



The Federation of Tavernspite and Templeton CP Schools



Behaviour and Discipline Policy

Tavernspite and Templeton CP School

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1. Policy Statement

At Tavernspite and Templeton Federation, we believe that positive behaviour is built through positive relationships. We are committed to creating a nurturing, inclusive and respectful learning community where every child feels safe, valued and able to thrive.

Our schools are places where children are encouraged to become kind, confident, responsible and resilient individuals who understand both their rights and their responsibilities. We recognise that behaviour is a form of communication and seek to understand the reasons behind behaviour, responding with empathy, consistency and high expectations.

We have the highest expectations of behaviour from all members of our school community. We believe every child has the right to learn in a calm, purposeful and supportive environment, and every adult has the responsibility to help create and maintain this environment.

Our approach is underpinned by:

- ☐ Positive relationships built on trust and mutual respect.
- ☐ Trauma-informed and restorative practice.
- ☐ Consistent expectations and responses.
- ☐ Fairness, inclusion and equity.
- ☐ Partnership with families.
- ☐ High aspirations for every learner.

Positive behaviour is recognised, celebrated and explicitly taught through every aspect of school life. Where behaviour falls below expectations, staff work with children to understand the impact of their actions, repair relationships and develop the skills needed to make positive choices in the future.

This policy should be read alongside the Federation's:

- ☐ Anti-Bullying Policy
- ☐ Safeguarding and Child Protection Policy
- ☐ Positive Handling Policy
- ☐ Additional Learning Needs (ALN) Policy
- ☐ Online Safety and Acceptable Use Policy
- ☐ Attendance Policy
- ☐ Exclusion Procedures

2. Vision, Values and Principles

Our vision is to create two schools where every child flourishes academically, socially and emotionally within a safe, caring and inspiring environment.

Our behaviour culture is founded upon our shared values of:

- ☐ **Respect** – treating everyone with kindness, dignity and fairness.
- ☐ **Responsibility** – taking ownership of our actions and their impact on others.
- ☐ **Kindness** – showing empathy, compassion and understanding.
- ☐ **Resilience** – learning from mistakes and persevering through challenges.
- ☐ **Honesty** – being truthful and acting with integrity.

- ☐ **Inclusion** – celebrating diversity and ensuring everyone belongs.

We believe that:

- ☐ Every child deserves to feel safe, respected and included.
- ☐ Positive relationships are at the heart of successful learning.
- ☐ Behaviour should be taught, modelled and reinforced.
- ☐ Children learn best when they feel emotionally secure.
- ☐ Mistakes provide opportunities for learning and personal growth.
- ☐ Restoring relationships is often more powerful than simply applying sanctions.
- ☐ Adults should model the behaviours they expect from children.
- ☐ Consistency from all staff provides children with security and confidence.
- ☐ Working in partnership with families leads to the best outcomes for children.

Our approach reflects the four purposes of the Curriculum for Wales by supporting learners to become:

- ☐ Ambitious, capable learners.
- ☐ Enterprising, creative contributors.
- ☐ Ethical, informed citizens.
- ☐ Healthy, confident individuals.

3. Legislation and Guidance

This policy has been developed with regard to current Welsh legislation and statutory guidance, including:

- ☐ The Education Act 1996.
- ☐ The Education Act 2002.
- ☐ The Education and Inspections Act 2006.
- ☐ The Learner Travel (Wales) Measure 2008 and Statutory Travel Behaviour Code.
- ☐ The Equality Act 2010.
- ☐ The Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- ☐ The United Nations Convention on the Rights of the Child (UNCRC).
- ☐ Keeping Learners Safe (Welsh Government).
- ☐ Wales Safeguarding Procedures.
- ☐ Curriculum for Wales Framework.
- ☐ **Welsh Government: Challenging Bullying and Harassment (2026).**
- ☐ Welsh Government guidance relating to exclusions, behaviour, safeguarding and positive relationships.

The Federation is committed to fulfilling its legal duties by:

- ☐ promoting equality, dignity and inclusion;
- ☐ eliminating discrimination, harassment and victimisation;
- ☐ safeguarding all learners;
- ☐ promoting positive behaviour through education rather than punishment alone;
- ☐ responding consistently, fairly and proportionately when behaviour falls below expectations.

