

Cefn Saeson Comprehensive School

Ysgol Gyfun Cefn Saeson

Positive Behaviour & Relationship Policy



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<u>Chair of Governors</u>	Mr S John

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1. Introduction

At Cefn Saeson Comprehensive School, we aim to create a safe, inclusive and supportive environment where all Students can thrive personally, socially and academically. We believe that this foundation will enable each individual to achieve their best

The primary purpose of this policy is to:

- Promote positive behaviour that supports learning and personal development.
- Ensure a consistent approach to managing behaviour.
- Foster respect, responsibility, and resilience.
- Prevent exclusions through early intervention and restorative practices.
- Comply with the Welsh Government's Exclusions Code, ensuring that exclusions are only used as a last resort and are proportionate and fair.

2. Equality Statement

Cefn Saeson is committed and passionate about ensuring that all learners, staff and visitors feel included and represented. The protected characteristics are kept in mind when it comes to supporting students and also in responding to incidents of behaviour. This is supported and reinforced by the Equality Act 2010.

These include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including ethnicity, colour, and nationality)
- Religion or belief
- Sex (gender)
- Sexual orientation

The school follows the Neath Port Talbot reporting and recording procedures where matters arise in relation to the protected characteristics.

3. Roles and Responsibilities

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, contributing positively to the school culture.
- All students will have regular opportunities to provide feedback on their experience of behaviour through in person learner voice sessions and surveys. Their voices will be used to support whole school improvements.
- All students will be supported to achieve the highest standards possible, including an induction process that familiarises them with the school behaviour culture and expectations.

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.

All Staff & Teachers

All staff have an important role in developing a calm and safe environment for students by establishing consistent routines and 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
- Record positive and negative behaviour points on Class Charts to ensure that Students are rewarded and sanctioned proportionally and appropriately.

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.
- Monitor class charts behaviour log on a daily basis and identify patterns of achievement and behaviour via 'behaviour by subject report'
- Support individual department staff that experience difficulties with particular groups through a range of strategies; peer observation, contact home, joint planning, discussion with Head of Year (HOY), discussions with HoY/KS Lead/SLT
- 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
- Explore and engage in developing research on Student emotions and behaviour, feeding in to continuous whole school developments

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
- Monitor Student attendance
- Follow the pastoral programme to support Student's holistic education
- 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

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 that individual Students and areas are addressed

- Lead aspects of the Performance Intervention Meetings for their year group, helping early identification and intervention.
- 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
- Take a lead role in communicating and celebrating student success e.g. phone call, postcards, social media.
- Seek and uptake opportunities to involve external stakeholders in developing key messages to Students about positive and healthy behaviours, for life and for learning.

Additional Learning Needs Coordinator (ALNCo)

- Promote an inclusive approach to behaviour, ensuring that learners' Additional Learning Needs (ALN) are appropriately considered within the school's behaviour systems and expectations.
- Advise staff on the relationship between ALN and behaviour, including where behaviour may indicate an unmet learning, communication, sensory, emotional or social need.
- Support the identification and implementation of reasonable adjustments and appropriate strategies to help learners with ALN understand expectations, regulate their behaviour and engage positively in learning.
- Work collaboratively with pastoral and behaviour staff to review persistent or significant behavioural concerns, ensuring that relevant ALN, IDP and Additional Learning Provision (ALP) are considered.
- Monitor and review the effectiveness of ALN provision and interventions, liaising with learners, parents/carers and relevant external agencies where appropriate.
- Provide strategic advice and staff training on ALN and behaviour, while recognising that day-to-day behaviour management remains the responsibility of all staff in accordance with the school's Behaviour Policy.

