



YSGOL CWM
BROMBIL



Positive Behaviour Policy

September 2025-2026

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Additional Comments:	
Signed: (Chair of Governors)	<i>Mairi John</i>

Introduction

Ysgol Cwm Brombil is an ambitious school with high expectations of staff, pupils and the wider community. We believe that all of our pupils have a right to learn, all teachers have the right to teach, and everyone in the school has the right to feel safe in a supportive environment. Our Cornerstones underpin the school ethos and culture. We believe in order to achieve success, all young people need to have the building blocks of Aspiration, Belonging and Character. These Cornerstones, combined with the rights, responsibilities and routines of the school lead to good behaviour where everyone is able to work effectively, feeling safe and respected.

The success of our Positive Behaviour Policy will depend on there being far more rewards than consequences. This policy provides a clear, standardised system which empowers staff to deal with behavioural issues fairly, consistently and effectively. All staff within the school are expected to develop positive relationships through praise and rewards but also by teaching and modelling appropriate behaviour through discipline and consequences. Within Ysgol Cwm Brombil, we follow the five principles of classroom culture: Discipline, Management, Expectations, Influence and Engagement.

The Positive Behaviour Policy should be read alongside the schools:

- Safeguarding Policy
- ALN Policy
- Anti-Bullying Policy
- Safer Internet Policy
- Teaching and Learning Policy
- Communications Policy
- Search and Confiscation Policy
- CCTV Policy
- Travel Code of Conduct
- Uniform Guidance

Aims

Our Positive Behaviour Policy is designed to promote a positive learning culture where all pupils are ready to learn. This is through:

- promoting *Aspiration* for learning through a varied and innovative Curriculum;
- encouraging *Belonging* by providing a safe environment free from disruption, violence, racism, bullying and any form of harassment;
- investing in developing good *Character* by teaching pupils the right and successful way to do things;
- unconditional positive regard based on mutual respect;
- encouraging a sense of personal responsibility and accountability where pupils understand that they make clear choices regarding their behaviour;
- promoting self-esteem, self-discipline, and proper regard for authority;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention and effective use of support agencies;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Responsibilities and Expectations

Behaviour management is a whole school priority, which requires a consistent approach by everyone involved.

The **Governing Body** will assist the Senior Leadership Team in maintaining high standards of behaviour throughout the school by holding them to account. They will ensure the policy outlines expectations and will ensure that this is shared with pupils, staff and parents/carers.

The **Senior Leadership Team** will be responsible for implementing the policy on a daily basis, ensuring that all the policy procedures are followed. The Senior Leadership Team will ensure that staff have appropriate training and support to ensure that they are able to implement the policy effectively.

The **Pupil Development (Pastoral) Team** monitor the behaviour of pupils across the whole school. They ensure consistency in rewards and consequences; and ensure that the right interventions are put in place to support all learners. A consistency document is used by staff to ensure behaviour is dealt with fairly and equitably.

All **Staff** will take professional responsibility to be aware of the policies and practices in place and share in collective responsibility for their implementations. All staff will apply this policy to all pupils regardless of whether they teach them or not, and regardless of where they are in the school: classroom, corridor or outside. They will maintain high expectations of all pupils, show a positive approach and adopt high standards of behaviour in all areas of the school. Staff will manage pupils' behaviour positively and proactively using a range of behaviour management techniques. Staff will ensure that there is a clear balance in favour of celebrating and rewarding positive behaviour. They will use a range of behaviour strategies to support a positive learning environment which promotes ownership of individual's behaviour and understanding of choice in their actions. Teaching staff will plan lessons which can be accessed by all learners enabling them to reach their full potential taking into account ALN needs.

Parents and Carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to maintain high standards of behaviour which ensure their children become well-rounded adults.

Pupils will take responsibility for their own behaviour and will be expected to be aware of the policy and procedures relating to behaviour, both inside and outside the school, including on social media. Pupils are expected to report all incidents of poor behaviour or bullying to the appropriate staff in order that these can be addressed.

Acceptable Behaviour

The school defines *acceptable behaviour* as behaviour that underpins our three cornerstones: **Aspiration**, **Belonging**, and **Character**; and develops our key attributes of: **Ambition**, **Commitment**, **Kindness**, **Responsibility**, **Integrity** and **Assertiveness**.

Acceptable behaviours in class are pupils who follow the three **core class expectations**:



ASPIRATION
Complete activities to the best of your ability

BELONGING
Actively listen and make the correct choices

CHARACTER
Be on time and ready to learn

The school defines *unacceptable behaviour* as behaviour that disrupts the learning of others or threatens the health, safety or wellbeing of other members of the school community. This includes any behaviour that goes against our Belonging cornerstone:

BELONGING

At Ysgol Cwm Brombil we all **BELONG**.

We accept we are all diverse and are treated with **EQUITY**.



WE STAND TOGETHER against discrimination and bullying on the grounds of age, disability, ethnicity, gender, identity, language, race, religion, sex or sexuality.

Outside of School

Any incident that takes place outside of school hours should be reported to the Police. The school is not under any obligation to investigate these instances and is not in a position to punish pupils for behaviour that take place within the community. This includes any online incidents including via social media. The school will co-operate with the Police to support any behaviours reported to them.

Rewards and Consequences

An ethos of encouragement is central to the promotion of positive behaviour. At Ysgol Cwm Brombil, we believe that positive behaviour management is about helping pupils to make appropriate and positive choices. We believe that young people thrive at school and at home when there are clear boundaries which include consequences if they stray beyond what is expected. Clear boundaries and consequences are compatible with a caring and happy atmosphere. At school, as in every situation where there are rules, pupils either choose to follow them or they make a choice to break them and face the consequences. Negative behaviour cannot be ignored and must be dealt with appropriately.

