children (positive & causes for concern)
- Ensure all form tutors employ positive behaviour management strategies
- Ensure that individual teachers receive feedback regarding any incident that has occurred
- Take a lead role in communicating and celebrating student success e.g. phone call, postcards, social media.

The role of students

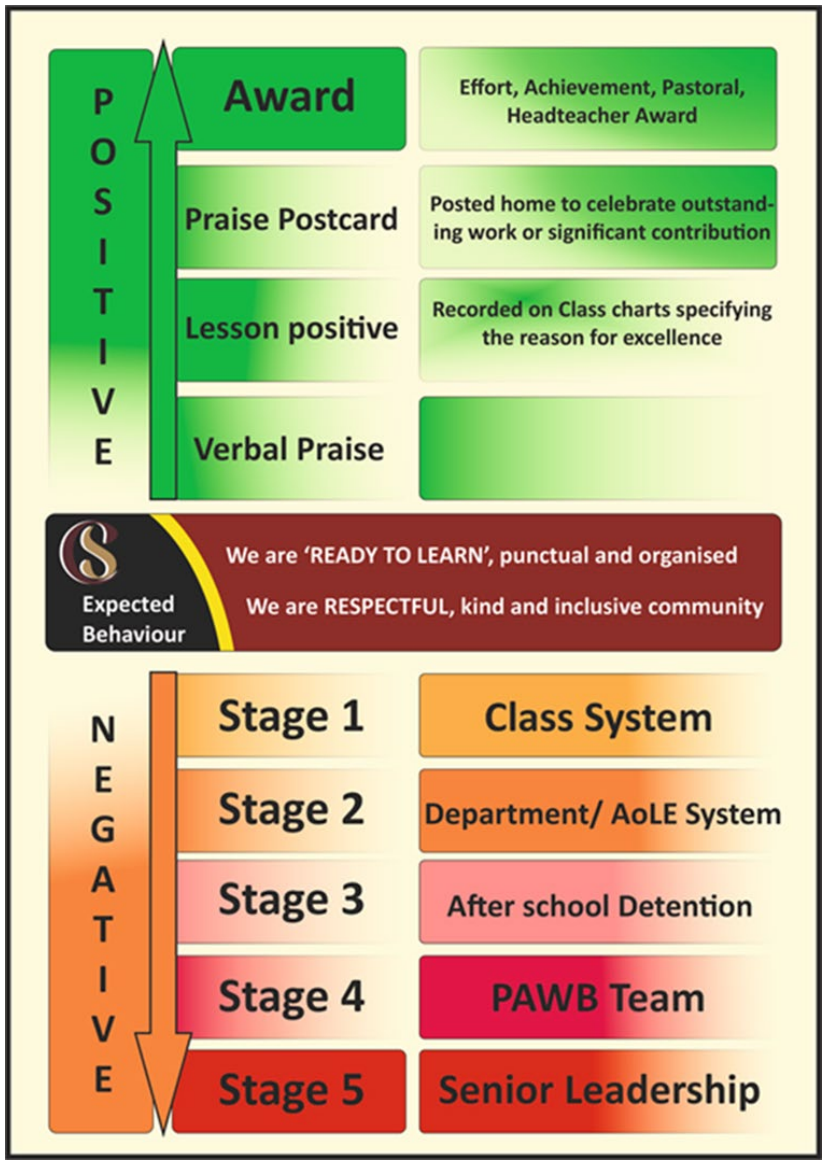
- All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- Every student must be regularly made aware of the school behaviour standards, expectations, pastoral support and consequence processes.
- All students have a responsibility to follow the school values for success and uphold these in all that they do, and contribute positively to the school culture.
- All students will have regular opportunities to provide feedback on their experience of behaviour on the school's behaviour culture. This will support the evaluation, improvement and implementation of the achievement and sanction policy.
- All students will be supported to achieve the highest standards possible, including an induction process that familiarises them with the school behaviour culture

The role of parents/carers

- Parents/carers are crucial in helping us to develop and maintain good behaviour.
- To support us in our work, parents/carers need to understand the school's policies that support us in maintaining good order e.g. mobile phone policy, anti-bullying policy, uniform policy.
- To support us in our work, parents/carers should reinforce the policy at home, as appropriate.
- To support us in our work, parents/carers should raise any concerns directly with the school.
- To support us in our work, parents/carers should reinforce the message that the whole school approach is designed to work for the most, not the few.
- To support us in our work, parents/carers should keep themselves updated about their child's behaviour, by using the class charts app so that they can celebrate the successes of their child.