Incidents involving bullying behaviour will be managed in accordance with the Federation's **Anti-Bullying Policy**, which reflects the statutory Welsh Government guidance *Challenging Bullying and Harassment (2026)*. Staff should recognise the distinction between inappropriate behaviour and bullying behaviour and respond accordingly.

4. Aims of the Policy

This policy aims to:

- ☐ Create a safe, calm and purposeful learning environment where every child can achieve their potential.
- ☐ Promote positive relationships based on mutual respect, kindness and inclusion.
- ☐ Develop children's emotional literacy, self-regulation and resilience.
- ☐ Teach children to understand the impact of their behaviour on themselves and others.
- ☐ Encourage children to become increasingly responsible for their own choices and actions.
- ☐ Ensure all adults respond consistently to behaviour across the Federation.
- ☐ Recognise and celebrate positive behaviour and personal achievement.
- ☐ Provide clear, fair and proportionate responses when behaviour falls below expectations.
- ☐ Promote restorative approaches that repair relationships and support positive change.
- ☐ Work closely with parents and carers to achieve the best outcomes for children.
- ☐ Ensure behaviour support is inclusive, trauma-informed and responsive to individual need.
- ☐ Protect the rights of every learner to feel safe, respected and able to learn.

5. Positive Relationships and Behaviour Expectations

We believe that excellent behaviour begins with excellent relationships.

Every interaction between adults and children contributes to our school culture. Staff are expected to model the values of kindness, respect, patience and professionalism in all interactions.

Children are explicitly taught the behaviours that help everyone to learn successfully and feel safe.

Across the Federation we expect every learner to:

Be Ready

- ☐ Arrive prepared to learn.
- ☐ Listen carefully and follow instructions.
- ☐ Work to the best of their ability.
- ☐ Persevere when learning becomes challenging.

Be Respectful

- ☐ Treat everyone with kindness and courtesy.
- ☐ Use polite language and good manners.
- ☐ Respect differences, opinions and identities.
- ☐ Care for school property, the environment and the belongings of others.
- ☐ Move safely and sensibly around school.

Be Responsible

- ☐ Make positive choices.
- ☐ Tell the truth.
- ☐ Take responsibility for actions.
- ☐ Learn from mistakes.
- ☐ Help to resolve disagreements peacefully.
- ☐ Seek help when needed.
- ☐ Support others to feel safe and included.

Positive behaviour is promoted through:

- ☐ Strong relationships between staff and pupils.

- ☐ Clear routines and consistent expectations.
- ☐ High-quality teaching and engaging learning experiences.
- ☐ Explicit teaching of emotional regulation and social skills.
- ☐ Restorative conversations.
- ☐ Trauma-informed practice.
- ☐ Recognition and celebration of positive choices.
- ☐ Pupil leadership opportunities.
- ☐ Partnership with parents and carers.

We recognise that some children require additional support to regulate their behaviour due to individual needs, adverse childhood experiences or additional learning needs. In these circumstances, staff will make reasonable adjustments, provide appropriate support and work closely with families and external agencies to enable every child to succeed while maintaining high expectations for all.

Our expectation is simple:

Be Ready. Be Respectful. Be Responsible.

These three principles underpin every interaction across our Federation and provide children with clear, consistent expectations wherever they are learning.

6. Roles and Responsibilities

Creating a positive behaviour culture is the responsibility of every member of the Federation community. Consistency between adults is fundamental to ensuring children feel safe, secure and understand what is expected of them.

The Headteacher and Senior Leadership Team will:

- ☐ Lead by example and promote a positive, inclusive and respectful school culture.
- ☐ Ensure this policy is implemented consistently across both schools.
- ☐ Support staff in responding to behaviour in a fair, proportionate and trauma-informed way.
- ☐ Monitor behaviour patterns and identify trends.
- ☐ Ensure appropriate records are maintained.
- ☐ Work collaboratively with parents, governors and external agencies where appropriate.
- ☐ Provide appropriate training and professional development for staff.
- ☐ Ensure reasonable adjustments are made for learners with Additional Learning Needs (ALN) or identified needs.

