

Llanfair Primary School



Behaviour and relationships Policy

Date adopted	30.01.25
Review date	30.01.26

Document Version History

Version Number	Date Review Approved	Date Published	Summary of Amendments

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Llanfair Primary School

January 2025

All those people involved in the life and work of the school (the Stakeholders) will be responsible for the implementation of this policy.

A review of this policy along with the responsibilities, time scales, consultation and update training will be included annually on the Self Evaluation timetable.

The Behaviour and Relationships Policy will be updated, discussed and shared with Stakeholders every three years and feedback from children and parents will be given full consideration. It will be implemented alongside Equal Opportunities, Racial Awareness, Disability and Discrimination and Anti Bullying and LAC policies.

General Principles

At Llanfair Primary school all adults in the school promote the relationships on which we base our expectations regarding behaviour and learning. Therefore, this Behaviour and Relationship policy is not primarily concerned with rule enforcement, but is a means of promoting stable and healthy relationships, so that people can work together with the common goal of enabling everyone to learn in a safe environment that is conducive to learning.

A Commitment to Shared Values

We work together with all members of the school community, including pupils, staff, families and governors to promote our school mission: “**Enjoy, learn, achieve**”.

Our Core Aims

With all staff leading by example, our core aims are:

- To ensure the school works towards understanding behaviour rather than just managing it.
- To educate every member of the school community to have respect towards each other.
- To treat all children fairly and apply this behaviour policy in a consistent way whilst acknowledging individual needs within a caring and secure environment.
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well, so all members of the school can live and work together in a supportive way.

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- To model and reward good behaviour, as we believe this will develop an ethos of kindness and cooperation.
- To enable pupils to experience challenges, build tolerance and succeed in their learning, and have a sense that learning can be fun and relevant to their lives.
- Pupils will be encouraged to make good choices and take responsibility in readiness for them taking their place in society.

Our core aims will be built upon within an atmosphere of trust, fairness, reward and praise with clear procedures which are understood and followed by the whole school and all its Stakeholders. Parents will be encouraged to take an active part in the progress of their child/children's welfare and behaviour management.

Approach

In our above aims to promote the best possible relationships between everyone in our school community, with the common purpose of enabling everyone to learn, we implement Trauma Informed School's practices:

- TIS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing.
- It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.
- It recognises that it is important for adults to understand where a child is in terms of their mental and emotional health and the TIS approach supports staff in how to differentiate their relationship with children in order to successfully support their development.
- It promotes understanding that life events can introduce episodes, which become interruptions to some children's development, which we need to respond to with effective reparative strategies.
- It recognises that learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers.
- It promotes that the addressing of early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.
- It reinforces our understanding that learning happens across the whole day, especially during break times, where less structured interactions enable pupils to develop and apply key skills, vital for healthy development.

These 'Trauma Informed Schools' educational practices Protect, Relate, Regulate and Reflect:

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Protect

- A whole school commitment to ensuring that pupils wellbeing and progress are at the centre of all strategies and decisions made with them or on their behalf.
- Increased '**safety cues**' in all aspects of the school day, e.g. 'meet and greet' at the school entrance or at the classroom door.
- A whole school commitment to **cease put-downs, ridicule, criticisms and shaming** (proven to be damaging psychologically and neurologically).
- Staff to use '**PACE**' (play, acceptance, curiosity, empathy) modes of interaction (Hughes, 2015): being warm, empathic, playful and curious (proven to shift pupils out of fight/flight/freeze positions).
- Staff ensure that interactions with pupils are **socially engaging and not socially defensive**, to decrease likelihood of pupils relating defensively (fight/flight/freeze).
- Staff '**interactively repair**' occasions when they themselves move into defensiveness.
- Pedagogic interventions, such as contribute to pupil **One Page Profiles** that help staff to get to know children better on an individual basis. This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, **emotionally available adult**, and know when and where to find that adult.
- School staff **adjust expectations** around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- The **nurturing of staff** in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling pupils to see themselves, their relationships, future events and the world positively, rather than through a lens of threat, danger or self-blame.
- A whole school commitment towards recognising and praising the use of adaptive behaviours by pupils throughout the school day.

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- Vulnerable children provided with **repeated relational opportunities** (with emotionally available adults) to make the shift from ‘blocked trust’ (not feeling psychologically safe with anyone) to trust, and from self-help to ‘help seeking’.

Regulate

- **Relational interventions** specifically designed to **bring down stress hormone levels** (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- **Evidence-based interventions** that aim to **repair psychological damage** and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The **emotional well-being and regulating of staff** is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- **Support for staff** through Mental Health Champions; welfare basket and positive poster reminders of where and how to seek advice and support.