Key Stage Leads/Senior Leaders

- Refine, embed and maintain expectations for Positive Behaviour for Learning across year groups
- Promote positive Behaviour for Learning through an effective rewards system
- Lead input into academic meetings that record the progress of each Student in relevant year groups and contribute to making decisions around next steps in education of Students
- Liaise with pastoral and curriculum staff to support purposeful and cohort specific interventions, to help Students make the progress they are capable of
- Support Heads of Year to develop clear and purposeful Form Tutor pastoral programmes for Students
- Liaise with the Designated Safeguarding Leads and PSE Curriculum Lead to ensure that education themes support positive Student behaviour
- Communicate behaviour trends and patterns to all staff and help to lead on strategies, advice on training (in consultation with the Senior Leadership Team)
- Engage in research and collaborate with other settings/stakeholders to bring about improved pastoral
- To make best use of learner, parent/carers, staff and community voice to ensure provision is as effective as possible.
- To oversee and monitor the standard of communication with parents regarding pastoral and disciplinary matters
- To ensure smooth transition between year groups, through effective communications and collaborations

Governing Body

- Governors will work with school leaders to promote a positive, inclusive and restorative culture where Students can thrive, feel safe, demonstrate respect for others and achieve their full potential
- Regularly review the school's behaviour policy and ensure it reflects Welsh Government guidance and the school's values
- The Governing Body will ensure that the policy is communicated to Students and parents, is non-discriminatory and that the expectations of the school are clear.
- Regularly review other associated school policies that support positive Student behaviour (e.g. Mobile Phone Policy and Anti-Bullying Policy).
- Monitor the impact and effectiveness of the behaviour policy through data and reports on behaviour incidents, exclusions, attendance, bullying and Student wellbeing.
- Governors will support the school in maintaining high standards of behaviour.

- Ensure behaviour systems are consistent with the school's safeguarding responsibilities and equality duties
- Establish a committee to consider exclusions where required by legislation and Welsh Government guidance.
- Ensure exclusion procedures are lawful, fair and follow Welsh Government guidance.
- Consider reports on exclusion patterns and challenge leaders where particular groups of Students are disproportionately affected.

4. Positive Behaviour for Learning

4.1 Code of Conduct

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

Code of Behaviour

Ready To Learn

- Attend school and all lessons on time**
- Wear the correct school uniform**
- Participate in learning**
- Bring appropriate equipment to school and lessons**
- No use of mobile phones or personal devices e.g Airpods**

Respect

- Everyone in our community should respect each other**
- Do not disturb others**
- Speak respectfully and politely to everyone**
- Be caring and help each other to stay safe**
- Show respect to the school environment**



4.2 In-Class Behaviour

All teachers are leaders of their classrooms and are expected to focus on the following, to ensure inclusive, respectful and orderly learning environments:

- Embedded routines for entry and exit
- Emphasis on positive relationships
- High expectations for learning
- Reinforcement of Students being 'ready to learn'
- Use of the in-class staged approaches

Individual Lessons/One Off

Student behaviour must support a productive learning environment. Each teacher will respond to undesirable behaviour using the '4Rs', supporting consistency for all. Student behaviours will be recorded on Class Charts by the teacher, to ensure there is an accurate and prompt school record.



‘Refocus’

Students must endeavour to not reach this first stage through positive, respectful and orderly lesson conduct. Whereby a Student disrupts learning, does not commit to their lesson work or demonstrates limited respect, the teacher will use the word ‘refocus’ to signal the need for prompt improvement. The teacher may embed a restorative conversation at this point and this will be dependent on the concern.

‘Reseat’ (Reflect)

If a Student continues to disrupt learning and/or does not commit to their learning, the teacher will move them to another seat/group/place within the classroom. This is an escalation but a supportive tool to give the Student another signal and reminder to improve their personal conduct within the classroom. The teacher may embed a restorative conversation at this point and this will be dependent on the concern.