All Staff will:

- ☐ Build positive, trusting relationships with every child.
- ☐ Model respectful, calm and professional behaviour.
- ☐ Maintain high expectations consistently.
- ☐ Teach and reinforce expected behaviours.
- ☐ Use restorative conversations following incidents.
- ☐ Recognise and celebrate positive behaviour.
- ☐ Respond consistently to inappropriate behaviour using this policy.
- ☐ Record significant incidents where appropriate.
- ☐ Work closely with parents and colleagues to support positive outcomes.
- ☐ Challenge discriminatory language or behaviour immediately.
- ☐ Follow safeguarding procedures where concerns arise.

Pupils will:

- ☐ Be Ready, Respectful and Responsible.
- ☐ Treat everyone with kindness and respect.
- ☐ Follow school routines and expectations.
- ☐ Take responsibility for their choices.
- ☐ Learn from mistakes and repair relationships where appropriate.
- ☐ Report concerns to a trusted adult.
- ☐ Help create a safe, welcoming and inclusive school.

Parents and Carers will:

- ☐ Support the school's expectations for behaviour.
- ☐ Promote respectful behaviour at home.
- ☐ Work positively with school staff to resolve concerns.
- ☐ Inform school of circumstances that may affect their child's behaviour or wellbeing.
- ☐ Reinforce restorative approaches and agreed behaviour support strategies.

Governors will:

- ☐ Monitor the effectiveness of this policy.
- ☐ Ensure the Federation fulfils its statutory duties.
- ☐ Review behaviour data and exclusions.
- ☐ Support leaders in maintaining high standards of behaviour across the Federation.

7. Promoting Positive Behaviour

Positive behaviour is explicitly taught and reinforced throughout daily school life rather than simply expected. We believe children are most successful when they understand expectations, experience positive relationships and feel emotionally safe.

Our approach reflects the principles of the Curriculum for Wales and supports learners to become healthy, confident individuals and ethical, informed citizens.

Positive behaviour is promoted through:

- ☐ High-quality teaching and engaging learning experiences.
- ☐ Consistent routines and clear expectations.
- ☐ Warm, respectful relationships between adults and children.
- ☐ Explicit teaching of emotional regulation and self-management.
- ☐ Restorative conversations following conflict.
- ☐ Trauma-informed practice that seeks to understand the reasons behind behaviour.
- ☐ Inclusive practice and appropriate support for individual needs.
- ☐ Opportunities for pupil leadership and responsibility.
- ☐ Celebration of kindness, perseverance, effort and achievement.
- ☐ Close partnership with parents and carers.
- ☐ Teaching respectful relationships, equality, diversity and inclusion across the curriculum.
- ☐ Regular opportunities for children to develop their understanding of empathy, wellbeing, rights and responsibilities through Health and Well-being, assemblies, Circle Time, pupil voice activities and wider curriculum experiences.

Trauma-Informed Practice

We recognise that behaviour is often a form of communication. Some children may require additional support due to trauma, adverse childhood experiences, anxiety, neurodiversity or additional learning needs.

Where appropriate, adults will:

- ☐ remain calm and regulated;
- ☐ seek to understand the function of behaviour;
- ☐ provide opportunities for co-regulation before expecting self-regulation;
- ☐ maintain clear boundaries alongside empathy and support;
- ☐ use de-escalation strategies wherever possible;
- ☐ make reasonable adjustments to meet individual needs;
- ☐ work alongside families and external professionals.

High expectations remain for every learner whilst recognising that some children require different levels of support to achieve success.

Restorative Practice

Restorative practice underpins our approach to behaviour.

Following incidents, children are supported to:

- ☐ understand what happened;
- ☐ recognise how others have been affected;
- ☐ take responsibility for their actions;
- ☐ repair relationships where appropriate;
- ☐ identify strategies for making better choices in the future.

The focus is always on learning from mistakes and restoring relationships rather than assigning blame.

8. Rewards and Recognition

Positive behaviour is recognised far more frequently than inappropriate behaviour.

Staff are encouraged to "catch children being successful" by recognising positive choices, effort, resilience and kindness throughout every school day.