Reflect

- **Staff training and development** in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
- **Provision of skills and resources** to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff (emotionally available adult), children are given the **means and opportunity to symbolise painful life experiences** through images as well as words, as a key part of ‘working through’ these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- **PSHE** (Personal, Social and Health Education) as preventative input, on mental health, mental ill health, relationships (including parenting) emotions, social media and tools for how to ‘do life well’. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from ‘behaving’ their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through **empathetic conversation**, addressing children’s negative self referencing and helping them develop positive, coherent narratives about their lives.

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Rights and Responsibilities

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

Roles	Rights	Responsibilities
Pupils	<p>To be listened to and spoken to with respect.</p> <p>To feel safe at school.</p> <p>To be able to learn in a calm environment.</p> <p>To feel safe to embrace challenges and feel supported to take risks.</p> <p>To develop tolerance and empathy.</p> <p>To always be given the chance to 'put things right' when something has gone wrong.</p>	<p>To listen and speak respectfully to and with others.</p> <p>To behave in safe and responsible way at school.</p> <p>To make the most of their time at school and allow others to learn.</p> <p>To learn from their errors.</p> <p>To be tolerant of others, and to listen to other people's opinions and feelings.</p>
Staff	<p>To be listened to and spoken to with respect.</p> <p>To be supported by families, pupils and staff. To feel safe and supported at work.</p> <p>To be made aware of issues that may affect their work and pupils.</p> <p>To be able to access support from Senior Leaders or other agencies.</p>	<p>To listen and speak respectfully with others.</p> <p>To support pupils, families and other staff.</p> <p>To be aware of issues and deal with them responsibly and fairly.</p> <p>To keep pupils and families up to date with progress in school.</p> <p>To access training and support when needed.</p>
Families	<p>To be listened to and spoken to with respect. To work in partnership with staff.</p> <p>To be kept informed about their child's progress.</p> <p>To have access to information on school policies and practice.</p> <p>To have concerns listened to and followed up.</p>	<p>To listen and speak respectfully with others.</p> <p>To help their child by working alongside the school to support them.</p> <p>To attend parents meetings and read reports, school emails and messages.</p> <p>To stay informed about school policy and practice.</p> <p>To talk to someone at school at early stages of concerns, starting with the class teacher.</p>

The Role of the Behaviour Coordinator

- The Behaviour Coordinator is Rhys Jones a member of the school's SLT.
- "The consistent application of positive behaviour policies that are agreed by all staff and effective monitoring by senior management in schools helps to ensure an atmosphere where expectations of good behaviour are high." (Behaviour Wales, ESTYN 71)
- The Behaviour Coordinator has an important role to play in supporting and guiding staff in the implementation of the whole school Behaviour policy.

School Rules

To aid the implementation of the above aims at Llanfair Primary School the following three core school rules have been agreed:-

1. *Be Safe*
2. *Be Ready*
3. *Be Respectful*

In addition to this, each class will display a class charter which have been designed by their own age group on an annual basis so there is a shared agreement of what good behaviour looks like. These are discussed with the children alongside the school rules and displayed in the classroom.

Rewards

Children who consistently behave, work well and exemplify the school values may receive:-

1. *Praise from Learning Support Assistants (LSA's), Teachers, Deputy Head Teacher and Head Teacher.*
2. *House points / tokens– When these are awarded, they contribute to a House Team Reward System. Tokens are counted weekly and the houses with the most are rewarded with the House trophy.*
3. *Class Teacher and Head Teacher Stickers.*
4. *Llongyfarchiadau praise slips – every week the class teachers or LSA will reward children when displaying positive behaviour and striving to complete learning activities to the best of their abilities and exemplifying the school values with a Llongyfarchiadau praise slip. These have a note of the behaviour which led to their award. Learners who earn the praise slip will display their picture upon the Hall of Fame display in the school hall.*
5. *Head Teachers Award – Class Teachers are able to nominate a child for exceptional and sustained achievement of any kind whether it be academic, behavioural, socially etc*

Supporting Challenging Behaviour

Within our positive approaches, we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others. When a child is displaying inappropriate behaviours, we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also.

Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that by holding consistent boundaries, our school feels calm and safe. When this happens, we will sanction the behaviour and not the child.

Therefore, consequences will be appropriate to the age of the child and the circumstances within which the behaviours have occurred and will be applied consistently throughout each classroom and in the playground e.g. a Reception age child may have 5 minutes time out/missed play whereas a YR6 may have 15 minutes time out/a whole play time missed.