‘Remove’

If the ‘refocus’ and ‘reseat’ signals have not resulted in improved behaviour, the teacher will call ‘On-Call’/Tyfu. The ‘On-Call’ staff member will receive a handover from the teacher who will explain the behaviours presented by the Student and the Student will be escorted to Tyfu (base) or an alternative space within the school. The specialist On-Call/Tyfu staff will consult at an agreed and appropriate time with the teacher to determine proportionate sanctions and the restorative (‘restore’) approach for the Student.

‘Restore’

The ‘restore’ aspect of the staged approaches is fundamental to helping Students learn from their choices. All staff are undertaking training in restorative approaches, to guide learners through questions that bring about their empathy, understanding and ownership. Restorative approaches may be coupled with sanctions, proportionate for the behaviours demonstrated.

Through the use of restorative approaches, Students will learn that their behaviours either add or take away from the school community. Where they display behaviours that fall short of standards and expectations, they will learn to ‘put it right’ with a supportive framework and guidance from trained staff.

This may include but is not limited to:

- Well worded and articulate apologies to peers/staff
- Restorative conversations
- Restorative circles
- Giving up lunch time or personal time to help with a classroom project or display
- School service
- Community service
- Helping other Students with similar complexities/difficulties/experiences

All staff will model restorative approaches themselves and will also display humility to make improvements in their approaches, where necessary.

High Level Disruptive Behaviour

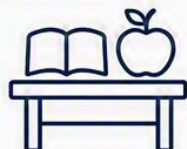
On any occasion where a student displays behaviour that is unsafe, discriminatory or highly disrespectful, a teacher may initiate the staged approach at Stage 3 – ‘Remove’. It is imperative that the classroom environment is conducive to Student learning and wellbeing.

Persistent Disruptive Behaviour

If any Student displays persistent disruptive behaviour over a series of lessons, coordination between key staff will enable a staged response to monitor improvements and review support. These stages are demonstrated within the Report Card System. A teacher will be responsible for referring to their Head of Department and the stages will follow:

OUR REPORT CARD SYSTEM

Positive behaviour, shared responsibility, strong support.



WHITE
(SUBJECT)

WHITE – SUBJECT

For persistent disruption/not meeting classroom expectations. Managed by classroom teacher with support of HoD.



GREEN
(HEAD OF YEAR)

GREEN – HEAD OF YEAR

For persistent disruption across more than one subject or higher level incidents. Reviewed daily by Form Tutor and weekly by HoY.



AMBER
(KEY STAGE LEAD)

AMBER – KEY STAGE LEAD

For ongoing persistent behaviours. KS Lead will monitor improvements alongside HoY.



RED
(SENIOR LEADERSHIP TEAM)

RED – SENIOR LEADERSHIP TEAM

For continuous disruptive behaviours despite interventions through the other stages. A Senior Leader will monitor improvements alongside HoY/KS Lead.



Each report card is an opportunity to reflect, restore and rebuild.
TOGETHER, WE CAN MAKE POSITIVE CHOICES EVERY DAY.

Support will be reviewed at each stage and collaboration will take place with parents/carers.



4.3 Out of Class Behaviour

The READY TO LEARN and RESPECT behaviour code is to be followed by Students outside of the classroom/lesson environment. This includes all times of the day and at all times when Students are wearing their school uniform (e.g. in the community and on trips/visits).

Examples of out of class behavioural expectations are below:

- Show respect for the school environment, facilities and resources
- Dress in line with the school Uniform Policy and in a way that demonstrates pride and standards
- Conduct themselves respectfully and safely during all break periods and transitions between lessons
- Queue sensibly and respectfully
- Ensure that areas are left clean and tidy (i.e. no left litter or waste)
- Follow the instructions of duty staff
- Demonstrate the school values and positive behaviours during all fixtures, trips, visits and interactions with visitors/stakeholders
- Always represent the school to the highest standard, supporting its reputation

Where any incidents take place out of class, staff will intervene and respond as is necessary to ensure that all Students and staff are safe within the school environment. Incidents will be referred to the HoY and/or Senior Leadership Team for investigation and response, in line with the stages in this policy.

