



**Policy Review and Monitoring**

This policy is due to be reviewed at the time stated, unless circumstances determine that this policy needs to be reviewed at an earlier time.

**Signed: Chair of Governors**  
Mr J Orchard

**Headteacher**  
Mr K Stroud

**BEHAVIOUR & RELATIONSHIPS POLICY**

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## Introduction

At Maes yr Haul Primary School, we adopt a positive approach to our relationships and behaviour management. We foster and encourage positive attitudes towards each other both in the classroom and the school environment so that all children feel safe and secure. Good behaviour is essential in order to maximise the effectiveness of teaching and learning. Children need a calm and purposeful atmosphere in order to learn and experience success.

We aim for all pupils to develop good habits of self-discipline, able to be reflective about their own, and others behaviours around the school. Through this, we seek to build mutual trust and respect for all, while making it very clear that anti-social behaviour will not be tolerated.

We believe in the importance of good communication with our parents and families so that they can support the school's aims in encouraging and fostering positive relationships, behaviours and attitudes. This policy is therefore designed to support the way in which all members of the school can live and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

## Aims

At Maes yr Haul, we aim to:

- positively encourage and recognise our school values,
- promote positive behaviours for learning in class and around school, enabling children to learn effectively and make good rates of progress,
- create an atmosphere of hard work, commitment and responsibility, which will develop self-discipline,
- help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community,
- promote good relationships throughout the school, so that people can work together with the common purpose of helping everyone to learn and experience success,
- ensure that school expectations and any specific rules are understood and applied fairly and consistently to foster good behaviour in a positive way,
- achieve a healthy balance between rewards and consequences, rewarding positive choices, good attitudes to work and having strategies and approaches in place to deal with unacceptable behaviour,
- ensure that our approach to behaviour and relationships is inclusive for all, taking into account any protected characteristics, socio-economic background or additional learning needs,
- ensure that a climate of positive behaviour permeates the life of the school, ensuring that all children's rights to an education that will fulfil their potential is realised,
- promote a good awareness and understanding of what can give rise to negative behaviours, including bullying; how these are dealt with and how pupils can be best supported.

## Expectations

At Maes yr Haul Primary School, we expect that our pupils will uphold the school values and will learn to:

- **Be kind** - be a good friend, say sorry and accept an apology, use kind words and actions.
- **Be collaborative** - take turns and share, say thank you and be grateful, share feelings.
- **Be resilient** - be brave and have courage, keep trying, be proud of yourself.
- **Be responsible** - look after myself and what is around me, tell the truth, use my manners.

## **Key Principles**

The underpinning principles of our policy are that:

- adults act as role models for the children at all times, for example, demonstrate good manners, holding doors open, showing gratitude.
- every member of the school community behaves in a considerate way towards others.
- we communicate clearly with parents about expectations and provide balanced feedback on pupils' positive choices and collaborate around any causes for concern,
- positive choices are encouraged, recognised and celebrated,
- poor behaviour is never ignored but dealt with according to the policy,
- all teachers follow the behaviour policy so that we treat pupils fairly and consistently and the children know what the boundaries are,
- sanctions address the behaviour and not the child personally,
- children are involved in setting expectations and devising strategies, in making choices, about their own behaviour (choice and consequence) and in supporting each other,

## **Positive Behaviour Management**

At Maes yr Haul Primary we are committed to a system of positive behaviour management. It is important that every member of the staff team is clear about their roles and responsibilities for consistently applying the agreed policy for managing behaviour. Everyone, staff and pupils alike, must be clear about our expectations of good behaviour and the strategies in place to secure this.

### **Children's needs**

Pupils respond best when they are feeling secure. They will feel more secure when they know and understand what is expected of them, both within class and around the school. They need to feel confident that they will be treated fairly and that all staff will apply rules consistently. Pupils need to be supported to take increasing responsibility for their own choices and to recognise that there are consequences to both positive and negative choices.

### **Staff needs**

All members of staff need to feel secure in the standards of behaviour that they should expect and how they should promote and facilitate those standards. In order to ensure the effectiveness of these approaches, staff need to be consistent in their application of this policy and the use of consequences where necessary. They need to understand how to most effectively prevent negative behaviours, manage low-level negative behaviours and how to escalate or seek support for more challenging situations, e.g. senior leadership, ALNCo. Staff should always endeavour to ensure that they are emotionally regulated when dealing with any incidents of challenging behaviour and seek support from colleagues if they feel unable to manage the situation personally.

