



CS08 – Behaviour

Last Review Date	June 2025	Next Review Date	November 2026
Leader of Policy Review	Headteacher, Deputy Headteacher		
Associated Policies	Additional Needs, Challenging Bullying, Assessment, Child Protection, Conduct on School Buses, Substance Misuse, Examinations, Exclusions, Home School Partnership,		

Our mission statement:

Working together to provide excellent learning experiences

Our school aims:

- ☐ To **support** students to become ambitious, capable learners through a culture of high expectations
- ☐ To **empower** students to become ethical, informed citizens of Wales and the world
- ☐ To **promote opportunities** for students to become enterprising, creative contributors to the school and wider community
- ☐ To **encourage** students to become healthy, confident individuals through excellent care, support and guidance

Pupils' rights and responsibilities:

Our school is a community where everyone has the right and responsibility:

- ☐ To teach
- ☐ To learn
- ☐ To be safe
- ☐ To be respected

Alun Classroom Code

The Alun Classroom Code lays out the behaviours expected during lesson time. It states that pupils must always:

- ☐ Have a polite and positive attitude towards staff and peers
- ☐ Follow staff instructions first time, every time
- ☐ Focus on your own learning and never disrupt the learning of others

Alun Community Rules

The Alun Community Rules lay out the behaviours that are expected any time pupils are on the school site:

For the safety and wellbeing of all, pupils must **ALWAYS**:

- Walk calmly and quietly around the site, going directly to lessons
- Look after our facilities and use the bins provided
- Have a polite and positive attitude towards staff and peers
- Follow staff instructions first time, every time

A clear and consistent system of graduated consequences will be enforced if pupils do not follow the Classroom Code and/or Community Rules.

At all times reasonable adjustments for students with ALN will be made

Strategies to support positive behaviour

Teachers will:

Manage behaviour following The Alun Way and guidance supporting this behaviour policy.

Heads of department will:

Coordinate department behaviour interventions e.g. C2 detentions

Coordinate responses to 'housekeeping' issues – lack of homework, lack of equipment etc.

Provide professional development for teaching teams to promote good teaching and learning and manage classroom behaviour effectively

Monitor behaviour logs in their areas of responsibility and support staff to address behaviour issues.

Take action to address persistent C2 and C3 incidents within the department.

Champion a developmental approach to improving behaviour and managing challenging behaviour

Support teachers to implement restorative practices

Communicate effectively with staff, students and parents/carers

Form tutors will:

Oversee the progress of each child within their tutor group

Provide personalised help, guidance and support

Take responsibility for managing the behaviour of students in their tutor group including contacting parents/carers when appropriate

Regularly review behaviour of students in their tutor group

Pastoral leaders will:

Coordinate intervention strategies to manage pupil behaviour

Share information with relevant staff to support effective practice Regularly analyse and act on behaviour issues recorded by staff

Take action to address persistent behaviour incidents across numerous departments.

Review pupil progress towards agreed targets for improved behaviour

Support restorative practices

Access intervention and support from external agencies

Regularly liaise with parents/carers

Senior leaders will:

- Monitor and coordinate interventions to manage challenging behaviours
- Evaluate behaviour standards and success of intervention strategies
- Act on teacher feedback and adapt intervention strategies in response to feedback
- Evaluate and plan strategies to address areas of poorer behaviour
- Monitor the implementation of the school's behaviour policy and take action to address identified issues
- Ensure appropriate staffing of Reset/Ailosod

Positive behaviour

A positive approach to behaviour management is preferable to a negative approach. The school’s behaviour curriculum directly teaches the relevant codes, rules and expected behaviours, which are consistently enacted by staff via the Alun Way. Positive attitudes will be recognised through rewards and clear consequences will be enforced to address poor behaviour.

Rewards

The positive approach to behaviour management will include rewards to recognise and celebrate good citizenship, a positive attitude towards learning and caring, considerate actions. These could include a very positive attitude to learning in lessons, contribution to house activities such as interhouse competitions and charity fundraising, contributions to the work of school or house council or showing great determination

Reward	When this reward is appropriate	Potential rewards
Achievement point	Modelling positive behaviours in our school community Producing excellent piece of work Excellent attitude to learning Excellent contribution to house	Canteen queue jump card App notification to parents
Department reward	Prolonged effort in class Consistently excellent work in lessons Excellent piece of homework	Star of the subject award Personalised contact home - optional Achievement card
Termly achievement reward	Consistent and sustained effort across all areas of school life Very good attendance No behaviour issues	Headteacher reward activity

Other Recognitions		
Certificates of achievement	Very good spot checks or reports	Letter home Certificate
Attendance raffle ticket	Very good attendance	Raffle prize
Academic prizes	Subject winners at the end of each year / Exam prizes in 6 th form	Certificates

Consequences

Breaches of the classroom code or community rules will be addressed and pupils supported to change their behaviour. Strategies such as take-up time, re-education, restorative practice, denial of privileges and other remedial actions will be employed. Appropriate consequences are selected on a case-by-case basis making reasonable adjustments for any additional learning needs and individual circumstances of each student.