5. Recognition and Rewards

All staff will place emphasis on praise, positive language and recognition of Students through day-to-day routines and opportunities. This includes:

1. All staff are expected to praise and reward good behaviour, effort and attendance/punctuality.
2. Recognition and celebration of Student achievements (inside and outside of school) should be done as frequently as possible.
3. Assemblies, school bulletins/letters and official school social media should be used as platforms to celebrate Students' achievements.
4. Students are rewarded/recognised by the following;
 - Verbal praise, in a variety of contexts (e.g. on an individual or class basis)
 - Collective or individual praise in assemblies (e.g. good behaviour during an off-site School visit)
 - Written, verbal or telephone communication home

- Praise postcards or notes sent home
- Stamp, stickers, comments in books
- Displaying Students work
- Recognition boards
- The earning/obtaining of 'Merits' on Class Charts.
- Rewards trips and enrichment experiences
- Headteacher's certificate/letter/ celebration event

6. Sanctions

Although rewards are central to the encouragement of positive behaviour, there is a clear need for sanctions to ensure that the school environment can feel secure, stable and safe for all.

Having a framework to register disapproval and a need for reflection is key for educating our young people towards healthier decision making, both in the short-term and for their lifelong learning.

The Sanction Pathway will be applied and staff will consult on the stages. Each incident will be investigated as thoroughly as possible and decisions will be made that reflect the severity of the behaviours demonstrated.

POSITIVE BEHAVIOUR FOR LEARNING PATHWAY

REFOCUS • REFLECT • RESTORE • REBUILD



STAGE 1 PUPIL DECLASSED / THRESHOLD REACHED

Pupil has been declassified or has reached a threshold within class requiring follow-up.



STAGE 2 TEACHER DETENTION

Teacher-led detention issued.



STAGE 3 HEAD OF DEPARTMENT DETENTION

This stage will take place if the pupil has failed to complete the Stage 2 Teacher Detention.



STAGE 4 AFTER SCHOOL DETENTION

This stage will take place if the pupil has failed to complete the Stage 3 Head of Department Detention.



EXTREME BEHAVIOURS

Determined by Head of Year (in consultation with SLT)

- Truancy
- Defiance of school rules
- Refusal to engage in sanctions
- Physical altercation
- Racist or homophobic language/behaviour
- Theft
- Smoking, vaping or substance misuse
- Dangerous behaviour
- Verbal or physical abuse towards staff
- Repeated behaviours from lower stages
- Repeated lateness



CHARACTER



STRIVE



STAND TOGETHER

Every challenge is an opportunity to refocus, reflect, restore and rebuild.

TOGETHER, WE CAN MAKE POSITIVE CHOICES EVERY DAY.

Exclusions

Persistent behaviours and/or extreme behaviours may result in a student being sanctioned with a fixed-term or permanent exclusion.

Exclusions will be used as a last resort, and the school will consider all relevant information when determining this sanction escalation. Only the Headteacher or Deputy Headteacher, acting in place of the Headteacher, may sanction an exclusion.

The school will communicate with parents/carers as much as is practically possible throughout the exclusion process.

Before any exclusion is decided:

- The school will hold a thorough investigation into the incident(s), gathering evidence and speaking to all involved
- The student will be given an opportunity to explain their side of the story
- Parents or guardians will be informed and consulted about the situation
- Alternative strategies, such as restorative practices, will be explored to avoid exclusion where possible.

Fixed-Term Exclusion

Following any fixed-term exclusion, a student cannot be readmitted in to the school without a readmission meeting taking place, or without the formal dialogue and agreed expectations. Formal readmission conditions will be set and the student will be expected to adhere to these, showing improvements in their behaviours.

The process will be used as an opportunity to review support and consider alternative strategies between home and school. During any period of exclusion, the school will also ensure that appropriate subject work is set for the student, and that teacher feedback is provided.

Permanent Exclusion

A decision to permanently exclude a student 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 Student or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon.