## **Staff and pupil relationships**

Positive behaviour management is helped when there are good relationships between staff and pupils. It is important that discussion takes place with children and staff about expectations, rewards and consequences, in a calm and planned manner. Children should not discover what the rewards and consequences are because of their actions but these should be explicitly taught, discussed and agreed by the whole school community.

Specific and descriptive praise is one of the most effective means of reinforcing positive behaviours along with high expectations and consistency. Everyone within our school community needs to support pupils to achieve and maintain high expectations of behaviour, attitudes and learning and should take opportunities to highlight and praise specific examples of those behaviours.

In order to help promote a positive learning ethos with good behaviours in all classes, all staff should:

- provide good quality teaching and learning opportunities that is engaging and effectively matched to the pupils' needs,
- ensure that the classroom is well organised, attractive and enables children to move around where appropriate and promotes independence.
- plan work carefully to cater for all needs and abilities, ensuring all the resources needed for the lesson are in place before the lesson starts,
- develop a calm environment and keep calm when talking to children,
- establish friendly, supportive relationships with pupils,
- make expectations, rules and routines clear so that children feel secure with firm boundaries,
- ensure that the children know the school values and develop with the children class agreements that reflect the values that they have helped to establish, being clear about green and red choices,
- make clear the expectations about learning; through modelling (demonstrate, success criteria), identifying (catch the children being good) and praising.
- encourage and practice gratitude, shown between staff and pupils, giving opportunities to appreciate, reflect upon and recognise different reasons to be grateful.

### **Strategies to promote positive attitudes and behaviours**

At Maes yr Haul our approach is to promote behaviours that align to our values and our aim is that, ultimately, all pupils will demonstrate positive behaviours as the 'right thing to do'. In order to provide encouragement and motivation for this, staff should model these behaviours, notice and highlight when children are demonstrating the desired behaviours and use praise to recognise and/or reward them for doing so. There are many different aspects to the way children receive praise. This applies equally to desired learning behaviours (e.g. being collaborative) as well as 'behaviour' in the sense of 'being good' (e.g. listening, polite).

- Draw attention to the behaviours you want – not what you don't want.
- Try to modify or divert pupil's behaviour before a problem arises
- Be assertive, expect pupils to follow instructions ("I need you to...") - do not argue with a child.
- Ensure that colleagues work closely to ensure a consistent approach to promoting positive behaviour.
- Where appropriate, give two choices so that either outcome are acceptable and provides the child with an element of choice and personal responsibility.
- Be consistent and follow through - if you say you will do something, do it regarding behaviour in particular.
- Support older pupils to act as 'peer mediators' to help resolve minor disputes.
- Friendship group support is available to pupils as part of our overall wellbeing provision.
- Raise awareness of, and promote, 'green' choices.

Examples of 'green' and 'red' choices	
'Green' choices	'Red' choices
<p><b>Be Kind:</b> Be a good friend Say sorry and accept an apology Use kind words and actions</p> <p><b>Be Collaborative:</b> Take turns and share Say thankyou and be grateful Share feelings</p> <p><b>Be Resilient:</b> Be brave and have courage Keep trying Be proud of yourself</p> <p><b>Be Responsible:</b> Look after myself and what is around me. Tell the truth Use my manners!</p>	<p>Poor language/name calling Fighting/aggression Hurtful words or actions Disrespectful or rude to others Damaging property Not following instructions</p>

### Reward Strategies

The whole school agreed strategies are a combination of:

All Staff:

- a. Verbal and recorded praise/feedback (all staff)
- b. 'Seren yr Wythnos' including gratitude post-box (all staff)

Optional – down to individual staff choice

- c. Stickers (age appropriate)
- d. Individual rewards
- e. Whole class rewards

#### a. Verbal and recorded praise/feedback

Staff should use positive learning behaviours and 'green choices' as a basis for verbal praise and feedback. Lunchtime supervisors also have 'praise pads'.

#### b. Seren Y Wythnos / Gratitude post-box

All teachers nominate one or two "Seren yr Wythnos (Star of the Week)" each week for Friday Assembly. They are chosen for truly exemplary effort, behaviour, achievement and should generally be linked to the monthly school values. Certificates are taken home and pupil have their photo in their Google Classroom. Staff should seek to find suitable opportunities to ensure that all pupils receive Seren certificates over time.

