Cyfarthfa High School

POLICIES AND PROCEDURES

Behaviour Policy

POLICY DATE

September 2026

SCHEDULED REVIEW

September 2027

Policy Lead

Lee-Anne McCarthy | Lead Practitioner Safeguarding and Wellbeing

Approval date 08.10.26

Approval

Role	Name and signature	Date
Chair of Governors	D. Williams	08.10.26
Headteacher	B. Davies	08.10.26
Designated SLT member	L. McCarthy	08.10.26

Behaviour Policy

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1. Introduction

At Cyfarthfa High School, we believe that excellent behaviour underpins effective teaching, learning, and wellbeing. A calm, orderly environment enables all students to flourish academically, socially, and emotionally.

This policy outlines our expectations and systems for behaviour, guided by the educational philosophy of Tom Bennett and in line with national guidance.

2. Vision and Values

We are committed to creating a school where:

- Everyone is respected and safe.
- Learning is at the heart of all we do.
- High expectations are consistently applied.
- Positive habits and character are developed alongside knowledge.

Our values are encapsulated in three simple expectations:

- Be Ready
- Be Respectful
- Be Safe

3. Core Principles

- Behaviour must be explicitly taught, modelled, and reinforced.
- Prevention is better than reaction: clear routines minimise disruption.
- Consistency is key: all staff apply expectations in the same way.
- Relationships are built on structure, respect, and reliability.
- Staff lead with calm authority and professionalism.
- Parents are essential partners in reinforcing high standards.

4. Behaviour Curriculum

Expectations

Students are expected to:

- Arrive punctually, equipped, and prepared for learning.
- Listen actively, follow instructions, and respect all people and property.
- Move calmly and safely around the school site.
- Contribute positively to the school community.

Routines

- Start of Lesson: Line up, enter quietly, begin work promptly.
- End of Lesson: Pack away on signal, stand behind chairs, dismissal row by row.
- Transitions: Walk on the left, greet staff politely, move purposefully.
- Social Times: Stay in designated areas, behave responsibly, keep the site clean.

5. Recognition and Rewards

Positive behaviour is acknowledged frequently and sincerely. Recognition includes:

- Verbal praise.
- Positive phone calls or messages home.
- Recognition boards in classrooms.
- Certificates, assemblies, and reward events.

Recognition is specific and instructional—focusing on the behaviour we want to see repeated.

6. Responding to Misbehaviour

Stages of Response

1. Reminder – restating expectation calmly.
2. Warning – behaviour is logged; clear choice is given.
3. Removal – student moved to another classroom or safe space.
4. Follow-Up – restorative conversation; appropriate sanction applied.

Sanctions

- Breaktime or after-school reflections.
- Loss of privilege (e.g. school trip, leadership role).
- Restorative meetings with staff and peers.
- In serious cases: internal or fixed-term exclusion, in line with statutory guidance.

Sanctions are proportionate, predictable, and designed to teach responsibility.

6.1 Exclusions

Cyfarthfa High School will have regard to Welsh Government's Exclusion from schools and pupil referral units, Guidance document 294/2024 (April 2024), particularly sections 1–4 and 6, when deciding on and administering exclusions.

Only the Headteacher may exclude a student; in their absence, the most senior teacher may act in that capacity. Exclusion will be considered only for serious breaches of this policy where remaining in school would seriously harm the education or welfare of the student or others. Alternatives will be considered first. Permanent exclusion is normally a last resort, although an exceptionally serious first or one-off incident may justify it.

Decisions will follow an appropriate investigation, consider the evidence on the balance of probabilities and give the student an opportunity to explain events. The school will consider safeguarding, the student's circumstances, ALN, disability and reasonable adjustments.

Fixed-term exclusions will be for the shortest necessary period, with clear start and end dates, and must not exceed 45 school days in a school year.

The school will notify the relevant person without delay and provide written confirmation within the guidance's timescales, explaining the reasons, duration, education arrangements and rights to make representations. Statutory review procedures will be followed, including the right to an independent appeal against a permanent exclusion upheld by the discipline committee.

The school will arrange work during fixed-term exclusion and work with the local authority on continuing education where appropriate. Reintegration support will be planned. For a compulsory-school-age student excluded for six or more school days, the Headteacher will request a parent/carer reintegration interview in accordance with the regulations and guidance, including applicable exceptions and timescales. Failure to attend the interview or complete work will not delay the student's return.

Welsh Government guidance: Exclusion from schools and pupil referral units

7. Staff Responsibilities

All staff are expected to:

- Model the highest standards of conduct.
- Teach routines explicitly and reinforce them daily.
- Apply this policy consistently and fairly.
- Remain calm, professional, and solution-focused.
- Engage in professional development around behaviour management.

Senior staff will support colleagues through visibility, coaching, and intervention when needed.

8. Parental Partnership

We recognise parents and carers as essential partners. We will:

- Share expectations clearly at induction and through regular communication.
- Contact parents early regarding both achievements and concerns.
- Work with families to support positive behaviour at home and in school.

9. Safeguarding and Inclusion

While maintaining high expectations for all, we will make reasonable adjustments for students with additional needs. Staff will work closely with the ALNCO and pastoral team to ensure equity and dignity for every child.

10. Monitoring and Review

- Behaviour data is monitored regularly by school leaders and governors.
- Trends and patterns will inform staff training and policy refinement.
- The policy will be reviewed annually with input from staff, students, and parents.

Final Statement

Cyfarthfa High School is committed to providing a safe, respectful, and ambitious learning environment. By teaching behaviour as a curriculum, applying expectations consistently, and working in partnership with families, we ensure that every child has the best opportunity to succeed.