Managed Moves

If a student's behaviour is not able to be managed by the school any longer then a managed move can be arranged. This is done in collaboration with the Local Authority and another school and all parties should be in agreement. The school adheres to agreed processes that apply to all schools across Neath Port Talbot.

Pastoral Support Plans

Students with exceptional circumstances only may be placed on a Pastoral Support Plan (reduced timetable). This must be used as a last case resort, to help a student reintegrate fully and/or to give time for strategies to be developed, often requiring additional external advice from a range of professionals. A PSP must be reviewed every six weeks and must be used as a short-term approach to education only.

A PSP is determined at the discretion of the Headteacher and designated Senior Leaders (Deputy Headteacher/Assistant Headteacher). If approved, the PSP must be completed with the parents/carers, with agreed targets for improvement.

The school follows the Neath Port Talbot procedure for PSPs and may consult on individual Student cases.

7. Intervention Approaches

Data recording, tracking and monitoring

Cefn Saeson has an effective system for data capture, to ensure that patterns of behaviour and wider Student/school needs can be comprehensively understood.

The school collects data from a range of sources, including:

- Behaviour incident data, including removal from the classroom;
- Attendance, permanent and fixed term exclusion data
- Professional discussions from Performance Intervention Meetings
- Pastoral Support Plans and Managed Moves
- Anonymous surveys for staff, students, parents/carers and governors on their perceptions and experience of the school behaviour culture.

Leaders and staff analyse data with an objective lens and from multiple perspectives; at a school level, class level, group level and Student level. Leaders should pose questions to

identify possible factors contributing to the behaviour, system challenges or any limitations on providing appropriate support for learners.

Tyfu

Tyfu (Grow) is an established centre for internal exclusions within the school within which Students will be encouraged to refocus, reflect and restore. Students will be referred here following on from incidents, following the staged approaches.

The staff that lead Tyfu are specialists in trauma-informed and restorative approaches. In Tyfu, emphasis is placed upon Students understanding the impact of their behaviours on themselves and others. The staff engage with developing research to ensure that the frameworks and strategies applied effectively promote positive and improved behaviour for learning.

The Tyfu and pastoral team (Heads of Year) collaborate to identify suitable interventions, which may involve external stakeholders and/or a range of communications with parents/carers.

A Student may be placed in Tyfu during an investigation period, to ensure safeguarding of all and/or immediate reflection. The ultimate period of time spent in Tyfu will be determined following investigation.

As well as committing to restorative practice, Students will also be set school work to complete and make progress is. They will receive support and guidance in doing so and are expected to show improved positive commitment throughout this sanction/reflection period.

Improved responses from any individual Student in Tyfu will determine reintegration in to lessons, showing that they can rejoin lessons without causing disruption to their own learning or the learning of others.

It is important to note that time in Tyfu is a significant sanction and is an essential part of our school behaviour policy. As such is not optional for any Student. If a student does not attend Tyfu as requested, the school will consider a repeat day or escalation to exclusion. It is of the utmost importance that parents/carers collaborate with the school to help individual Students learn through the reflection framework, maximising improved future choices.

Multi-Agency Collaboration

Cefn Saeson Comprehensive School prides itself on sustaining and developing multi-agency collaboration. By consulting with and liaising with external stakeholders, such as the school nurse team, the school police liaison, the Local Authority Educational Welfare Officer, the School Based Counselling Service, Careers Wales and many others, the school can provide best support for learners.

Such collaboration supports the holistic development of Students and can aid the key messages that are delivered to them throughout their educational journey.

Half-termly/Termly Performance Intervention Meetings amongst key school staff ensure that each Students full behaviour, attendance and learning profile is reviewed, to ensure that 'no learner is left behind'.

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.

The school follows the Neath Port Talbot procedure for recording and reviewing incidents that involve any physical intervention.

8. 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.

