

Y Bont Faen Primary School



Relationships and Behaviour Policy

April 2023

Disclaimer

Please ensure that you are using the most up to date version of this policy.

If the review date has passed please contact the Reviewer.

OUT OF DATE POLICY DOCUMENTS MUST NOT BE RELIED UPON

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1. Introduction

Y Bont Faen Primary School adopts a whole-school approach for promoting positive, respectful behaviour between staff and learners as part of our whole school approach to well-being. This approach is woven through all school activities.

Creating an environment which encourages positive behaviour, helps to create an inclusive and engaging environment where learners feel safe and are ready to learn.

Here at Y Bont Faen, we have a holistic approach to our pupils' education and value all learning both in and out of the classroom. Staff know that all behaviour is a communication of an emotional need.

2. Aims and objectives

- To maintain a caring community in which effective learning can take place and where there is mutual respect for all members of our school community.
- To help children develop a sense of worth, identity and achievement.
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- To develop in all children the ability to listen to others, cooperate and to appreciate other ways of thinking and behaving.

3. Roles and responsibilities

Maintaining positive behaviour is the responsibility of all staff, Governors and parents. We expect our staff and parents to be good role models for our children as we develop their attitudes for all aspects of life.

All staff:

- are aware that pupils displaying observable behaviours (e.g. mood swings, physical aggression, lack of empathy) can be clearly identified, but that attention must also be given to those children displaying more passive behaviours (e.g. withdrawn, disengaged/distracted, anxious, unable to accept praise), as these children often go unnoticed;
- are aware that early intervention is essential for addressing both active and passive behaviours, to ensure that low level features/difficulties can be addressed early;
- never make judgements around behaviour and see all behaviour as an indicator of emotions to which we respond in an empathetic and caring manner (we realise that this can be particularly hard to do when a child acts in a way that hurts or frightens others); and
- focus on positive interactions and develop positive relationships that help shape behaviour.

4. Attachment awareness

Attachment Theory: *We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences.*

All staff have had ACEs Training and Trauma Informed Schools (TIS) Training and we have two TIS qualified practitioners. Some of our staff are fully trained Emotional Literacy Support Assistants (ELSAs) and ELSA mentors are available to provide help with feelings and emotions. We know that positive behaviour can be taught and needs to be modelled and that negative behaviour signals a need for support.

A secure base provided through a relationship with one or more sensitive and responsive attachment figures (key adults) who the child can turn to when upset or anxious is essential. School is often their secure base and for some it may be the only secure base they have experienced.

We have an integrated whole school attachment aware approach and follow different levels of intervention using a graduated response and ensure bespoke provision via the use of Individual Support Plans drawn up in consultation with the pupil and parents/guardians, Provision Mapping, One Page Profiles and associated tools (e.g. 'good day/bad day', 'what's working, what isn't working?'), and Individual Development Plans drawn up in consultation with parents/guardians, specialist health professionals, specialist teachers, class teachers and other key adults in the child's life.

Resources we can draw on are:

- good quality teaching
- SELFIE Data
- Engagement Service advice
- educational psychologist report
- specialist teacher advice

5. Supporting positive behaviour

We are responsible for children's behaviour in school and our role is to keep all children safe physically and emotionally: this is every child's right. We know that most children will make mistakes along the way to becoming attuned, self-regulated, responsible people and that some children have particular challenges (e.g. children with social, emotional and mental health needs; autistic spectrum conditions; attachment needs; and other developmental or genetic conditions) on this journey. We believe that children need the right relationships and the right response to their behavioural mistakes so that they feel open and able to make progress – just like in any learning experience. Getting this right will mean children are more able to take responsibility (rather than defend themselves from a negative judgement/consequence by denying or avoiding responsibility). We know strong routines and high expectations, constructed along with the children, support children's positive behaviour and that this routine and expectation agreement is an important basis of a safe classroom. These routines may vary from class to class but it is an expectation that there are strong routines for agreed times/activities.

As a school, we use Trauma Informed techniques to help children with their behaviour and worries. Adults spend lots of time supporting problem solving with individual children or small groups of children to ensure that issues are resolved well and peacefully. We do not make assumptions about children (e.g. 'You usually do that') and listen to all children's views and experiences of situations. We do not believe punishment or consequences bring long-lasting change: they breed mistrust and model negative power relationships. We know that children cannot solve problems or think rationally when they are stressed, frustrated or anxious and so we do not question children or try to support children when they are in an agitated state. Instead, we will find a safe space for a child to calm down (and perhaps give them something such as putty or a fiddle toy to play with) before we begin helping the child to explore and repair the situation.

Children are often not able to articulate clearly what has happened or find it hard to see a situation from another's point of view. All children benefit from some space with which to think through a situation when something negative has happened. For this reason, we will often give children space and opportunity to reflect by giving them time to draw a reflection

(or write if they prefer – or both). We ask children to draw what happened; what happened before this (the trigger usually); what would they do if they could go back in time; what they could do to repair. All children involved in any conflict or dispute will be brought together to agree a way forward and check everyone feels happy with the outcome.

6. Our approach

All approaches to supporting children taking responsibility for their positive behaviour will show our commitment to children receiving as consistent an experience (routines and structures) as possible throughout the school. We discuss individual children and behaviour issues as a priority as necessary. When the below steps are not supporting pupils in making positive choices, then alternative approaches are devised in conjunction with the ALNCo, class teacher and home.

