



Ysgol Bethania

BEHAVIOUR POLICY

Signed by:

Headteacher

Date:

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Director/Proprietor

26/07/2026

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Statement of intent

Ysgol Bethania believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Modelling and promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with stakeholders.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes result from educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs through an individualised, graduated response.

The school acknowledges every child's right to be heard and to an education. This links to articles 12 and 28 of the UNCRC. This behaviour policy is written to promote the child's access to both of these rights.

To help reduce the likelihood of behavioural issues related to Additional Learning Needs (ALN), complex needs, and other educational needs, the school will aim to create a safe and calm environment that promotes positive mental health and wellbeing and teaches pupils to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and well-being of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with stakeholders, outside agencies, and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences (ACEs), including abuse and neglect, can impact a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Additional Learning Needs (ALN) Policy
- Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Smoking Policy
- Anti-bullying Policy

Further information can be found in the Welsh Government School Behaviour and Discipline Guidance,

<https://gov.wales/school-behaviour-and-discipline>

1. Roles and responsibilities

The Proprietor and the Education Director will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a whole-school culture where calm, dignity, and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any Additional Learning Needs and SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, stakeholders, and pupils at least once a year.
- Reporting to the senior management team on the implementation of this policy, including its effectiveness in addressing any Additional Learning Needs or SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils, and how the school engages pupils and stakeholders with regard to the behaviour of pupils with Additional Learning Needs.
- Supporting behaviour management in line with the ALN Policy.

The ALNCo will be responsible for:

- Collaborating with the Headteacher and Education Director to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking the overall responsibilities for the successful operation of the Behaviour and SEMH policies to support pupils with ALN, in line with the school's Additional Learning Needs (ALN) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with stakeholders, the ALNCo, and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - ALNCo.
 - Headteacher.
 - Education Director
 - Proprietor
- As authorised by the Headteacher, implement consequences for pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Stakeholders will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

2. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour that may cause harm to oneself or others, damage the school's reputation within the wider community, and/or constitute illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive, and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions that humiliate, intimidate, frighten, or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Truancy and running away from school.
- Refusing to comply with disciplinary consequences.
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class.
- Failure to complete classwork

- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Thresholds for response: The school will use the following threshold framework to ensure that responses are lawful, proportionate, consistent and safeguarding-led. **Routine behaviour management** applies where behaviour is low-level, non-violent, does not present an immediate risk of harm and can be managed through ordinary classroom or school routines. Staff will use reminders, positive reinforcement, restorative discussion, agreed routines, reasonable consequences, graduated support and communication with stakeholders where appropriate. **Enhanced behaviour support** applies where behaviour is persistent, escalating, significantly disruptive, linked to unmet needs or not improving after routine responses. Staff will record concerns, review possible triggers, consider ALN, SEMH, wellbeing and safeguarding factors, involve the ALNCo or senior staff as appropriate, and consider an Individual Behaviour Plan or review of existing support. **Physical intervention** will only be considered where there is an immediate or likely risk that a pupil may injure themselves or others, commit an offence, seriously damage property, or cause serious disorder, and where de-escalation or less intrusive strategies have been attempted or are judged unlikely to prevent harm. Any use of force must be necessary, reasonable, proportionate, time-limited, recorded and followed by post-incident support and review. **Safeguarding response** will be initiated where behaviour, disclosures, injuries, possession of prohibited items, patterns of concern, exploitation risks, absconding, self-harm, violence, sexualised behaviour, bullying, discrimination, substance misuse, sudden changes in behaviour or repeated incidents indicate that a pupil may be at risk of harm, may be placing others at risk, or may need help or protection. In such cases, staff will follow the Child Protection and Safeguarding Policy and report concerns to the DSP without delay.

3. Staff induction, development, and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines, and how best to support all pupils in participating in creating the school's culture. Staff will be provided with bespoke training, where necessary, on the school's pupils' needs to enable behaviour to be managed consistently.

The Education Director/Proprietor will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including understanding matters which may affect a pupil’s behaviour, e.g., ALN and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Education Director, Proprietor, and Headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

4. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably, and with confidence to maintain a calm, safe learning environment. Staff will consider how to prevent such behaviour from recurring afterwards.

The Headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with stakeholders, and inquiries by the DSP into circumstances outside of school, will be provided alongside the use of consequences to prevent the misbehaviour from recurring. After an initial incident of negative behaviour, the following consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- School-based community service, e.g., tidying the classroom.
- Discussion with the pupil about why the behaviour occurred and how this can be supported in the future for a more positive outcome.

Where a pupil's expression of behaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the Headteacher immediately or, in the Headteacher's absence, the most senior member of staff.
- The Headteacher investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the Headteacher deems the incident to be unacceptable behaviour, they will record the incident.
- The Headteacher will inform the pupil's stakeholders on the same day, where possible, following a decision to remove their child from the classroom into another learning environment, and invite them to discuss the incident.
- The Headteacher will have a discussion with the pupil about why the behaviour occurred and how this can be supported in the future. An Individual Behaviour Plan (IBP) is to be created or updated to support the pupil and staff in managing further occurrences.