9. Additional Learning Needs (ALN)

The school recognises that some learners with Additional Learning Needs (ALN) may experience difficulties that affect their communication, emotional regulation, social interaction, sensory processing or ability to access learning.

Behaviour may, in some circumstances, be an expression of an unmet or ALN. The school will therefore seek to understand the underlying needs and barriers to learning when responding to behaviour concerns.

The school will:

- Ensure that ALN is considered when reviewing patterns of behaviour, particularly where behaviour is persistent, unusual or represents a significant change from the learner's usual presentation.
- Ensure that relevant reasonable adjustments, strategies and Additional Learning Provision (ALP) identified through a learner's Individual Development Plan (IDP) are considered and implemented where appropriate.
- Work collaboratively with the ALNCo, pastoral staff, teaching staff, learners and parents/carers to identify appropriate strategies and support positive behaviour.
- Recognise that ALN does not remove a learner's responsibility to meet the school's behaviour expectations. However, responses and consequences will take account of the learner's individual needs and any reasonable adjustments that are required.
- Use a supportive, preventative and restorative approach wherever appropriate, with the aim of developing learners' independence, emotional regulation, positive relationships and engagement with learning.
- Where behavioural difficulties persist, review the effectiveness of existing support and provision and, where appropriate, seek advice from the ALNCo or relevant external professionals.

All staff have a responsibility to understand and implement appropriate strategies for learners with ALN. The ALNCo will provide advice and strategic oversight to ensure that the school's behaviour approaches remain inclusive and that ALN-related needs are appropriately considered.

Appendices



CLASS CHARTS BEHAVIOUR POINTS


ClassCharts

At Cefn Saeson, we recognise and celebrate positive behaviour and address negative behaviour fairly and consistently.

WHAT IS CLASS CHARTS?



Class Charts is our online system used to record positive and negative behaviours in real time.

USED BY STAFF



Teachers and all staff will use Class Charts to record behaviour points consistently across the school.

PARENT ACCESS



Parents/Carers can monitor their child's behaviour, rewards and sanctions in real time via the Class Charts app.

CHARACTER Personal Standards			STRIVE Academic Standards			STAND TOGETHER Behaviour that Shapes our Culture					
POSITIVE		NEGATIVE		POSITIVE		NEGATIVE		POSITIVE		NEGATIVE	
Successful uniform/equipment check	1	Incorrect uniform (including jewellery)	1	Positive attitude to learning (ATL)	1	Poor attitude to learning (ATL)	1	Supports others	1	Disruptive behaviour	1
Acts as a positive role model	1	Lack of equipment	1	Takes pride in learning	1	Lack of pride in learning / missing books	1	Acts of kindness	1	Disrespectful behaviour	1
Represents the school positively	1	Out-of-lesson incident	1	Homework / coursework completed	1	Homework / coursework incomplete	1	Respect shown to staff	1	Disrespect for school environment	1
Displays resilience	1	Use of inappropriate language	1	Uses feedback to improve learning	1	Low effort	1	Respect shown to pupils	1	Use of a mobile phone	3
100% attendance	1	Lateness to school/lesson	1	Going above and beyond	1	Defiance	1	Collaboration	1	Truancy	3
				Represents the school in extra-curricular activities	1					De-classed	3
										Refusal	3
										Physical altercation	4
										Tyfu	5

POSITIVE POINTS



Celebrate achievement and positive choices. Build confidence and encourage others.

NEGATIVE POINTS



Help address poor choices and restore positive behaviour. Sanctions are applied fairly and consistently.

CHECK REGULARLY



Students and parents should check Class Charts regularly to stay informed and take responsibility.

SUPPORT TOGETHER



We work in partnership with parents/carers to support every child to succeed.


CHARACTER

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STRIVE

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STAND TOGETHER

Together, we build a culture of respect, responsibility and resilience.
TOGETHER, WE CAN MAKE POSITIVE CHOICES EVERY DAY.