Staff and pupils are encouraged to complete and post 'gratitude' slips into a post-box (near the office) to recognise and give thanks to others within the school community for their actions. Slips are selected by senior leaders and read out in the Friday 'Seren' Assembly.

### **c. Stickers**

Suitable for use by staff, most likely in Progression Steps 1 and 2 (age appropriate) as immediate and visible evidence of praise/feedback on learning and behaviour. These are likely to be less effective with most older pupils and are used less often.

### **d. Individual Rewards**

Many pupils respond positively to having individual points for demonstrating positive behaviours and school values. Teachers may use these strategies with their own class to recognise and praise individuals. Examples of suitable rewards could include, but not limited to:

- Individual certificates (or stickers)
- 'Lead the learning' (child teaches the class)
- Extra playtime (for group / class – ensure supervision)
- 'First for a day' (front of the line etc)
- Sit anywhere
- Cushion on your chair / use the teacher's chair
- 'VIP' for the week

Where teachers choose to utilise individual points systems with their class, these will be recorded privately, staff will not adopt 'points' systems that openly compare children's points / rewards to each other.

Teachers need to give consideration to suitable timescales for individual rewards, appropriate to the age of the pupils. E.g. PS2 weekly/fortnightly, PS3 half termly.

Rewards are not to be physical gifts or food. Once awarded, points are not to be taken away.

### **e. Whole Class/Group Rewards**

Teachers may develop their own whole class or group reward systems for demonstrating positive behaviours, school values. This would also be particularly suitable for promoting skills such as collaboration and teamwork. The actions of individuals and/or groups contribute to a whole-group or class total.

An example of recording this could be 'marbles in a jar' or any system where either groups or the whole class are working towards a total that is required in order to achieve the reward. Examples of rewards could be, but not limited to:

- Extra play time,
- Golden time,
- Tech time,
- Art & crafts, design
- 'Genius hour' – children to work on their own choice projects

Teachers need to give consideration to suitable timescales for group / class rewards, appropriate to the age of the pupils. E.g. PS2 weekly/fortnightly, PS3 half termly. Half-termly will be the maximum time period.

Rewards are not to be physical gifts or food. Once awarded, points are not to be taken away. No children should be excluded from the class / group reward.

## **Preventing, avoiding and managing negative behaviour**

In order to help support pupils to make good choices and be in control of their actions, staff need to act at an early stage, using the language of 'choice' to help pupils understand and take responsibility (avoid the "s/he told me to do it!"). The discussion about choices pupils have made is critical and supports the child to become more reflective and therefore learn to improve. These discussions are never successful whilst the child is upset or angry so appropriate timing (will vary by age) after an event is critical.

### Points to remember

- Seek advice when needed and make use of all the support systems available, e.g. ALNCo, external agency guidance.
- Follow agreed school policies and procedures and any relevant individual strategies or plans.
- Don't take bad behaviour personally – you are doing your job.
- Always try to maintain discipline in a calm and unemotional way without fuss – assertive discipline is having an expectation of compliance without losing your personal control.
- Use the 3 Cs to help achieve a consistent approach – **Choice, Chance and Consequence**

### **Choice – discussion prompts**

The child is giving a pre-warning by explaining what they have done and the choices they have. Remember that children will often not be able to explain why, but can probably say what happened.

- What **choice** have you made?
- Was it a sensible **choice**?
- Was it a **choice** you are proud of?
- Was it a **choice** that would make others happy?

### **Chance – discussion prompts**

The child has had their pre-warning, but the negative behaviour continues or has worsened.

- Here is a **chance** to make a good/better choice
- Use your **chance** to listen and make a sensible choice
- Use your **chance** to make others proud of you

### **Consequence**

The child has not responded to the warning and has continued to behave in a way that is unacceptable. They will now receive a consequence.

Following the consequence, pupils should be encouraged to reflect upon their actions and to consider appropriate points such as (age appropriate)

- What will happen if you keep repeating the same behaviour?
- What can you do differently if this happens again?

## **Types of consequences**

Pupils at Maes yr Haul Primary School know what is expected of them and their 'green and red choices' have been clearly defined and explained to them.

Therefore if pupils choose to make a negative choice then they have also chosen to accept that there will be an appropriate consequence. The word "consequences" is used to mean the results of their actions, including what the impact of their actions on others as well as themselves.

