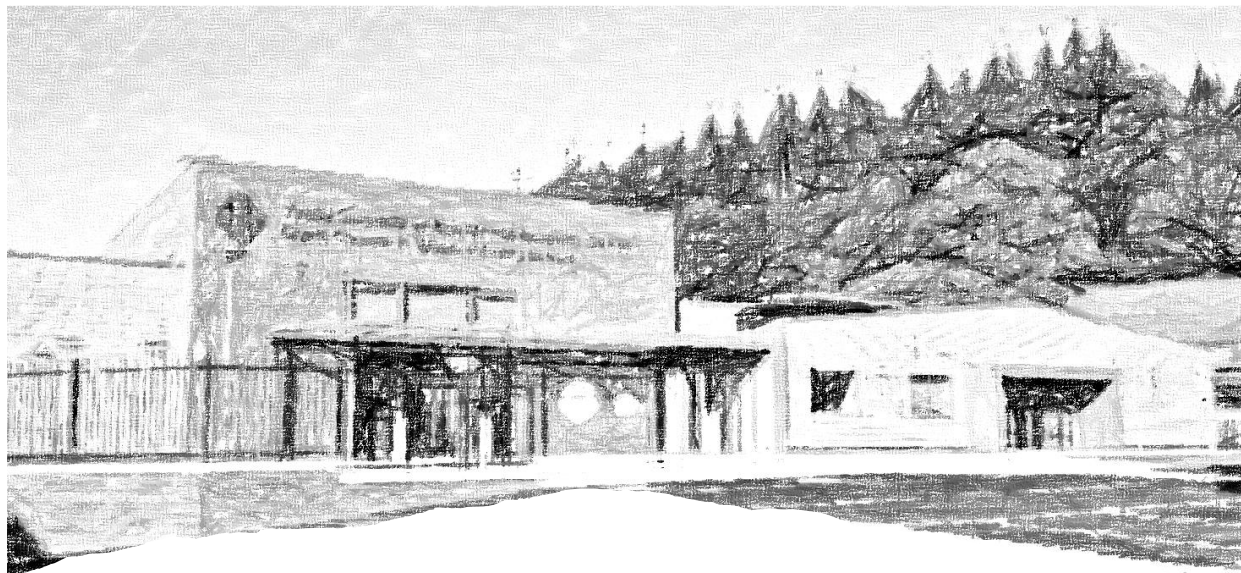




Clyro C.I.W. Primary School



Positive Behaviour Policy

Consultation date with Pupil Council	07/09/2026
Date adopted by Headteacher and Governing Body:	16/09/2026
Review date:	Sept. 2027
Signed by Chair of Governors:	<i>H Elliott</i>
Signed by Headteacher:	<i>L A McCrohon</i>

‘Nurture, Wonder, Thrive’

