



Policy Document F03-25

Pupil Behaviour

1. INTRODUCTION

1.1 A culture of civility begins with a belief that all children are profoundly good and that restorative approaches to discipline work because children learn best through healing relationships that make them feel safe, secure, and nurtured.

1.2 This approach to managing pupil behaviour can be described as 'love and logic' meaning:

- I will treat you with respect, so you know how to treat me.
- If you cause a problem, I will ask you to solve it.
- If you can't solve the problem, or chose not to, I will do something about it.
- What I do will depend on the special person and the special situation.
- When the problem is solved, I'll thank you and we'll get on with the lesson.

2. AIMS

2.1 The school's approach to pupil behaviour aims to:

- a. Enable all pupils to develop a sense of self-discipline, self-respect and responsibility for their actions.
- b. Encourage staff to lovingly set high expectations for all pupils.
- c. Support pupils in achieving high standards within and beyond the classroom.
- d. Have clearly defined high expectations.
- e. Develop a school environment which is conducive to effective learning.
- f. Keep people safe.

3. DEFINITIONS

3.1 Misbehaviour is defined as (for example):

- a. Disruption in lessons, in corridors outside of lessons, or at break and lunchtimes.
- b. Non-completion of classwork.
- c. Unkindness, unpleasantness or rudeness.
- d. Poor attitude towards learning or others.
- e. Inappropriate use of digital technology.

- f. Incorrect uniform.
- g. The threat of violence.

3.2 Serious misbehaviour is defined as (for example):

- a. Repeated breaches of the school rules.
- b. Swearing directly at a member of staff.
- c. Any form of bullying.
- d. Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- e. Vandalism
- f. Theft.
- g. Violence.
- h. Smoking or vaping.
- i. Hate speech or discriminatory behaviour.
- j. Possession of any prohibited items, including knives or weapons, alcohol, illegal drugs, stolen items, fireworks, and pornographic images.

4. THE LAW

4.1 Children's rights at St Teilo's are underpinned by the articles of the United Nations Convention on the Rights of the Child.

4.2 Welsh Government Guidance document no: 097/2013 Safe and effective intervention – use of reasonable force and searching for weapons.

4.3 Welsh Government Guidance document no: 255/2019 Exclusion from schools and pupil referral units.

4.4 There is a legal duty placed upon the school under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage.

5. RIGHTS OF THE CHILD

5.1 This policy has its basis in the following missional rights of the child:

- a. Right II - The right to a broad, balanced and purposeful education.
- b. Right III - The right to one's own thoughts and beliefs.
- c. Right V - The right to extra support for the disabled or those with additional learning needs.
- d. Right VI - The right to be as healthy and happy as possible.
- e. Right VII - The right to learn from and spend time with one's friends.
- f. Right IX - The right to be safe around adults and other young people.
- g. Right X - The right to be listened to and taken seriously.
- h. Right XI - The right to be treated fairly and not in a cruel way.

6. PUNISHMENT VERSUS RELATIONAL PRACTICE

6.1 'Zero tolerance' or 'no excuse' approaches to school culture are at odds with the St Teilo's mission.

6.2 Zero tolerance policies come at a huge social cost. Research demonstrates that it is the most vulnerable students who get excluded: they are twice as likely to be in care, four times more likely to have grown up in poverty and seven times more likely to have an additional learning need.

6.3 The type of relational practice that is expected at St Teilo's can be characterised by:

- a. Consistent, calm adult behaviour, meaning adults do not shout or respond emotionally to poor behaviour. Responses are always rational and planned. Adult behaviour is deliberately modified to make the team effort consistent.
- b. First attention for best conduct, meaning adults get more of the behaviour they notice the most. Recognition is reserved for 'brilliant learners'. Positive postcards and phone calls home provide big gains.
- c. Relentless routines, meaning adults teach children routines and stick to them. Expectations (or rules) are limited to 'respect people, respect learning, respect property'.
- d. Restorative follow up, meaning adults choose 'relational paths' out of difficult events instead of 'punishment roads'. Planned and restorative conversations bring about positive change. Children get what they need, not what they deserve.

7. THE NON-NEGOTIABLES

7.1 Above all other things, our school must be a safe place for all children and staff. This means that we cannot allow those actions which cause harm. Our non-negotiables set the context for a safe school and, as such, they must be enforced at all times by all people.

Hate Speech

7.2 Hate speech is any language which attacks a person or group on the basis of attributes such as race, religion, ethnic origin, sexual orientation, disability, or gender.

7.3 When young people hear hate speech in school they can be made to feel unsafe, insecure, unwelcome or left out. Used over time, hate speech can negatively affect young people's emotional wellbeing and mental health. Intolerance and discrimination of this type threatens our cohesive school community and is not compatible with our Christian mission of 'being fully the person God is calling us to be'. Everybody who attends St Teilo's has a right to feel loved and cared for.

7.4 All hate speech used in school will be recorded and reported. Children who use hate speech will receive a consequence, whatever their justification for using the language. Consequences for using hate speech will be non-negotiable. Pupils who choose to speak in this way may be reported to the police.