7. School rules

We have three simple rules, these are displayed in classrooms and around the school.



Stepped consequences are displayed around the school and classroom.

- Step 1: Reminder
- Step 2: Warning
- Step 3: Remove from the group in the class
- Step 4: Spend time in a different classroom
- Step 5: Speak with Mrs Adams or an SLT member and inform parents.

8. Positive and respectful relationships and behaviour

We are committed to promoting positive relationships and behaviours. There are many ways we do this:

- All adults treat all children with respect and model positive behaviour, remaining calm and consistent.
- They praise in public and reprimand in private. All staff ensure best conduct receives first attention.
- All staff know the value of relentless routines and strive to ensure whole strategies such as the silent hand are used.
- We use precise praise and develop understanding of appropriate behaviours and interactions.
- Pupils are recognised for 'above and beyond' good behaviour.

8.1. Star of the Week

All children will have a chance to be 'Star of the Week' at least once each term. It is an opportunity for the class to celebrate the child's good learning, achievements both in activities in and outside of school and behaviours. The week's Stars are presented with their certificate by the headteacher in a special weekly "Star Assembly" which is attended by the whole school.

8.2. Golden Tickets

Golden Tickets will be awarded by the midday supervisors to pupils who are demonstrating our school rules well. On Fridays, Golden Ticket winners in Foundation Phase and Key Stage 2 will receive milkshakes from Mrs Adams.

8.3. House Points

All pupils are part of a school house team, Coch, Melyn, Gwyrdd or Glas. These teams are used for our annual school Eisteddfod and Sports Day, but also points are to be awarded on a daily basis for achievements and positive behaviour. Each class has a house point chart where pupils can record any points they have earned. Points will be counted at the end of each week and reported in our Celebration Assembly. The team with the most points at the end of each half term will receive golden time/extra playtime.

8.4. Playground Buddies

Key Stage 2 Buddies will be trained in a range of games and activities to help engage younger pupils in co-operative play. Buddies can help model and demonstrate appropriate use of playground equipment, as well as develop creative, new play ideas with Foundation Phase pupils.

Some Buddies will be used to target those children who need support with their behaviour and will be encouraged to involve them in their games - thereby providing peer supported behaviour systems.

8.5. Playground behaviour

If we find a child persistently behaves in an unsafe manner in the playground then a more positive option for the child and the other children is for the child to be supported by an adult supervisor in playing some relationship games within a small group of other children.

8.6. Emotionally available adults

These adults work with children from PS1 to PS3 and act as a key person/coach for children in emotional or social need. They help children improve outcomes by unblocking barriers to learning and/or behaviour. The emotionally available adult works closely with a child's teacher and parents/carers to ensure progress.

8.7. Social skills and friendship groups

Social skills and friendship groups learning can be set up within the school on a needs basis. Children who have mild behavioural challenges may be invited to attend ELSA sessions where they could work in a small group for play under the supervision and direction of an ELSA, especially where that problem is linked to social skills.

8.8. Flexible support for more vulnerable pupils

There are a small number of children who will need a far greater amount of support in managing their own impulses/behaviour. These are outlined in their individual support plans.

8.9. Visiting Teachers

We ensure that:

- the Rules and class community target are clearly displayed; and
- where possible, a member of the senior leadership team will introduce a visiting teacher to the class and share the Rules and any community values/agreements in place.

9. Exclusions

Exclusions are only applied in extreme cases or as a last resort. In increasing order of severity, the three types are:

1. internal exclusion;
2. fixed-term exclusion; and
3. permanent exclusion.

Internal exclusion means that a child is excluded from his or her class but stays at school with appropriate work to complete.

A fixed-term exclusion involves a child being excluded from school for a short period of time. During a fixed-term exclusion, a child should be supervised at home, school will provide appropriate learning activities. Fixed-term exclusions will give the school time to seek further support as needed for the child.

Permanent exclusion is a measure Y Bont Primary School has never needed to take but remains a measure we need to retain in our policy.

10. Bullying

There is a separate policy to deal with rare incidents of bullying. We are clear about the difference between behavioural and bullying problems and have made every effort to make sure the children are clear about this difference.

11. Equalities at Y Bont Faen

We are fully committed to the equalities agendas enshrined in the Equality Act 2010. We understand our duty to promote positive relationships between different groups of children and to challenge stereotypes and prejudice. Children are taught to value each other and celebrate differences. They also are taught that put-downs in any form are never acceptable. We challenge gender, racist, language, religious, homophobic, family-type or social-status put downs. All incidents, however small, are logged as prejudicial incidents to help our equalities monitoring and planning.

12. Behaviour out of school

School may sometimes be informed about a child's behaviour out of school and need to deal with the situation. The usual course of action would be to talk to the children and appropriate adults, and action would be taken on a shared decision. In some circumstances external agencies are involved, for example the local PCSO.

13. Policy Links

- [Welsh Government Framework on embedding a whole-school approach to emotional and mental well-being](#)
- [Vale of Glamorgan RSE Model Policy](#)
- [Anti-Bullying Policy](#)
- [Restrictive Practices Policy \(including physical restraint and physical interventions\)](#)
- [Online Safety Policy](#)
- [Safeguarding Policy](#)
- [Welsh Government guidance on exclusion from schools and pupil referral units](#)