Responding To Behaviour

Maintaining a positive culture requires constant work. All members of staff need to positively reinforce the READY TO LEARN & RESPECT behaviour code. Using positive recognition and rewards provides an opportunity for everyone to reinforce the school's culture and EACH ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations and norms of the READY TO LEARN & RESPECT behaviour code. Throughout the day, the members of staff should maximise all opportunities to positively reinforce the values for success.

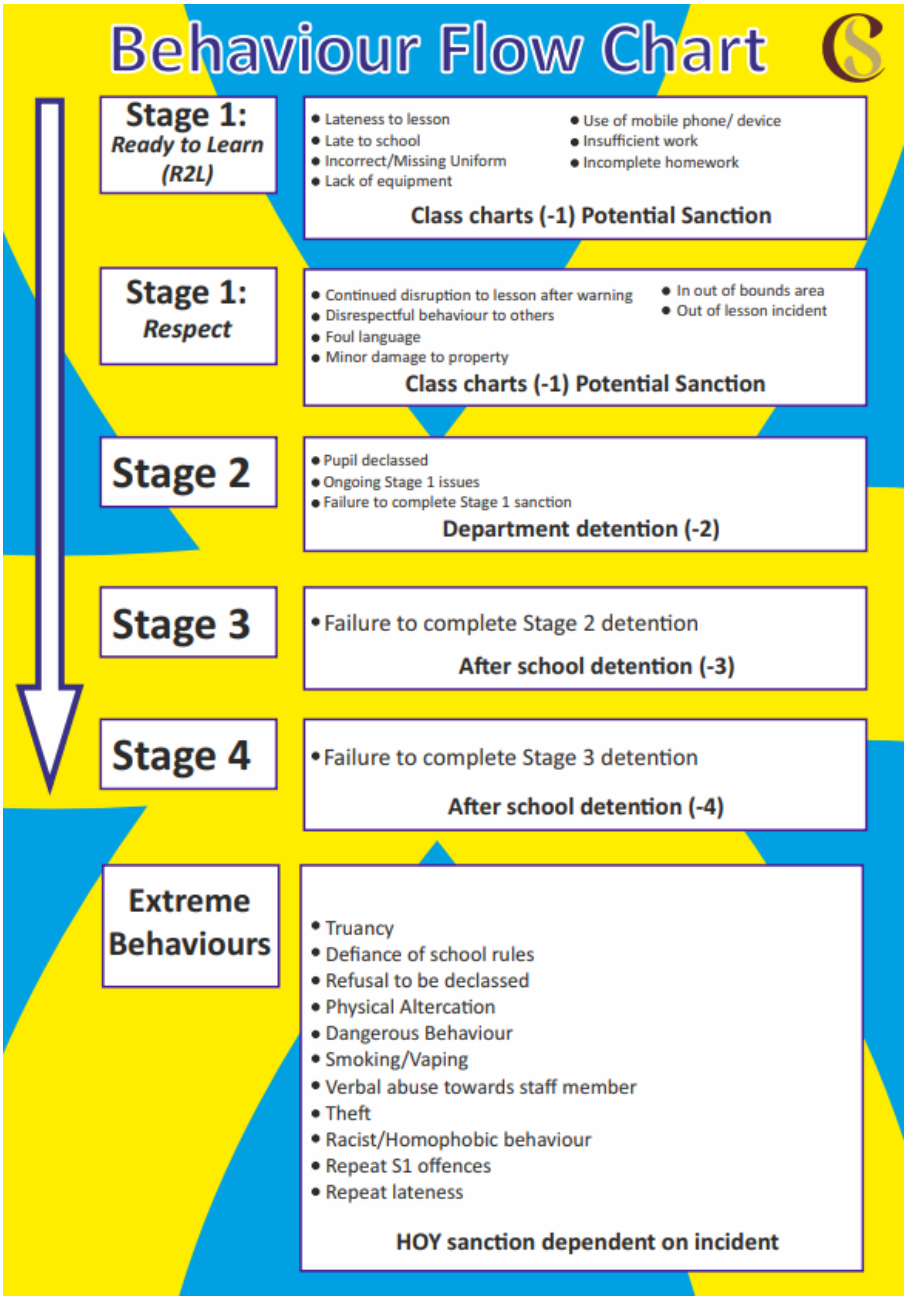


Responding to misbehaviour

When a member of staff is aware of misbehaviour, they should respond predictably, promptly, and assertively. The priority should be to ensure the safety of students and staff to restore a calm environment. All staff across the school are expected to respond in a consistent, fair and, proportionate manner so that students know with certainty that misbehaviour will always be addressed. All members of staff must record any misbehaviour to class charts, so that this reinforces the school ethos and expectations.

When dealing with misbehaviour, all members of staff should take account of any contributing factors. For example, if the student has additional learning needs follow the strategies outlined on the IEP/IDP or pastoral plan; if the student has mental health needs or experiencing significant challenges at home. The aims of any response should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn, thrive and be the best that they can be. To support all members of staff in this work, the graduated response must be followed. It is designed to 'de-escalate' a situation and ensure all staff remain objective in dealing with the situation.

Graduated Response when dealing with misbehaviour



It is essential that every member of staff uses class charts to record when students demonstrate the Cefn Saeson READY TO LEARN & RESPECT Behaviour code, both positively and negatively. There can be no positive impact with students if achievements are not recorded as readily as behaviour issues.

When dealing with more serious or complex incidents, students should be given the opportunity to write a statement. This is to provide students with a voice and to ensure that a full picture is gleaned so that decisions on next steps, including sanctions, are supported by evidence and viewpoints.

Expectations of the Form Tutor

The form tutor is an integral part in the induction and development process of each student during their time at Cefn Saeson School. The form tutor will be directed by the Head of Year in terms of specific activities that should take place, however, the following checklist are non-negotiables that secure consistency across the school;

- ✓ Ensure that all learning routines are followed
- ✓ Ensure that students are wearing the correct school uniform
- ✓ Ensure that students have the correct equipment
- ✓ 'Attendance Tuesdays' - Monitor pupil attendance