Violence

7.5 Violence is the intentional use of physical force or power, threatened or actual. Violence results in (or is likely to result in) injury or emotional harm.

7.6 When young people threaten one another in school, or use physical force or power to cause harm, children are put at risk. Violence often results in physical harm but it also causes young people to suffer emotional harm. Violence is not compatible with our values as a Church in Wales school and threatens the smooth running of the school. Our school community is characterised by civility and violence has no place here.

7.7 All violence, threatened or actual, used in school will be recorded and reported. Children who use violence will receive a consequence, whatever their justification for the aggression. Consequences for using violence will be non-negotiable. Pupils who choose to use violence in this way may be reported to the police.

Mobile Phones

7.8 Mobile phones of any type are not permitted in school building.

7.9 Mobile phones can have huge benefits but, for young people, they also represent a risk when used unwisely. One in three young people say that they live in fear of cyber-bullying and up to seventy percent of children admit to being abusive to another young person via their phone. Mobile phones can seriously affect young people's wellbeing, with forty percent saying they feel bad if somebody does not 'like' their selfie. In school, mobile phones can interfere with the smooth running of lessons and are used to bully children. They also prevent young people from socialising effectively with one another.

7.10 Parents tell us that mobile phones keep their child safe coming to and from school. Students tell us that they sometimes need to use their phones during the school day to keep in touch with parents. In the school building, all phones should be switched off and kept securely in bags without exception. The school yard has been designated the 'phone zone' and is the only place in the school where phones are permitted. If a telephone is used inside the school building it will be confiscated. Phones may be collected at the end of the day. If children bring a phone to school, they do so at their own risk.

Search and confiscation

7.11 Headteachers (and their authorised representatives) have a statutory power to undertake searches and confiscations which are reasonable to promote good discipline or safeguard children. The school recognises that pupils have a right to respect for their private life under Article 8 of the European Convention on Human Rights. However, the right under Article 8 is not absolute; it can be interfered with, but any interference with this right by the school must be justified and proportionate. The powers to search and confiscate in the Education Act 1996 are compatible with Article 8. Therefore limited searches and confiscations (including of mobile telephones) may be undertaken when both justified and proportionate.

8. THE EXPECTATIONS

8.1 It is important that children know we like them, even when we don't like their behaviour. That's why we need a clear set of expectations that every young person – and every adult – adheres to.

8.2 To achieve total consistency we need a simple, shared language that describes the positive behaviour we want to see in the school; a language that applies across the age and ability range and in any context. Our expectations of behaviour are therefore 'Respect People, Respect Property, Respect Learning'.

Respect People

8.3 Respecting people includes but is not limited to: using kind and inclusive language; listening well to others; keeping hands, feet and objects to yourself; not belittling or embarrassing others; and following instructions immediately and with good grace. Respecting people also includes our treatment of support staff, associate staff, volunteers and visitors.

Respect Learning

8.4 Respecting learning includes but is not limited to: making sure the classroom stays quiet when it needs to be quiet; letting every member of the group contribute; taking pride in written work; asking and answering questions; allowing others to answer; respecting the mistakes made by others; completing work as fully as possible; and being on time and ready to learn.

Respect Property

8.5 Respecting property includes but is not limited to: not damaging school supplies; avoiding wastefulness; cleaning up after oneself; not littering; and not damaging the building. Respecting property applies in school and on trips, to buildings and vehicles.

9. CLASSROOM STRATEGIES

9.1 The school recognises that things will go wrong from time to time. When they do, adults will always remain calm, remembering that a child's poor behaviour is not personal. Staff will employ any of the following strategies to help manage behaviour in the classroom:

- a. Verbal reminder(s)
- b. Chat at the door
- c. Quick breather
- d. Swap seats
- e. Teacher's desk
- f. 'Subject park'
- g. Removed from room

9.2 All concerns about pupil behaviour are passed on so that staff feel supported and children know that the school and home will collectively reinforce the classroom

expectations. Classroom concerns are communicated using the 'Classroom Concern' card.

9.3 Appropriate follow-up actions may include but are not limited to: a telephone call home; direct work with the child; removal of recreational time; use of a tracker; or, in serious circumstances, a short, fixed-term exclusion from school. The focus is the immediacy of the action as opposed to the weight.

9.4 All classroom concerns are recorded and used to inform decisions by the Wellbeing and Inclusion Panel who manage the school's graduated response.

10. EXCLUSIONS

10.1 A decision to exclude a learner will be taken only in response to serious breaches of the school's behaviour policy or if allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others.

10.2 Most exclusions will be fixed-term and for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school. Inspection evidence suggests that one to three days is often long enough to secure the benefits of exclusion without adverse educational consequences.

10.3 A decision to exclude a learner permanently is a serious one and should be incredibly rare. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate permanently to exclude a learner for a very serious first or one-off offence.

10.4 If excluding a pupil, the school complies with Welsh Government Guidance document no: 255/2019 Exclusion from schools and pupil referral units.

STATUS: LIVE

LAST REVIEWED: AUTUMN 2025