If the challenging behaviour persists, despite the implementation of sanctions, then and only as a last resort should the SLT be called.

If there is an incident where a child has been violent towards another child or a member of staff then a member of the SLT should be called immediately.

The SLT will deal with the behaviour appropriately and also log the behaviour on My Concern. The logging of this information will help to build up a pattern of behaviours, should they be repeated, and then when and if felt necessary they can be used in order to inform and initiate a graduated response to the repeated behaviour.

Supporting Behaviour

In dealing with and managing behaviour and in accordance to the TIS principles of Protect, Relate, Regulate & Reflect, there is an expectation that **all** staff:

do not:	do:
<ul style="list-style-type: none">• ridicule or put a child down.• make an example of the child in front of the class/school.• put a child's name on the board.• use a raised voice unless it is absolutely necessary e.g. when there is imminent risk to the health and safety of the child in question or others.• shout in the face of a pupil.• invade a pupils personal space, unless it is to protect them from immediate danger.	<ul style="list-style-type: none">• whenever possible, make time to listen.• listen empathetically, ensuring that the child knows that you are listening.• maintain appropriate space and distance between yourself and a child.• always be open to the possible causes of the behaviour patterns.• recognise when you need to step away from a situation and ask another member of staff to take over.• if you have had to raise your voice, always take time to repair with the child afterwards.

	<ul style="list-style-type: none"> • always keep in mind the core aim of this policy to work towards understanding a behaviour rather than just manage it.
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Graduated Response

Once a pupil has been identified as having difficulties in controlling and regulating emotions, reactions and behaviours then a graduated response is instigated. This may be triggered by Class Teachers or following behaviours and incidents being logged by the SLT.

Staff will work alongside the ALNCo to decide upon the best course of action, always keeping in mind our core aim to work towards understanding a behaviour rather than just managing it. This may take the form of employing strategies and resources readily available in the classroom setting. If the difficulties persist then it may be felt necessary to put in place a Class Based Target Profile. This will contain targets, drawn up in collaboration with all staff involved with the child in collaboration with parents that will be worked upon in the classroom setting and reviewed on a regular basis. These children may need methods of behaviour management that are specific to them as individuals. If a CBTP is in place they should be noted here. A copy of the CBTP should always be available in class and to other teachers teaching that child.

If however it is felt that the child's needs cannot be met within the provision and resources readily available to the school then consideration will be given to putting the child on the ALN register and drawing upon support that is additional to and different from that which is readily available in the school such as the support of the Engagement Service and Outreach services. If this is the case then an Individual Development Plan will be drawn up in consultation with everyone involved with the child using a Person Centred approach. There may also be the need to draw up a risk assessment if the behaviours are putting others at risk of causing harm or injury. It would be these children that would most likely need an emotionally available adult, with whom it would be hoped that they would start the process of forming a trusting relationship.

Physical Intervention and Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 041/2010, Safe and effective intervention – use of reasonable force and searching for weapons. This relates to section 93 of the Education and Inspections Act 2006, which enables school staff to use such force as, is reasonable in the circumstances to prevent a pupil from:

- committing any offence
- 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.

The actions that our teachers take at Llanfair Primary School are in line with government and authority guidelines on the 'physical intervention and restraint of children' (*refer to school Physical Intervention Policy*).

Exclusions

Exclusions may take place: -

- In response to serious breaches of a school's behaviour and relationships policy.
- Once the range of alternative strategies have been tried and failed.

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- If allowing the child to remain in the school would seriously harm the education or welfare of the child or of others in the school.

In all cases the school will follow the LEA guidelines.

The Head Teacher with support from the Governing Body must make the final decision for a child to be excluded and he/she must be contacted if not on the school premises

EVALUATION OF THE CODE OF BEHAVIOUR & RELATIONSHIPS POLICY

Appropriateness: -

- Meet the aims described?
- Support the general ethos of the school?

Efficiency:-

- Could things be done more simply?
- Have resources been effectively implemented?
- Have some unnecessary aspects been included?

Effectiveness: -

Does it –

- Have parts that could be operated to better effect?
- Support the day to day handling of behaviour difficulties?
- Allow for all to be treated in an equitable and fair way?
- Support the principles of equal opportunities?

The effectiveness of the policy will be measured by:-

- A reduction in the number of children receiving sanctions.
- A reduction in the number referred to external agencies.
- A reduction in the number of low level disruptions in classrooms.
- A reduction in the number of fixed term exclusions.

Behaviour and Relationship Policy quick read

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- Tokens
- Class Teacher Deputy Head and Head Teacher Stickers.

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