Check-ins are used sensitively to support student wellbeing. Prioritise support for vulnerable students. Record and monitor progress/wellbeing using available data recorded on class charts.

Preventing recurrence of misbehaviour

The school will adopt a range of initial interventions to help students to manage their behaviour and to reduce the likelihood of more severe sanctions such as exclusion or permanent exclusion. The school will track and monitor class charts to identify any students who are persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from the previous patterns of behaviour.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. In order to keep children safe in education, school staff may need to make alternative arrangements for sanctions in a very few cases, where the school believes an alternative arrangement would be more effective for a particular student, based on the knowledge of that student's personal circumstances. Furthermore, where the student has Additional Learning Needs, that has affected their behaviour, staff will need to consider what the law requires, and whether or not the student's ALN has contributed to the misbehaviour, and if so, is it appropriate and lawful to sanction the student. In considering this, the member of staff should discuss this with the ALNCo/Senior Leader who will consider the Equality Act to ascertain whether the student was unable to act differently at this time as a result of their ALN. In addition to this, staff should consider whether any reasonable adjustments need to be made to the sanction in response to any disability that student may have.

Supporting students following a sanction

Following the issuing of a sanction, the member of staff needs to help the students to understand how to improve their behaviour and meet the behaviour expectations of the school. These may include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include apologising to the relevant person, if appropriate.
- A phone call with parents/carers
- Inquiries into the student's conduct with staff involved in teaching, support or supervising the student in school
- Inquiries into circumstances outside of school, including home, conducted by the HOY, PAWB or DSP
- Considering whether the support for behaviour management being provided remains appropriate
- Designated staff supporting through targeted interventions to support the wellbeing and mental health of the student.

Monitoring student behaviour through the use of 'report cards'

Whenever a pupil is 'on report', their parent/carer must be informed and the report information should be communicated to the parent/carer via the member of staff responsible for this report for example Punctuality Report, Behaviour Report (Triggered on 20 Behaviour points), Pastoral Support Plan etc.

Round Robins

When the Head of Year or a Head of Department is concerned about a student, a 'round robin' can be initiated to monitor their work/attitude to learning/homework. (The round robin is a report format that allows all teaching staff to write a brief report on the pupil.) These are accessed and completed via provision maps.