Teachers will be required to use their professional judgment about the appropriate consequence for any individual situation and these will inevitably vary according to age, pupil, context. These consequences should however be considered as a hierarchy in terms of severity.

1. In-class discrete teacher discussion/restorative approach and/or with other pupils/adult
2. In-class seclusion - moved to another table/area, away from others within the same class.
3. Partner class utilised - time out/away from situation (not corridor)
4. Miss a playtime (age-appropriate time and linked to red choice) supervised on yard.
5. Parents informed by class teacher (face to face or phone call).
6. See HT/DHT/AHT (required if pupil is being considered to miss a club / match / trip)

Classroom staff should seek to resolve behaviour incidents and / or disputes themselves wherever possible. Whilst there will clearly be times where more significant behaviours warrant escalation to senior staff, this can also have the unintended effect of disempowering the class teacher's authority. Therefore, staff are encouraged to consider carefully, whether this action is appropriate in the circumstances.

If pupils are regularly displaying negative behaviours, for example aggression, defiance, their behaviour needs to be monitored more closely and the class teacher should request a meeting with the ALNCo. An individual Record of Concern will be set up and One Page Profile will be put in place. Support from specialist teams may then be sought. The child may be put on special behaviour support programmes with clear targets.

Staff should record significant incidents of unacceptable behaviour in the pupil records and parents would usually be informed. This creates a comprehensive history of that child's behaviour which may be needed later.

## **Additional Behaviour Support**

If a child is having continual difficulties in making the right choices, despite any additional measures by way of a graduated response, the school will consider a Behaviour Support Plan. A Behaviour Support Plan is drawn up with the school, pupil and parents. It will outline what the difficulties are and the strategies proposed by the school and parents, to help the child. In certain cases, or after a more extended period of time without improvement, the ALNCo may decide to refer the child to the Care and Relationships Team and/or the Educational Psychology Service. The school is not able to directly refer pupils to the Child and Mental Health Service (CAMHS). For any pupil with significant behavioural needs, a school Risk Assessment will also be put in place.

## **Exclusions**

In very serious circumstances, the Headteacher may decide to exclude a pupil for a fixed term, or permanently. This could be for very serious breaches of our behaviour policy or if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school. However, our goal is to ensure that this is always avoided if at all possible. Unfortunately, there may be times when all other strategies have been tried and exhausted, or the severity of the incident warrants no lesser action. In such incidents, the school will make every effort to work constructively with parents and external agencies to improve the situation and support the pupil upon their return to school.

## **Breaktimes and Lunchtimes**

Behaviour at breaktimes and lunchtimes is expected to support an ethos where pupils have an active and enjoyable lunchtime where they feel safe and are well cared for. All staff need to work together to ensure that pupils feel safe to play in an environment that challenges incidents of poor behaviour and any form of bullying or victimisation. However, by the nature of playtimes and lunchtimes, these are generally less structured and are always more likely to result in negative behaviours than in class and around the school.

At breaktimes, children are supervised by teachers and learning support officers; at lunchtime by learning support officers and supervisory assistants ('lunchtime supervisors'). Supervisory assistants are expected to follow the same guidelines and expectations as classroom staff. Pupils are expected to afford these staff the same level of respect, courtesy and compliance as any other member of the school staff team. To help achieve this, they are encouraged to build up positive relationships with the children through, playing and talking with them, so that they role model positive behaviours at lunchtime.

If a child reports to a member of staff that another child is bothering them, staff should always take the time to listen to the pupil and to follow it up. Although on occasions the incident may sound minor, to the child it is important. Any conflict is resolved through listening to the pupils and mediating between them. Minor incidents should be dealt with on the playground, either by the duty staff, peer mediators or by the teacher. Where something is more serious this should be reported to the class teacher, so that they are aware of the incident and follow it up where necessary. More serious offences such as fighting, defiance and racism are reported to the HT/DHT/AHT.

Children who are hurt are dealt with in accordance with the school's health & safety and first aid policies. All significant accidents are recorded and any concerns reported to parents and carers.

## **School 'Rules'**

These are not displayed in classes and are primarily for staff clarification, as they do not meet our principles of emphasising pupils' desired behaviours. They need to be consistently applied and regularly reinforced by all staff throughout the school so that all pupils know and can abide by these basic expectations.