Following repeated incidents of unacceptable behaviour, the following consequences will be implemented:

- The Headteacher, following discussion with the Education Director, ALNCo will consider whether the pupil should be suspended, in line with the school's Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has ALN, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, ALN support will be increased, and the ALNCo will monitor the impact of the new support level.
- Where ALN is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Development Plan (IDP) will be created, in conjunction with the ALNCo, to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following consequences will be implemented:

The Headteacher will arrange a meeting with all stakeholders to discuss plans for supporting the young person moving forward in a positive and proactive way. This could include being taken to a different place, e.g., a sensory room; a change to their school hours; or a stakeholder being with the young person in class all day.

For the consequences to be lawful, the school will ensure that:

- The decision to consequence a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to consequence a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to consequence a pupil is reasonable and will not discriminate on any grounds, e.g., equality, ALN or human rights.

The school will ensure that all consequences are reasonable in all circumstances and will consider the pupil's age, religious requirements, SEMH needs, any ALN, and any other contributing factors, e.g., bullying, safeguarding, or home-life issues.

5. Prevention strategies, intervention, and consequences for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using consequences and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific

needs and may be delivered outside of the classroom, in small groups, or in one-to-one activities. A system will be in place to ensure all members of the staff are aware of any pupil who is:

- Persistently expressing behaviours
- Not changing their behaviour following low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address behaviours will include, but are not limited to, the following:

- Frequently engaging with stakeholders
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term individual behaviour plan
- Engagement with local partners and agencies
- Where the pupil has ALN, the ALNCo and school leadership will undertake an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an IDP, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour - whole school approach to curriculum

Positive behaviour will be taught to all pupils as part of the whole school approach towards behaviour, in order to enable them to understand what behaviour is expected and encouraged, and what is unacceptable. Staff will use positive reinforcement when expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g., arriving on time.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g., ALN, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school will focus heavily on building positive relationships based on predictability, fairness, and trust, enabling teachers to understand their pupils and create a strong foundation for behavioural change.

Preventative measures for pupils with ALN

Behaviour will always be considered in relation to a pupil's ALN. If it is deemed that a pupil's ALN has contributed to their behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having ALN, the Graduated Approach will be used to assess, plan, deliver, and review the impact of support being provided.

The school will aim to anticipate likely triggers of behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement, where appropriate, include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose ALN means they find it difficult to sit still for long.
- Ensuring a pupil with a visual or hearing impairment is seated within sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or a relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member, this is not usually personal, but rather an expression of help to a trusted individual.
- Providing adequate personal space.
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g., a limited choice option, explaining the outcomes of each choice.
- Rephrasing requests made up of negative words with positive phrases, e.g., "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy and Welsh Government guidance on safe and effective intervention, physical intervention may only be used by staff where it is lawful, necessary and proportionate to prevent a pupil from injuring themselves or others, committing an offence, causing serious damage to property, or causing serious disorder. The school will distinguish clearly between supportive physical contact, routine behaviour management and restrictive physical intervention. Physical intervention is not a consequence or behaviour management strategy; it is a last-resort safety response used only when the risk cannot

reasonably be managed through de-escalation, environmental adjustment, supervision, withdrawal of other pupils, verbal direction or other less intrusive measures.

Before using physical intervention, staff will consider the pupil's age, size, understanding, ALN, disability, medical needs, communication needs, trauma history and known risk assessments or behaviour plans. Any intervention must use the minimum force for the shortest possible time and must stop as soon as the immediate risk has passed. Staff will avoid any action that could reasonably be expected to cause pain, humiliation or unnecessary restriction. All incidents involving physical intervention will be recorded, reported to senior staff, reviewed for learning, and communicated to parents as soon as practicable, unless doing so would increase risk or compromise a safeguarding or police process.

After an instance of physical intervention, the pupil will be immediately taken to a designated place in school, and the pupil's parents will be contacted. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school, for the rest of that day, via either accommodation of individuals' needs at that time period to enable them to self-regulate / de-escalate or an internal suspension, in line with the Welsh Government guidance on Suspension and Permanent Exclusion. Where suspension is carried out, the pupil's parents will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parents.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Education Director and Head Teacher as to what behaviour constitutes an exclusion, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with ALN or medical conditions, staff will recognise and consider the vulnerability of these groups.

6. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying, and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any recurrence. Consequences for incidents of sexual harassment will be determined by the nature of the case, the ages of those involved, and any prior related incidents.