Meetings to discuss students causing concern - WASP

When a student is causing concern in more than one pastoral/academic area, a meeting may be called to discuss and agree joint strategies e.g. internal exclusion, pastoral, class teachers. WASP meetings will be held every two weeks and attended by ALNCO, DOP, PAWO, EWO, CAMHS, HOY.

Referring staff will be invited to discuss specific concerns related to the department. In extreme cases, where support from school has been exhausted without positive impact, it may be pertinent to get a Pastoral Support Plan (PSP) completed. This will ensure that all avenues of help available are utilised.

PSP – reduced timetables

The only pupils on a PSP are those on reduced timetables and out of school – these need to be reviewed every six weeks

Those pupils receiving in school support will need a Pastoral ILP/ALP support record completed

These plans need to be completed with parents (can be over the phone). The support we are putting in place should be included and targets for improvement.

A RTT/ PSP is only a short term solution and there must be tight time frames and monitoring built into this strategy. The Headteacher/ Deputy Headteacher/Assistant Headteacher must authorise all PSPs.

Detentions

Detention forms an integral part of the school's achievement and sanction policy. Under Section 550B of the Education Act 1996 (added by Section 5 of the 1997 Act) schools have legal backing to detain pupils after a school session on disciplinary grounds. Schools do not, in fact, need the permission of parents to do this, although parents must be given 24 hours' notice of the school's intent to do so. This will be done in the form of a phone call or text message home.

'All schools have the legal authority to detain pupils on disciplinary grounds, after the end of the school session, without the consent of the parent/guardian.' (National Assembly Circular 2004)

School staff should not issue an after-school sanction, where there is any reasonable concern that doing so would compromise a student's safety. When ensuring that a detention outside of school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at increased risk;
- Whether the student has known caring responsibilities;
- Whether the detention timing conflicts with a medical appointment;
- Whether suitable travel arrangements can be made by the parent/carer for the student.

Declassing

Once a class teacher has exhausted all available strategies in the lesson, it may be necessary to place a student in another teachers classroom. This does not require the on-call staff to be notified. The student can be declassed to a neighbouring classroom, with another teacher who may or may not be from the same AoLE/Department. This must be logged by the classroom teacher via class charts.

On Call

Members of the senior leadership and PAWB patrol the corridors throughout the day, visiting classrooms to monitor the climate and to observe standards. Removal from the classroom, by the on-call duty staff should be considered a serious sanction. It should only used when necessary and once other behavioural strategies in the classroom have been attempted, unless behaviour is so extreme as to warrant immediate removal. Removal should be used for the following reasons:

a) To maintain the safety of all students and to restore stability following an unreasonably high level of disruption;

b) To enable disruptive students to be taken to a place where education can be continued in a managed environment, and

c) To all the student to regain calm in a safe space.

If a teacher requires the 'on call' duty member of staff then this is requested via reception. On call will arrive at the lesson/area and assist in resolving any conflict. The on-call member of staff will make an informed decision on what needs to happen in order to make the situation better:

- Restorative discussion with student/teacher and remain in lesson.
- On call removes the student and places with HOD/ Aole Lead
- On call houses the student in PAWB
- On call houses the student with a senior member of staff.

Internal Exclusion - (PIC) Pupil Inclusion Centre

An internal exclusion is issued for: persistent low-level disruption that ultimately affects the learning of the pupil and others; for failing to comply with the sanctions a pupil has been set, normally failing to comply a detention; or for more serious incidents.

The pupil will attend the internal provision of the PIC Pupil Inclusion Centre on an allocated day. This will give the pupil the opportunity to demonstrate to the school they can do their work set, which is appropriate to their ability, comply with the school rules and work without causing low-level disruption. **Successful completion** of a PIC Day will give us confidence that the pupil can rejoin their normal lessons without causing disruption. There may be a need to adjust the provision for pupils with Additional Learning Needs. This will be done through liaison between the ALNCo and the family. Also, if there is a need to change the day of the sanction, this can be negotiated between the HoY,/Pastoral Leader and the Parent/ Carer.

For clarity, it is important to point out that the PIC sanction is a significant sanction and is an essential part of our Behaviour Policy that parents/cares and pupils agree with as part of agreeing to be a pupil in this school. As such is not optional for any pupil, and they or their parents/carers are not allowed to refuse a PIC sanction. If a pupil does not attend on the day of their PIC sanction, then they will attend the PIC the next day they attend school.