A range of strategies will be used to respond to inappropriate behaviour. However, we also understand that not all behaviour is a response to inappropriate choices or following the wrong moral code. The school aims to consider the personal circumstances of the pupils when deciding what action is appropriate, including any formal ALN diagnosis. If issues have been identified and recognised, we will seek to use additional support and strategies which are tracked and recorded on Provision Maps.

A wide range of techniques may be used to reward pupils within the school. These may include:

- Positive praise by the member of staff
- Positive points awarded on Class Charts including daily **Success Points**
- Use of positive points to buy rewards in the Class Charts rewards shop
- Positive message home via Class Charts announcements
- Departmental or Pastoral rewards and/or phone calls home
- Cornerstone recognition rewards assemblies, certificates and prizes
- Reward activities and trips
- Recognition role within the school, e.g. Prefect, Pupil Leadership etc.
- Headteacher commendations

Consequences of not meeting behaviour expectations could result in:

- Negative points on Class Charts
- Refocus or restorative conversations
- Removal from lesson to the Ready to Learn room
- Departmental detentions: lunch time or break time
- Whole school detentions: lunch time, break time or after school
- Parental phone calls from class teacher, Head of Department or Pastoral staff
- Departmental Behaviour Report
- Initiation of Pupil Pastoral Folder and/or Pastoral Support Plan
- Pupil Disciplinary Panel (Governor Support)
- Fixed term or permanent exclusions

The Ready to Learn Provision

At Ysgol Cwm Brombil, we have adopted the *Ready to Learn* system to promote positive behaviour. It is a whole school system that relies on all staff using it in a fair and consistent way. The *Ysgol Cwm Brombil Behaviour Protocols* (Tyfu Programme) can be used to establish the right learning culture within each lesson, but also as guidance to staff on classroom management techniques.

The aims of Ready to Learn are to:

1. eliminate disruptive behaviour so that there is a culture of Aspiration which consists of achievement, ambition and learning everywhere in the school ensuring no learning time is wasted;
2. provide clarity for staff and pupils about acceptable behaviour and the consequences of misbehaviour;
3. encourage pupils to take responsibility for their own actions;
4. enable teachers to deliver engaging and creative lessons and experiment with learning approaches without concern for behavioural consequences.

When dealing with a pupil who is not ready to learn, a reminder should be provided of classroom expectations. Following this, a total of three stages will be followed by staff. Reminders can also be given between stages in order to create an inclusive learning classroom.

The stages are:

1. **Stage 1:** A clear verbal warning given to the pupil with an award of a **Stage 1** negative point to be recorded on the board, if necessary, and to be logged on class charts by the end of the day.
2. **Stage 2:** A second warning and a **Stage 2** negative point awarded on class charts activates a Ready to Learn (R2L) refocus conversation. The class teacher may decide to carry out the refocus conversation privately with the pupil and award the Stage 2 by the end of the day.
3. **Stage 3:** If a third infringement of classroom expectations takes place then the teacher awards the third negative point on class charts which activates the R2L **Stage 3** protocol where pupils are expected to attend the R2L provision. *The R2L Team will determine the length of time a pupil will stay in R2L.*

Within R2L, the three stages will still apply. If pupils receive a Stage 3 in R2L, a phone call will go home and parents will be asked to collect their child from school. A fixed-term exclusion will be put in place.

Misbehaviours that are **more serious** warrant immediate removal from the lesson, to the Ready to Learn room for further investigation and sanctions. These may include:

- swearing at a member of staff;
- violence, aggressive or intimidating behaviour;
- unsafe or dangerous behaviour;
- smoking or vaping on school site;
- use, possession or being under the influence of drugs;
- deliberate causing damage to the school environment or equipment.

A decision will be made by the Headteacher regarding the possible use of fixed term or permanent exclusion.

Exclusions

In the minority of cases, a pupil's behaviour may result in a fixed-term or permanent exclusion. Such a response is for a more serious incident *as deemed by the Headteacher*. Parents are expected to collect their child from school on the day that the exclusion is issued. The documentation regarding the exclusion will be sent via post to the parent/guardian and pupil. Both parent/guardians and pupil will be expected to attend a return from exclusion meeting with a member of the Senior Leadership Team in order to discuss the incident and set targets to avoid further exclusions from the school.

Welsh Government guidance, 'Exclusion from schools and pupil referral units' states:

1.1.1 A decision to exclude a learner should be taken only:

- In response to serious breaches of the school's behaviour policy and
- If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Although the guidance states that a decision to exclude a learner permanently is a serious one; and will usually be the final step in a process for dealing with disciplinary offences, it acknowledges the following:

1.1.4 There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- serious actual threatened violence against another learner or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- use or threatened use of an offensive weapon.

If a pupil is considered to be at risk of permanent exclusion, a Pastoral Support Plan (PSP) may be put in place in accordance with NPT LA guidance. The school will adopt a person-centred approach to PSPs where pupils, parents/guardians, staff, and all additional support agencies will be invited to be involved in writing the plan and setting of targets. However, it may not always be possible to implement a PSP if there is a quick succession of exclusions or in the case of a serious breach of the school's Behaviour Policy.

Safe and Effective Intervention

According to the Welsh Government Guidance 097/2013, there may be occasions where reasonable force may be used or a pupil may need to be searched for illegal substances or weapons. This will only be done in order to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property. The school will follow the Welsh Government guidelines. All instances of physical restraint of a child will be recorded and logged with the local authority.