

**BRYN COCH PRIMARY  
SCHOOL  
MOLD**



**Behaviour Policy**

Policy adopted by Governing Body on: 18/11/2025

Chair of Governors (print name): \_\_\_\_\_

Signature: \_\_\_\_\_

Review date: Autumn term 2028

## Introduction

Ysgol Bryn Coch is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our behaviour policy is driven by our belief that all are unique. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

In Ysgol Bryn Coch the teaching, learning, achievements, attitudes, and wellbeing of each of our pupils are equally important. We encourage all our pupils to aspire to and achieve the highest possible standards. We do this through considering each pupil's life experiences and needs.

The Behaviour Policy at Ysgol Bryn Coch is a statement of good practice that embraces all aspects of school life and contributes to the development and maintenance of good behaviour and a positive ethos. We have broken these aspects of school life into three areas;

- whole school
- classroom
- playtime

All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

## Aims and Objectives

- To support effective teaching and learning.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To recognise and celebrate good conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that appropriate behaviour is a minimum expectation for all.
- To ensure that all pupils who represent the school in external activities display good behaviour and respect to others.
- To gain the agreement and support of all staff and parents.

## Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
  - Positively reinforces behavioural norms
  - Promote self-esteem and self-discipline
  - Teach appropriate behaviour through positive interventions
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## **Consistency**

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued and respected individuals, they respect adults and accept their authority.

We employ a person-centred planning approach. Teachers should spend time getting to know and understand each individual as they work on the process of completing their One Page Profiles.

- Consistent language; consistent response: Simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior management level. SMT support is provided where required and all staff recognise their own continued responsibility in dealing with the behaviour issues.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging, and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, staff as role models for learning, staff learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site
- Consistent environment: Consistent visual messages and echoes of core values around the school

## **All staff, every day**

- Have a positive interaction with every child in their class.
- Positively reinforce Our Bryn Coch Code
- Support all children to manage their behaviour consistently.

## **All staff**

1. Meet and greet at the beginning of the day, one member of staff on door/gate to take messages, other staff in classrooms.
2. Refer to 'Our Happy and Caring School.'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Use visible reinforcement throughout every lesson.
6. Be calm and give learners time to process instructions.
7. Prevent before sanctions.
8. Notice and respond to learners throughout the day and engage in reflective dialogue with learners when necessary.
9. Deal with bad behaviour whenever they see it
10. Follow Restorative Practice

## Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders, and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing learners with more complex or challenging behaviours.
- Encourage use of positive phone calls and messages home.
- Termly review behaviour data to target and assess school-wide behaviour policy and practice
- Regularly review provision for learners with more complex or challenging behaviours, in fortnightly SMT meetings.
- Be a daily visible presence around school, particularly at times of mass movement.

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## Policy in Practice

- The policy has been introduced following consultation with all staff, pupils, and parents.
- A copy of 'Our Bryn Coch Code' has been sent home so that parents can support their children and school.
- 'Our Bryn Coch Code' are displayed in classrooms and other parts of the school as appropriate.
- Each Rule is taught and explained to the children to ensure understanding.
- In each classroom children have agreed to their own class rules which are linked to 'The Bryn Coch Code' and are displayed in each classroom, visually where appropriate
- The rules are brief and easy to learn and expressed in constructive terms.
- The rules encourage pupils to develop responsibility for their own behaviour.

## Our Bryn Coch Code

- We are kind and gentle
- We respect each other and our surroundings
- We always try our best and we are honest

These will be used and referred to regularly.

4 ways we recognise conduct that is over and above that expected

- Praise and rewards system – marbles in jar
- Visits to other classrooms/staff
- Contact home via messaging service
- Half termly learner certificates

## Recognition and Rewards for Effort

We recognise and reward learners for a variety of reasons. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners who are hardest to reach.

We believe it is important that praise and reward should have considerable emphasis within our school - so that our pupils will achieve recognition for a positive contribution to school life. Such contribution includes good behaviour and good academic effort.

It is expected that good standards of behaviour will be encouraged through the consistent approach of 'Our Code of Conduct' and supported by a balanced combination of rewards and sanctions.

It is important to develop and maintain consistency in application of rewards and sanctions systems.

## Incentive Schemes

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

Children of Ysgol Bryn Coch will be awarded for academic and non-academic achievements, for effort and kindness, for all aspects of good work and behaviour.

Each class uses marbles in jars. Individuals and groups are rewarded marbles for positive behaviour and work, and pupils will be rewarded in a variety of ways.

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## Graduated Response

Pupils have the right to expect fair and consistently applied sanctions for poor behaviour. Such sanctions will make a clear distinction between serious and minor infringements of Our 3 Rules. An appropriate response is one which is designed to put matters right, reflect on behaviours and encourage better behaviour in the future.

Teachers will use proactive strategies to try to prevent inappropriate behaviour such as:

### 1) Redirection

Gentle encouragement, a 'nudge' in the right direction. Praising positive behaviour.

### 2) Non - verbal signals

This might include:

- Looking in the direction of the noise
- Raising one arm in the air
- Eye - to - eye contact
- Shaking head
- Facial expressions

- Thumbs up
- 'The look'

### 3) Verbal signals

- using the child's name
- Use of 'Is everything alright?'
- Use of Thank you for listening, standing nicely, walking down the corridor etc.
- What should you be doing now?
- If you choose to do ....., ..... will happen, but if you choose to do ....., ..... will happen.
- Follow verbal with visual reinforcement – be animated.