The expectations of the PIC sanction and rules will be explained to students at the start of the PIC Day by a Pastoral Leader. If pupil fails to comply with the rules and expectations of

the PIC Sanction, then they will be required to repeat part or **all** of the day. In extreme cases the pupil will be sent home for a fixed term exclusion and be required to start the PIC sanction again on their return to school.

It is important for pupils receiving a PIC sanction to realise that school rules and expectations apply to all pupils including them. The PIC Day sanction is a serious sanction and one that they must **successfully complete**. They cannot talk their way out of it or refuse it. It is part of being a pupil in Cefn Saeson School. If a pupil does not like the PIC Day sanction, then our advice is to comply, **successfully complete** the PIC Day, reflect on why you were there, your choices, and the disruption that you caused and **don't do it again.**

External Exclusions

It is important to develop a consistent approach to discipline in general but to exclusions in particular. Loss of school time should provide a real punishment for the offence and a deterrent against future wrongdoing. It should therefore be accompanied by a suitable amount of work to be done during the exclusion period – this is co-ordinated by the HOY. Exclusion are in line with WG guidance document 'Exclusion from schools and pupil referral unit' no. 255/2019.

Permanent Exclusions

A decision to permanently exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences, following a wide range of other strategies which have may include a final warning by the Governors, Disciplinary Panel. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These include:

a) serious actual or threatened violence against another pupil or a member of staff;

b) sexual abuse or assault;

c) supplying an illegal drug;

d) carrying an offensive weapon.

Behaviour outside school

Schools have the power to sanction students for misbehaviour outside of the school premises to such an extent that is reasonable. Conduct outside the school premises, that a student might be sanctioned for include misbehaviour include the following, but not exhaustive of:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil in at the school;
- That could have repercussions for the orderly running of the school;

- That poses a threat to another student; or
- That could adversely affect the reputation of the school.

The decision to sanction a student will be lawful if it is made on the school premises or elsewhere at a time when the student is under the control or change of a member of staff of the school. Poor behaviour in the above circumstances should be dealt with as if it had taken place in school.

Managed moves

If, as a school, it is felt that a student's behaviour can no longer be managed by the school then a managed move can be arranged. This is done in collaboration with the Local Authority and another school – all parties should be in agreement. The school adheres to agreed processes that apply to all schools across NPT.

The use of physical intervention

There are circumstances, when it is appropriate for staff in schools to use physical intervention to safeguard students. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. 'Reasonable' in these circumstances means using 'no more force than is needed'.

School staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. Please refer to the physical intervention policy.

Specific Behaviours

- It is the responsibility of all staff to challenge incidences of all inappropriate language and behaviour between students.
- Cefn Saeson does not tolerate any form of discriminatory or sexualised behaviour towards any member of the school community.
- All members of staff are required to respond assertively to such behaviour as this is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.
- All members of staff must ensure that any such language and/or behaviour is not treated as 'banter', an inevitable fact of life or part of growing up. All members of staff must advocate for the highest standards of conduct between all members of the community; demonstrating and modelling manners, courtesy, and dignified/respectful relationships.
- All incidences of discriminatory and inappropriate sexual behaviour must be reported to the learning leader who will then liaise with the relevant members of staff including DSP and RSL, who will ensure that this is followed through in line with other associated policies including anti-bullying and child protection safeguarding.

Monitoring and Evaluating School Behaviour

Cefn Saeson has an effective system for data capture, including all aspects of the behaviour culture. In order for it to be effective, teachers, middle leaders and senior leaders must monitor it and analyse it objectively. This is outlined in the school's monitoring and evaluation cycle and in doing so, assists with reporting on behaviour culture clearly and accurately. The school collects data from a range of sources, including:

- Behaviour incident data, including the removal from the classroom;
- Attendance, permanent and fixed term exclusion data
- Use of PSPs and Managed Moves
- Anonymous surveys for staff, students and governors on their perceptions and experience of the school behaviour culture.

Leaders and staff need to analyse data with an objective lens and from multiple perspectives; at a school level, class level, group level, student level. Leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support

Adopted by Chair of Governors on 11th November 2025
Chair of Governors Mr S. John