Consequences of actions which breaches the school's behavior policy:

Breaches of the Alun Classroom Code:

Code	When this consequence is appropriate	Interventions
C1	Student is not adhering to the Alun School Code All expected antecedents have been exhausted. PACE strategies have not been effective	Verbal warning of C2 if continued Classroom teacher logs behaviour on Edulink app and sends to parents
C2	Behaviour has not improved following issuing a C1. Non-engagement with C1 consequences.	Verbally issue 10-minute department detention and warn of C3 if continued Classroom teacher logs behaviour and detention on Edulink app and sends to parents
C3	Behaviour has not improved following issuing a C2. Non-engagement with C2 consequences	Removal from the lesson to Reset/Ailosod Classroom teacher makes telephone contact with parents
Callout	Incidents of violence, abuse of staff or immediate safety concern	Callout intervention

Breaches of the Alun Community Rules:

Code	When this action is appropriate	Teacher Actions
S1	<p>Pupil breaches the Alun Community Rules</p> <p>Pupil engages appropriately with staff and corrects their behaviour(s) on the first time of asking including engaging with restorative/remedial actions</p>	<p>Identify the problematic behaviour which breaches the community rules / correct the pupil to the desired behaviour</p> <p>Explain any restorative / remedial actions as required</p> <p>Log S1 incident on Edulink App</p>
S2	<p>Pupil breaches the Alun Community Rules and does not engage first time</p> <p>OR</p> <p>Pupil continues to breach site rules following S1 correction</p>	<p>Provide a further opportunity to engage</p> <p>Identify the problematic behaviour which breached the community rules and previous opportunity to engage / Redirect the pupil to the desired behaviour</p> <p>Explain any restorative / remedial actions as required</p> <p>Log S2 incident on Edulink App</p> <p>S2 incidents will be monitored by pastoral leaders and may trigger remedial actions e.g. lunchtime detentions, withdrawal of privileges, a period in reset etc</p>
Callout	<p>Unacceptable behaviour e.g. Aggressive, Abusive or Defiant behaviour harming the welfare of others</p>	<p>Email Callout to inform of incident for immediate remedial action</p> <p>Immediate Callout interventions put in place</p>

Consequences and sanctions are adapted relating to the seriousness and frequency of the behaviour and make reasonable adjustments for any additional learning needs and individual circumstances of each student.

Other consequences which may be considered to manage poor behaviour include:

- ▣ Report Card / Target Card - A student may be placed on report to monitor progress, behaviour, punctuality, or homework. Parents are informed and are encouraged to sign the report each evening.
- ▣ Withdrawal of privileges e.g. extra-curricular opportunities or access to selected trips
- ▣ Withdrawal of school transport (in accordance with LA policy)
- ▣ Managed move to different tutor group/house

If the graduated response strategies are not effective in bringing about an improvement in behaviour, exclusion will be considered. Managed moves will be considered for students at risk of permanent exclusion.

C2 Detentions

A C2 detention should be served at the nearest available opportunity - break, lunchtime or after-school

(where practicable) - and organised according to departmental arrangements.

The number of C2s issued should be monitored by Area Coordinators and Pastoral teams.

Persistent C2 offences or failure to attend a C2 detention could lead to increased sanctions such as departmental reports or an escalation to an after-school detention.

C3 Reset/Ailosod room – internal exclusion

Pupils whose behaviour does not improve following intervention and support and who are disrupting the learning of others will be removed to the 'Reset Room' for further support in how to manage own behaviour and engage in learning effectively. Pupils will normally spend 5 lessons in the 'reset' room completing work according to their timetable. They will access separate breaktime and lunchtimes. (Reasonable adjustments will be made to support pupils with ALN).

Exclusion

The decision to exclude a student will be taken in accordance with the Welsh Government guidance document: 'Exclusion from schools and pupil referral units'.

The decision to exclude a student will be taken only:

- in response to serious breaches of this behaviour policy and
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A serious breach may be a single incident, or a series of incidents which together constitute a serious breach of the Classroom Code / Site Rules.

Excluding a student permanently will usually be the final step following a wide range of other strategies as detailed in this behaviour policy. Permanent exclusion will usually happen when all available strategies for managing the behaviour have been exhausted and will normally be used as a last resort. There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate permanently to exclude a student for a first or one-off offence as detailed in the Welsh Government Guidance.

Information regarding the School's policies is contained in the School Prospectus. The Governing Body has been closely involved in drawing up this Policy, reviewing procedures, implementing support and taking appropriate action. It incorporates the recommendations taken from a range of WG documents.