7. Smoking and controlled substances

The school will follow the procedures outlined in its Smoking Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Stakeholders, visitors, staff, and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs, and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

8. Prohibited items, searching pupils and confiscation.

The school recognises that searching pupils and their possessions is a sensitive safeguarding matter and will be approached lawfully, proportionately and with due regard to the pupil's dignity, age, ALN, disability, communication needs, trauma history and any other vulnerability. As an independent school in Wales, the school will have regard to Welsh Government guidance, including *Safe and effective intervention: use of reasonable force and searching for weapons*, which is addressed to governing bodies and headteachers of maintained and independent schools in Wales and explains the statutory powers relating to reasonable force and searching for weapons. The school will not rely on terminology or powers drawn from English school guidance unless those powers are clearly applicable in Wales. Where there are reasonable grounds to suspect that a pupil may be in possession of a weapon, or another item that creates an immediate risk to safety, the Headteacher or an authorised member of staff will act in line with Welsh Government guidance, the school's Physical Intervention Policy and the Child Protection and Safeguarding Policy. Parents will be contacted as soon as practicable, unless doing so would increase the risk of harm or compromise safeguarding or police action. Where the concern relates to items other than weapons or immediate safety risks, staff will normally seek the pupil's cooperation and consent, involve parents where appropriate, and consider whether the matter should be managed as a behaviour, welfare, safeguarding or police matter. Reasonable force will only ever be used as a last resort and only where lawful, necessary and proportionate to prevent harm or to manage an immediate safety risk. The prohibited items where reasonable force may be used, where lawful and necessary, are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school may also identify the following as prohibited items under its own behaviour, health and safety rules. These items may be confiscated where a pupil voluntarily hands them over, where they are found in plain sight, or where the school has lawful authority to retain them because they present a welfare, safety or safeguarding concern. Where there are reasonable grounds to believe that a pupil has one of these items, staff will normally seek the pupil's cooperation, ask the pupil to hand over the item, and contact parents or relevant agencies where appropriate. These items do not automatically give rise to a power to search without

consent or to use reasonable force. Reasonable force will not be used under any circumstances to search for these items unless there is a separate and immediate risk of harm which meets the threshold for physical intervention.

- E-cigarettes and vapes.
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All searches, requests to hand over items and confiscations will be recorded, including the grounds for concern, the threshold applied, staff involved, whether consent was sought or obtained, pupil voice where appropriate, whether parents or police were contacted, the outcome of the search or request, how any item was stored or disposed of, and any safeguarding actions taken. Where a search or confiscation raises a concern about a pupil's safety, welfare, exploitation, criminal involvement, self-harm, substance misuse, bullying, discrimination or risk to others, the matter will be treated as a safeguarding concern and referred to the DSP without delay. Where staff believe a criminal offence may have been committed, or where a weapon or illegal substance is found, the Headteacher or DSP will consider whether police involvement is required.

Staff will follow the provisions outlined in the Welsh Document ['Safe and Effective Intervention Use of reasonable force and searching for weapons'](#)

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of expectations, rules and routines that are understood and agreed by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for behaviours.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated and engaged.

Subject to reasonable adjustments, e.g., those made for pupils whose ALN may affect their behaviour, pupils will be expected to follow the home school agreement, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible, and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.

- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear and comprehensive classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g., “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that, before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules.

Teachers will support pupils in understanding and following classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind rules and routines to help pupils understand why they are needed, and model them to ensure pupils understand them. Teachers will also clearly explain to pupils what will happen if they breach any classroom rules, ensuring they are aware of the consequences that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g., providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of their school year at Ysgol Bethania, pupils will be provided with a home-school agreement that they are required to read and sign. All rules outlined in the home school agreement apply to pupils’ behaviour on the school premises and outside the school – teachers will ensure that pupils understand this.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g., wherever possible, teachers avoid standing with their backs to pupils and ensure they have a full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent behaviours and enable them to be noticed early, such as:

- Seating those who frequently express behaviours in a space appropriate to support their needs.
- Seating those who frequently express behaviours away from each other.

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and Rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work, or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed by immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun, and supportive environment. Teachers will encourage pupils to praise one another and to praise another pupil to the teacher if they see them modelling good behaviour.

As with praise, the school understands that rewarding certain behaviour means pupils are more likely to repeat it. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to stakeholders
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g., being entrusted with a particular project.
- Trips and activities

10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the home school agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in a school uniform.

Staff can consequence pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing a school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also consequence pupils for behaviours outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to themselves, another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal behaviours witnessed or reported outside the school premises as it would for the same behaviour on school premises. In all cases of unacceptable behaviour outside the school premises, staff will impose consequences only once the pupil has returned to the school premises or is under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion, and suspension data
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Anonymous surveys for staff, pupils, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed regularly by the Headteacher, the Education Director, and the Proprietor. Attempts will be made to identify possible factors contributing to the behaviour, any system problems, or inadequacies with existing support. The data will also be analysed with reference to the protected characteristics under the Equality Act 2010 to inform school policies and practice.

All data and records will be kept in line with Welsh data protection guidance (GDPR/Data Protection Act 2018).

12. Monitoring and review

This policy will be reviewed by the Education Director/ALNCo and the Headteacher on an annual basis; they will make any necessary changes and communicate them to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is 22/07/ 2027.

Behaviour incident form

Name of pupil		School Name	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the behaviour?			
During the incident: what did the pupil do?			
After the incident: what were the consequences of this behaviour?			
Additional comments			

Behaviour management observations review form

Name of pupil		School Name	
Name of teaching staff		Date	
Do there appear to be any patterns triggering the pupil's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			

The Graduated Approach (example)