Recognition may include:

- ☐ Verbal praise and encouragement.
- ☐ Positive feedback.
- ☐ Stickers or classroom rewards.
- ☐ House or team points.
- ☐ Golden Time.
- ☐ Special responsibilities.
- ☐ Positive messages home.
- ☐ Celebration in assemblies.
- ☐ Certificates and awards.
- ☐ Headteacher or Assistant Headteacher recognition.
- ☐ Displaying work or achievements.

- ☐ Celebration of the Federation Golden Rules and school values.

Recognition should be timely, meaningful and linked directly to the behaviours and values we wish to promote.

Where possible, praise should identify the behaviour being recognised, for example:

"Thank you for showing kindness by helping your friend."

"You demonstrated great resilience by persevering with that challenge."

This helps children understand and repeat positive behaviours.

9. Responding to Inappropriate Behaviour

Our responses to behaviour are designed to teach rather than punish. Adults respond calmly, consistently and proportionately, considering the age, stage of development and individual needs of the learner.

All incidents are managed using restorative and trauma-informed approaches wherever appropriate.

Stage 1 – Low-Level Behaviour

Examples may include:

- ☐ Calling out.
- ☐ Low-level disruption.
- ☐ Lack of focus.
- ☐ Failure to complete work.
- ☐ Minor disagreements.
- ☐ Forgetting routines.
- ☐ Poor choices during play.
- ☐ Minor unkindness.

Responses may include:

- ☐ Reminder of expectations.
- ☐ Restorative conversation.
- ☐ Redirection.
- ☐ Opportunity to correct behaviour.
- ☐ Reflection time.
- ☐ Completion of unfinished work.
- ☐ Repairing relationships where appropriate.

These incidents are generally managed by the class teacher and are not routinely communicated to parents unless concerns become persistent.

Stage 2 – Repeated or More Serious Behaviour

Examples may include:

- ☐ Persistent disruption.
- ☐ Refusal to follow reasonable instructions.
- ☐ Repeated inappropriate language.
- ☐ Deliberate damage to property.
- ☐ Minor physical aggression.
- ☐ Repeated disrespect towards others.
- ☐ Behaviour that significantly affects learning.
- ☐ Behaviour requiring removal from the classroom.

Responses may include:

- ☐ Formal restorative meeting.
- ☐ Reflection and repair activities.
- ☐ Loss of privileges.
- ☐ Temporary removal from class where appropriate.
- ☐ Parent/carer involvement.
- ☐ Behaviour monitoring.
- ☐ Recording on school systems.
- ☐ Behaviour support strategies.

The Headteacher or a member of the Senior Leadership Team should be informed.

Stage 3 – Serious Behaviour

Examples may include:

- ☐ Serious physical assault.
- ☐ Serious verbal abuse.
- ☐ Dangerous behaviour.
- ☐ Significant damage to property.
- ☐ Leaving school without permission.
- ☐ Serious discriminatory behaviour.
- ☐ Behaviour that presents a significant safeguarding risk.
- ☐ Persistent Stage 2 behaviour despite support.

Responses may include:

- ☐ Immediate involvement of senior leaders.
- ☐ Parent/carer meeting.
- ☐ Individual risk assessment.
- ☐ Behaviour Support Plan.
- ☐ Multi-agency involvement.
- ☐ Internal suspension where appropriate.
- ☐ Fixed-term suspension or permanent exclusion in accordance with Welsh Government guidance.

All Stage 3 incidents are recorded and reviewed by the Headteacher.

Reasonable adjustments will always be considered for learners with identified additional needs.

10. Bullying Behaviour

The Federation has a zero-tolerance approach to bullying behaviour.

Bullying behaviour differs from one-off incidents, friendship fallouts or disagreements and is managed in accordance with the Federation's **Anti-Bullying Policy**, which reflects the Welsh Government guidance *Challenging Bullying and Harassment (2026)*.