### 4) Proximity control

This might be used to de-escalate conflict or inappropriate behaviour

- Teacher moves nearer the pupil
- Pupil is moved nearer the teacher

### 5) Reminder

A reminder of the expectations 'Happy, Caring' delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

### 6) Cautions

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

30 second intervention

- a.** Gentle approach, personal, non-threatening, side on, eye level or lower.
- b.** State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c.** Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d.** Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

**We resist endless discussions around behaviour and spend our energy returning learners to their learning.**

Sanctions would follow a hierarchical order, however dependent on the seriousness of the misbehaviour the sanctions may start at a higher level.

- Reminder of Our Code of Conduct and your expectation of what the child should be doing
- Issue a warning
- Issue a minor sanction

- Issue a further warning of a major sanction
- Issue a major sanction

## 6) Time Out

Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

## 7) SMT involvement

Consistent or physical misbehaviour will result in the issue being referred to a Head of Year then a member of the SMT. If there are repeated incidents of consistently disruptive or violent behaviour, this will be considered a serious breach of Our Code of Conduct. We employ Team Teach techniques to deescalate incidents. Team Teach techniques seek to avoid injury to the pupil/staff member, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of ensuring the user stays safe.

At this stage, the following steps may be necessary

- Behaviour card
- Internal Exclusion
- Parents/carers will be asked to come into school to discuss their child's behaviour
- A plan will be written to target behaviours
- Staff members to record incidents on to CPOMS
- If necessary, a referral to the Nurture Support Team will be completed.

## Fixed Term Exclusions

This is where a child is removed from school for a limited period of time. Parents will be informed, in writing, of the reasons for exclusion. A date for the pupil's return to school must be specified at the time of exclusion. The letter must inform the parents they have the right to appeal to the governing body and LA within 7 school days. This course of action will be taken by the Headteacher or the Deputy Headteacher in their absence. The LA and chair of the governing body will be informed at the time of the exclusion. Any appeal will be considered by the governing body's appeal committee. The school will make arrangements for work to be sent home during the period of exclusion.

It is important to remember that exclusion only occurs when all other avenues have been explored and the pupil continues to demonstrate extremely aggressive behaviour or is not prepared to co-operate in any way. The child's parents will have been informed of the possibility of exclusion as part of the consultation process.

## Permanent Exclusions

The same procedures must be adopted as for the fixed term exclusion. In addition, the Headteacher:

- must inform the LA on the day of the exclusion by telephoning the Inclusion Welfare Team
- a copy of the letter to the parent should be sent by first class post or email to the above person.

The letter to the parent should:

- explain that the exclusion is permanent
- give the reasons for the exclusion
- mention any previous warnings, fixed term exclusions, or relevant other information.

- inform the parents of their right to make written and oral representations to the Governing Body

N.B.

- Any exclusion, whether fixed term or permanent, is recorded on, and cannot be removed from a child's records.
- The relevant form must be completed by the Headteacher and forwarded to the LA. A copy of the completed form is retained by the school

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by a Senior Supervisor and a team of midday supervisors, (MDSA). The MDSAs are expected to ensure children are behaving appropriately.

The same rules apply at lunchtime as they do at any other time of the school day.

Where children are not responding to the MDSAs they are brought straight into school by the adult. The child will then remain inside school. The length of time will be at the discretion of the Class teacher, Head of Year or SMT depending on the nature of the behaviour.

### **Children with Additional Needs**

The school well-being team offer bespoke support for those children who struggle to manage their behaviours appropriately. The type of support includes forest school sessions, small group friends programme, Y Berllan a 10-week course using Neuro Linguistic programming as well as 1:1 sessions.

Some children with specific difficulties find it hard to behave. If a child's behaviour gives cause for serious concern, we can give additional support in school to try to put it right by developing an Individual Development Plan (IDP). Outcomes are agreed with the pupil and their parents focussing on ways to develop more appropriate behaviours. We can also, but only with the agreement of parents, seek the assistance of; Flintshire Child and Adolescent Team (FCAT), the Nurture Support Service, Young People's Counselling service, the Inclusion Welfare Team, the Educational Psychologist, or the North Wales Police. Our inhouse nurture support offers the opportunity for pupils' behavioural, social, and emotional development to be supported effectively through a range of interventions and programmes. These programmes include Lego therapy, ELSA, Unearthing, Social Stories and accessing time with our school therapy dog. Our person-centred approach ensures that each of these nurture programmes are tailored to meet the individual learner's needs.

## Appendix 1

### 10 WAYS THAT PARENTS/CARERS CAN HELP

1. Read and support this policy. Let your child know the standard of behaviour you expect - and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps the rules when they are with you in school or on an outing.
4. Help your child to be on time and to remember anything they need for school (Reading folder, swimming/ P.E kit, water bottle, nut free snack, homework etc)
5. Check for and read the newsletter and other letters that come home from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence and adult themes.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child .... but bear in mind that s/he may not give you the full story and may use emotive language ("s/he just beat me up, s/he is bullying me").
8. Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.