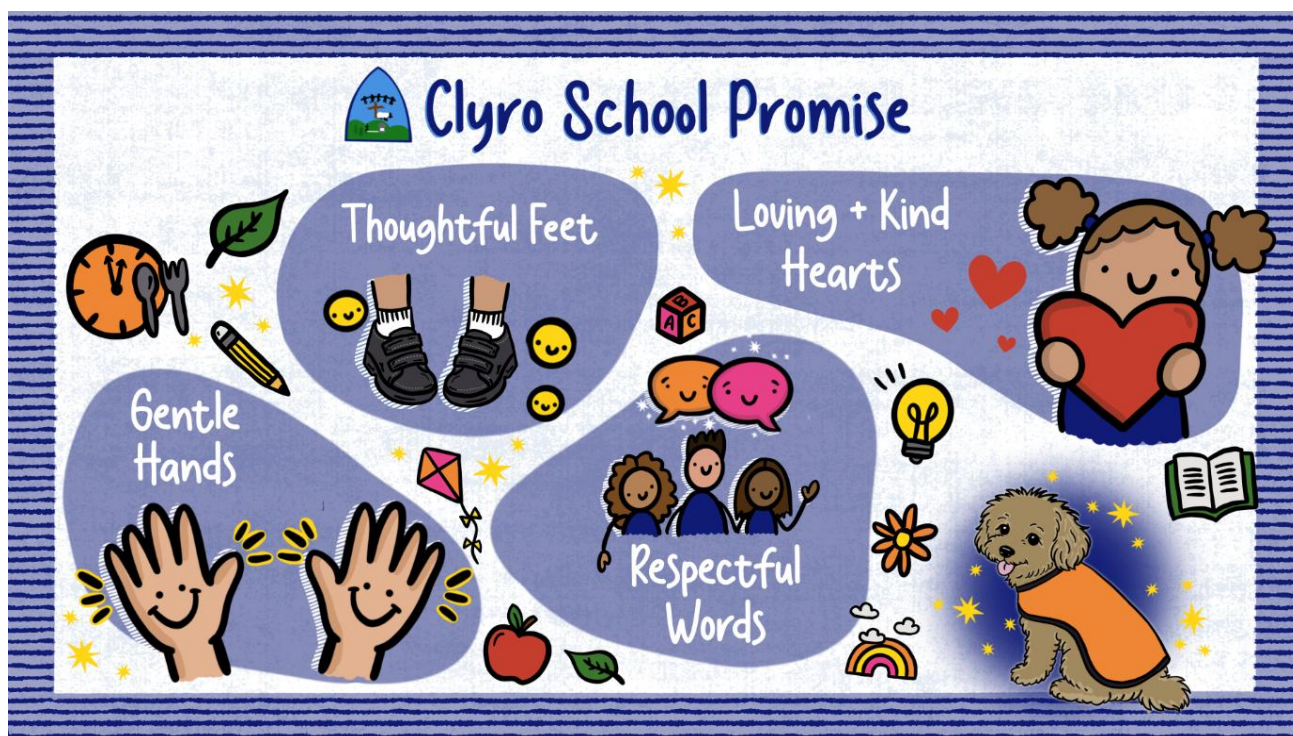


At Clyro CiW Primary School we aim to:

- Adopt a consistent approach to positive behaviour management, setting clear boundaries, prioritising safety, and treating all children fairly, equitably, and with unconditional positive regard.
- Provide children with the opportunity to reflect on and improve their behaviour choices and how these affect other people.
- Celebrate and recognise good behaviour and relationships, promoting the values of our school.
- Address inappropriate behaviour effectively to minimise recurrence and promote positive behaviour and learning.
- Ensure children understand that bullying and discrimination are not tolerated and develop the skills to understand and manage their feelings.
- Generate mutual respect amongst all members of the school community including parents/carers to ensure there is no unfair treatment on any grounds including cultures, ethnic origin, religion, age, sexual orientation, gender and disability.
- Recognise that behaviour can be another form of communication and seek to identify, understand and support any individual needs which are not being met.

- Ensure all staff work cooperatively and reflectively with colleagues, pupils, and parents/carers, developing an understanding of emotional and behavioural needs to promote pupils' self-esteem, wellbeing, and cooperation.
- Provide a curriculum that appropriately supports and challenges all pupils.

Clyro School Promise – modified by pupils and School Council - June 2026



Clyro School Promise written and agreed by all pupils and staff at Clyro CiW Primary School is our code of conduct when interacting and working alongside one another as well as how we treat Rosie our Dog Mentor when she is on duty supporting our learners at our school. The Promise is displayed throughout the school and should be always reflected in pupils' actions and behaviour during the school day. e.g. play time, lunchtime in the hall, outside, at our Forest School site as well as throughout the school building.

House Points

At Clyro CiW Primary School, we believe that positive behaviour, effort, perseverance and kindness should be recognised, celebrated and rewarded. A positive learning environment is built on high expectations, strong relationships and consistent recognition of the choices and behaviours that enable all learners to thrive.

Our House Points system is the main school-wide approach for encouraging and rewarding learners. House Points are awarded for positive work, effort, perseverance, positive behaviours and acts of kindness that

reflect our school values. This system ensures that learners are recognised not only for their achievements, but also for the positive contributions they make to the life of our school and to the wellbeing of others.

Through consistent praise and recognition, we aim to motivate learners to make positive choices, develop a strong sense of belonging and take pride in their contribution to our school community.



All pupils are allocated to a house when they join the school: Coch, Glas, Gwyrdd or Melyn. The house system encourages positive behaviour, perseverance, effort and contribution to school life, with pupils earning points for their house through a range of positive actions.

For positive work, perseverance and behaviours, pupils are awarded a coloured house token reflecting their house colour. Tokens should be taken immediately to the central house-point collection area and added to the pupil's house total. Containers of house tokens will be available in each classroom, in the Street and in the School Hall, ensuring that they are readily accessible to all staff.

To encourage the use of Welsh throughout the school, pupils who are heard speaking Welsh in and around the playground will be awarded a 'Tocyn Ddraig'. This special token will earn 5 points for their house.

For exceptional behaviour, outstanding acts of kindness or an exceptional contribution to class or school life, the Headteacher may award a 'Tocyn Oren'. This special recognition will earn 10 points for the pupil's house.

Through this system, pupils are recognised and celebrated for their effort, perseverance, positive choices, kindness, contribution and use of Welsh, while building a strong sense of pride and belonging within their house.

At the end of each half term the house who has made the most points in that half term, receives a reward (to be decided by the School Council).

At the end of an academic year the house with the most points will be awarded the House Champion cup.

Let's Celebrate!