All members of staff are expected to:

- ☐ Take every report seriously.
- ☐ Record and report concerns promptly.
- ☐ Investigate concerns fairly.
- ☐ Challenge discriminatory language immediately.
- ☐ Use the terms **perpetrator** and **target** where appropriate.
- ☐ Support all children involved through restorative and trauma-informed approaches.
- ☐ Work closely with parents and external agencies where necessary.
- ☐ Monitor incidents to ensure the behaviour has ceased.

Bullying incidents will be recorded separately using the school's bullying recording procedures and monitored over time to identify patterns or recurring concerns.

Behaviour that may constitute a criminal offence or safeguarding concern will be managed in accordance with the Federation's Safeguarding Policy and, where appropriate, in partnership with external agencies, including the police.

The Federation is committed to creating a culture where children feel confident to report concerns, knowing they will be listened to, taken seriously and supported.

11. Positive Handling

The safety and wellbeing of all members of the Federation community is our highest priority. The vast majority of behavioural incidents are successfully resolved through positive relationships, restorative conversations and de-escalation strategies.

Physical intervention is always a last resort and will only be used when it is reasonable, proportionate and necessary to prevent a learner from:

- ☐ Injuring themselves or others.
- ☐ Causing serious damage to property.
- ☐ Committing a criminal offence.
- ☐ Seriously disrupting the safety and good order of the school.

Where positive handling is necessary, staff will:

- ☐ Use the minimum reasonable force for the shortest possible time.
- ☐ Continue to communicate calmly and respectfully.
- ☐ Seek assistance from trained colleagues where possible.
- ☐ Record the incident promptly.
- ☐ Inform parents/carers as soon as reasonably practicable.
- ☐ Debrief with the child and staff involved using restorative approaches.

The Federation follows its **Positive Handling Policy** and staff receive appropriate training, including Team Teach where applicable.

12. Behaviour Support Plans

Some learners require additional support to meet the Federation's behaviour expectations. Where behaviour becomes persistent or is linked to additional learning needs, emotional wellbeing, trauma or other identified needs, an Individual Behaviour Support Plan may be developed.

Behaviour Support Plans will:

- ☐ Be developed collaboratively with parents/carers and the learner where appropriate.
- ☐ Identify strengths alongside areas of need.
- ☐ Include clear and achievable behaviour targets.
- ☐ Outline agreed strategies, reasonable adjustments and support.
- ☐ Identify rewards, restorative approaches and appropriate responses.
- ☐ Be reviewed regularly.
- ☐ Involve external agencies where appropriate.

The Federation is committed to ensuring behaviour support is personalised, inclusive and focused on helping children achieve long-term success.

13. Suspensions and Permanent Exclusions

Suspension and permanent exclusion are used only in exceptional circumstances and in accordance with Welsh Government guidance.

The decision to suspend or permanently exclude rests solely with the Headteacher.

Before making this decision, consideration will be given to:

- ☐ The seriousness of the incident.
- ☐ The safety of pupils and staff.
- ☐ Previous behaviour and support provided.
- ☐ Any mitigating circumstances.
- ☐ Additional Learning Needs or disability.
- ☐ Equality duties.
- ☐ Whether further reasonable adjustments are appropriate.

Parents/carers will be informed immediately of:

- ☐ The reasons for the suspension or exclusion.
- ☐ The length of any suspension.
- ☐ Their right to make representations or appeal.
- ☐ Arrangements for education during the suspension where applicable.

The Governing Body and Local Authority will be informed in accordance with statutory requirements. Following any suspension, a reintegration meeting will normally be held to support a successful return to school.

The Federation's aim is always to prevent exclusion wherever possible through early intervention, restorative practice and appropriate support.

14. Behaviour Beyond the School Gate and School Transport

The Federation expects the same high standards of behaviour whenever pupils represent the school or when their behaviour has an impact upon the school community.

This includes:

- ☐ Educational visits.
- ☐ Sporting events.
- ☐ Residential visits.
- ☐ Community events.
- ☐ Walking to and from school.
- ☐ School transport.
- ☐ Online behaviour where it affects members of the school community.

School Transport

Pupils travelling on school transport are expected to follow the Welsh Government **Travel Behaviour Code** by:

- ☐ Respecting fellow passengers and drivers.
- ☐ Following adult instructions.
- ☐ Remaining seated appropriately.
- ☐ Never engaging in bullying, harassment or unsafe behaviour.