### Corridors, classrooms, cupboards and foyer

- Pupils to hold open doors for adults/each other - Welsh greetings used - staff to expect this every time and reciprocate.
- Pupils are not to be unsupervised anywhere in the building at breaktimes (*medical exceptions - foyer*)
- Pupils to only go in the PE cupboards when directed and supervised.
- Pupils are not to use the photocopier or paper trimmer / guillotine.

- Pupils are not to use tablets, laptops, PCs outside of class time (see wet play procedures).
- Pupils must observe wet playtime procedures - see poster (display poster)
- Pupils to be encouraged to tidy up themselves and gain independence!
- Staff to challenge and not ignore incidents of poor behaviour, regardless of whether the pupil is in their class or not.

### Playgrounds

- Pupils (Years 1 – 6) may bring their own balls on the yard (soft, not leather).
- The school is not responsible for pupils' property but staff should support pupils to look after their belongings (e.g. hanging up coats).
- Years 2 - 6 pupils to line up (mixed methods) before coming in from the yard.
- Pupils to follow instructions given by lunchtime staff as well as classroom staff.

### Toilets & Cloakrooms

- Cloakrooms to be kept tidy (and safe!) - coats and bags to be hung up tidily so far as is possible (staff need to invest time to ensure good pupil habits).
- Observe and remind frequently re positive behaviour / toilet manners.

### Halls

- Pupils should demonstrate good table manners, eat over the table, not leave a mess.
- Pupils to act sensibly and safely, e.g. handling cutlery, leaving bags & coats, lining up.
- Staff to not accept pupil disrespectful behaviour / language (e.g. to lunchtime staff)
- Staff to remind pupils regularly about expectations and reinforce expectations for any pupils in either hall, regardless of whether they are in their class or not.

### **Physical intervention / restraint**

Our aim is to create an environment in which the use of physical intervention in relation to a pupil is very rarely necessary. However, there are times where this may be unavoidable and it is allowed when appropriate\*

However, physical intervention should only be used to manage a child or young person's behaviour if it is necessary to prevent the child causing harm to themselves, other people, or to prevent serious damage to property, or, in what would reasonably be regarded as, exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. All incidents of physical restraint need to be recorded using the appropriate form. Some staff are trained in the use of positive handling – training needs are continually reviewed and are prioritised on the basis of the likelihood of need.

\* "1.2. All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils." ('Safe and effective intervention – use of reasonable force and searching for weapons' WG, 2013)

### **Searching pupils**

As part of our safeguarding responsibilities, as set out in Section 93 of the Education and Inspections Act 2006 and as a duty under UNCRC Article 16, the Headteacher or Deputy Headteacher reserves the right to search pupils and/or their bags / coats etc for the following reasons:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

Alternatively, the Headteacher may elect to contact the police to carry out this search instead. A senior member of staff would endeavour to contact parents at the earliest opportunity to discuss the matter and any outcome.

(‘Safe and effective intervention – use of reasonable force and searching for weapons’ WG, 2013)

### **Relationships with Parents and Carers**

Establishing good relationships with families, parents and carers is essential for developing and supporting good behaviour of children. As part of the ongoing relationship with the school, families, parents and carers are expected to support the school’s Behaviour and Relationships Policy and commit to this partnership with the school.

The school very much appreciates families, parents and carers alerting the school to issues which affect the child’s behaviour and to develop and foster good relationships we will endeavour to ensure that:

- teachers are available regularly to discuss concerns or problems.
- good communication channels including instant messaging, newsletters from school and PFA are used,
- biannual parent consultations provide opportunities to discuss progress,
- parents have regular opportunities to engage with school life through a programme of events, productions and PFA fund raising events,
- parents and pupils who are due to begin Nursery are offered pre-admission visits ‘stay and play’ and a welcome meeting to explain school routines and expectations,
- teachers to respond to all parental concerns within 48 hours where possible,
- the opportunity for welcoming other parent and carer contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra- curricular activities.

### **Supporting Staff**

To successfully ensure the positive behaviour of all pupils needs, all staff have a role to play in supporting positive behaviour management throughout the school. However, we recognise that managing significant behaviour incidents can be stressful for staff and it important that staff handle situations confidently and calmly.

If for any reason a member of staff has concerns about another member of staff’s conduct then they should report that confidentially to the Deputy Headteacher/Headteacher. Staff are able to access a range of support services, including counselling and are encouraged to speak to senior staff if they are feeling stressed or unable to handle any particular situation in school.

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