The school uses a variety of positive strategies to encourage a positive learning environment for our learners:

- Praise children for good work or behaviours reflecting our school values- verbal and written

- Work shared with the class, other classes and / or the headteacher
- Good work displayed in the school
- Postcard / message home to parents/carers; use of social media to share good news
- Stickers
- Each week, one learner will be recognised with a 'Star of the Week' certificate during our end-of-week Special Assembly. The learner will have their handprint added to the 'Wall of Fame' and will also receive 5 House Points in recognition of their achievement and contribution.
- House points
- Headteacher award for being an amazing Clyro citizen – 10 points 'tocyn oren' plus a gold certificate.
- Special time with the Dog Mentor

Restorative Practice

We use restorative practice between pupils and between pupils and staff.

Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. Where there are consequences, we will carry out a restorative conversation, so all parties have chance to reflect upon what happened and discuss it in a supported and sensible manner. Incidents will be dealt with using the restorative questions:



Behaviour Steps

At Clyro CiW Primary School we will always strive to promote a positive learning environment and learning experience for all of our learners. Occasionally the school will need to follow the steps outlined in the table below (School Behaviour Ladder) to promote a positive learning environment for all learners. Where necessary, actions will be recorded to ensure a consistent approach to recording behaviour concerns.

Step 1	Being ready to learn Active listening Following instructions Positive role-model reflecting Clyro School Promise	House points Headteacher award Star of the day/week Postcard / message home Positive praise -Stickers Visit to another class teacher to show good work Reward time with our Dog Mentor
Step 2	Off task behaviours Minor disturbance to others	Positive reminder of expected behaviours in-line with the Clyro School Promise
Step 3	Hurting others Taking things that don't belong to them Damaging others property Damaging school property Repeated poor behaviour	A clear warning – consequence of action e.g. loss of playtime to reflect on action in a quiet space in school, write letter of apology, repair any damage to property. Restorative chat Parents informed
Step 4	Significant disruption to others Severe damage to property of others/school Violence or aggression towards children or adults	Parent and child meeting – support and plan put in place. Possible Fixed term exclusion

Pupils with Additional Learning Needs (ALN)

The procedure for pupils with additional learning needs that have specific behavioural difficulties may differ from our sanction system, when appropriate, and may change over time as the learner grows, progresses and matures. After a period of observation, trialling and adjusting (if necessary), the alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff. It will be outlined on the child's IDP - this may form a specific target or be a piece of information that forms the IDP's contents. If behavioural difficulties continue the Headteacher, SLT

and ALNCo will become involved and approaches will be revised. The advice and input of external agencies from the Local Authority will be sought as necessary with permission from parents/carers.

Pupil Friendly Positive Behaviour Information



Roles and Responsibilities

‘The culture is set by the way the adults behave.’ Paul Dix, 2017

All adults in school are responsible for consistent reinforcement of the behaviour policy. Senior Leaders and Governors are responsible for supporting staff to implement the policy. Parents are responsible for supporting the school’s behaviour policy by reinforcing key messages at home.

All staff will:

- Always redirect students by referring to our ‘Clyro School Promise’ and pupil friendly behaviour policy poster
- Focus on effort as well as achievement
- Celebrate when children go above and beyond expectations.
- Award a pupil a house point token and celebrate the moment — tokens should always be given directly to pupils, not pupils told to get or collect one
- Be calm when going through the Behaviour Steps.
- Never ignore or walk past children who are making poor behaviour choices, not looking after equipment or forgetting the Clyro School Promise
- Deliberately and consistently ‘catch pupils doing the right thing’, recognising and praising positive behaviour in a timely and meaningful way, including publicly where appropriate.
- Staff will relentlessly promote and model mutual respect in all interactions, fostering positive, trusting relationships with and between pupils.

Exclusions

We do not believe that exclusion is the most effective way to support children and, wherever possible, we will seek to understand and address the underlying reasons for a child’s behaviour. We will work closely with children and their families to adapt and personalise our provision, where appropriate, so that all children are supported to access education and make positive progress.

In exceptional circumstances, it may be necessary to exclude a child for a fixed period of time. Any decision to exclude will be considered very carefully and will be made on an individual basis, taking into account the circumstances of the incident, the child’s needs and the impact on the wider school community.

Where appropriate, the school may use internal arrangements to support a child following an incident. This may include a child spending a period of time away from their usual class, with Clyro CiW School – Positive Behaviour Policy 2026

appropriate support and supervision, while remaining on the school roll and continuing to access education.

Permanent exclusion will always be considered a last resort. Where a child is at risk of permanent exclusion, the school will seek to work in partnership with the child, their parents or carers, the local authority and other relevant professionals to identify appropriate support and explore all reasonable alternatives.

Throughout any process involving behaviour support or exclusion, the wellbeing, safety, education and best interests of the child will remain at the heart of our decision-making. We will seek to ensure that children are given opportunities to reflect, repair relationships, learn from their experiences and successfully reintegrate into school.