Poor behaviour on school transport may result in sanctions from both the school and the Local Authority.

Online Behaviour

The Federation may investigate incidents occurring outside school where they have a significant impact on the wellbeing, safety or education of members of the school community.

Online incidents involving bullying, harassment or safeguarding concerns will be managed in accordance with the Behaviour Policy, Anti-Bullying Policy, Online Safety Policy and Safeguarding Policy.

15. Monitoring, Recording and Review

Consistent recording enables the Federation to identify patterns, evaluate support and ensure fair and equitable practice.

Behaviour incidents will be recorded where appropriate according to their level of seriousness.

Senior leaders will regularly monitor:

- ☐ Behaviour incidents.
- ☐ Bullying records.
- ☐ Suspensions and exclusions.
- ☐ Patterns involving individual learners or groups.
- ☐ Equality and inclusion data.
- ☐ Effectiveness of Behaviour Support Plans.
- ☐ Feedback from pupils, staff and parents.

This information will inform:

- ☐ School self-evaluation.
- ☐ School Improvement Planning.
- ☐ Staff training.
- ☐ Curriculum development.
- ☐ Wellbeing provision.

The Governing Body will receive regular reports on behaviour, suspensions and exclusions to ensure the policy is implemented fairly and consistently.

This policy will be reviewed every three years, or sooner following changes to Welsh Government legislation or guidance.

Appendix 1 – Behaviour Response Flowchart

Positive Behaviour

Notice → Praise → Celebrate → Reinforce → Share Success

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Behaviour Falls Below Expectations

Reminder of expectation

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Restorative conversation

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Opportunity to repair and improve

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Appropriate consequence if required

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Record (where appropriate)

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Follow-up and monitor

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Further support if behaviour persists

Appendix 2 – Behaviour Stages

Stage Examples

Typical Responses

Stage 1 Calling out, minor disruption, forgetting routines, low-level unkindness

Reminder, restorative conversation, reflection, repair

Stage 2 Persistent disruption, refusal, repeated inappropriate language, minor aggression, repeated disrespect

Parent contact, restorative meeting, behaviour monitoring, loss of privileges, SLT involvement

Stage 3 Serious assault, dangerous behaviour, serious discriminatory behaviour, significant damage, safeguarding concerns

Immediate SLT involvement, Behaviour Support Plan, multi-agency support, suspension or exclusion where appropriate

Bullying behaviour is managed in accordance with the Federation's Anti-Bullying Policy.

Appendix 3 – Restorative Questions

For the learner whose behaviour has caused harm

- ☐ What happened?
- ☐ What were you thinking at the time?
- ☐ What have you thought about since?
- ☐ Who has been affected?
- ☐ How do you think they feel?
- ☐ What could you do differently next time?
- ☐ What needs to happen to repair the situation?

For the learner who has been affected

- ☐ What happened?
- ☐ What were you thinking and feeling?
- ☐ How has this affected you?
- ☐ What has been the hardest part?
- ☐ What needs to happen now to help put things right?
- ☐ How can we support you?

Appendix 4 – Everyone's Role

Leaders

Lead, support, monitor, train and ensure consistency.

Staff

Build relationships, teach expectations, model behaviour, respond consistently, record concerns and work restoratively.

Pupils

Be **Ready, Respectful and Responsible**, take responsibility for choices and help everyone feel safe and included.

Parents and Carers

Work in partnership with the Federation, reinforce expectations and communicate openly to support positive outcomes.

Governors

Monitor the effectiveness of the policy and ensure statutory responsibilities are fulfilled.

Federation Behaviour Expectations

Be Ready

- ☐ Ready to learn.
- ☐ Ready to listen.
- ☐ Ready to try.

Be Respectful

- ☐ Respect yourself.
- ☐ Respect others.
- ☐ Respect our environment.

Be Responsible

- ☐ Make good choices.
- ☐ Learn from mistakes.
- ☐ Help others to succeed.

These three expectations underpin every aspect of behaviour across Tavernspite and Templeton Federation and provide a consistent framework for creating calm, caring and successful schools where every child can flourish.