



**Shirenewton
Primary School**
Ysgol Gynradd Shirenewton
Learning together | Achieving for Life
Dysgu Gyda'n Gilydd | Cyflawni am Oes

Respectful Relationships and Good Behaviour Policy

Shirenewton Primary School

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.' Dr. Dan J. Siegel

Author	Nick Penn
Governing Body Approval	January 2025
Version	
Published (Date)	January 2025
Next Review (Date)	January 2027

Shirenewton Primary School is committed to ensuring that all members of our school community feel valued and respected and have the right to reach their full potential in a safe, secure, caring and happy environment. We are a hard-working school and invite high standards from our pupils in terms of learning and behaviour.

Our school's vision is to create a culture of:

Learning Together ... we aim to develop into creative and enterprising individuals who, through a wealth of exciting experiences and challenges in a vibrant learning environment, develop into respectful and inquisitive learners who care about the local community, Wales and the wider world.

and

Achieving for Life ... we aim to become happy and confident, well-rounded individuals who have a life-long love of learning, realising our true potential.

Policy Aims and Objectives

Promoting positive behaviour in Shirenewton Primary School has a very high priority. We endeavour to create a warm, caring, safe environment where all are valued. Kindness, respect and care towards one another are of utmost importance to ensure that pupils are safe and ready to learn. It is the responsibility of all staff, governors, children, parents and carers to ensure that the school guidelines and code of conduct are followed.

Specifically, through our policy, we aim to:

- Set boundaries of acceptable behaviour
- Establish clear routines and procedures which are predictable and can be followed by pupils, staff, volunteers, parents and carers
- Involve and direct pupils in decision making, where appropriate
- Understand the development of behaviour and how interruptions to safe development and ruptures in relationships can impact on behaviour so that staff, parents and pupils can understand and support each other when showing disruptive behaviour.

in order to:

- ensure the safety of pupils and staff
- create a harmonious and effective working environment for staff and pupils at the school where respect for others is an integral part of every interaction
- develop individuals who are able to think for themselves in a responsible way
- provide children and young people with the skills to regulate their emotions, manage their behaviour and, when needed, repair relationships
- develop an awareness of the need to respect other people and their property

At Shirenewton Primary School children we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Underpinning our behaviour policy is the belief that everyone can learn to self-manage / self-regulate their own emotions and behaviour. We wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the 'real world'.

We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong to both manage their behaviour and to create an environment that is conducive to learning.

This policy is for all staff, pupils, students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Shirenewton Primary School treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. We want our school to be calm and purposeful. We pride ourselves on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Pro-social (any action that helps or benefits others, such as sharing, comforting, or cooperating) behaviour is an important factor in all communities. At Shirenewton Primary School we aim to foster a positive approach to the management of behaviour and the development of pro-social behaviour that supports development, learning and a thriving school community. We will use our Shirenewton Values to help us to implement the policy.

Our values:

Respect,
Consideration
Tolerance
Love
Honesty
Courage
Empathy
Friendship

Fairness
Self-Control
Honesty
Courage
Empathy
Friendship
Fairness
Cooperation

Peace
Positivity
Compassion
Patience,
Humility
Equality
Unity

This Behaviour Policy will support our staff and learners to successfully follow our School Code. The descriptors on the next page which sit underneath '**Ready, Respectful, Safe and Kind**' were created by and are regularly reviewed by pupils in school's Well-Being Pupil Voice Group. They are straight forward and kept to a minimum so they can be easily understood and followed by everyone.

This policy has been written with reference to research informed practice (**Appendix 5**), and Welsh Government Policies (**Appendix 6**)

What does Policy look like in practice at Shirenewton Primary?

Our School Code

At Shirenewton Primary School we are:

- **Ready**
 - 'Do our best learning and don't distract others'
 - 'Look at the chosen speaker'
 - 'Have our resources ready'
 - 'Follow instructions first time, every time'

- **Respectful**
 - 'Always listen to adults and the chosen speaker'
 - 'Treat everyone equally - adults and children'
 - 'Value yourself, other children, and all adults'
 - 'Value other people's opinions, decisions, thoughts and feelings'
 - 'Care for our own and other's property'
 - 'Care for the indoor and outdoor environment'
 - 'Take care of our own and others well-being'
 - 'Always use excellent manners. Saying please, thank you, excuse me, are really helpful. Holding doors for others and letting others go first helps too'

- **Safe**
 - 'Keep hands, feet and unkind words to yourself'
 - 'Move carefully around school'
 - 'Be a good role model'
 - 'Listen to adults'
 - 'Following school rules first time every time'
 - 'Exercise self-control'
 - Use equipment safely (Chromebooks, scissors etc.)

- **Kind**
 - 'Include others in our games and activities'
 - 'Offering a helping hand to others'
 - 'Welcome others to our school'
 - 'Think about how others may be feeling'
 - 'Be positive about everyone'

The examples under **'Ready, Respectful, Safe and Kind'** were created by and are regularly reviewed by pupils in school's Well-Being Pupil Voice Group. They are straight forward and kept to a minimum so they can be easily understood and followed by everyone.

These expectations, which form the bedrock of the school ethos, are communicated in the following ways, including:

- assembly
- in the classroom through teaching and learning
- discussion groups
- specific RSE / Jigsaw or RVE lessons
- displays around school
- letters home
- staff expectations
- stories on a specific theme
- drama and role play
- reflection time
- A central display of those who have received awards
- names in the newsletter
- restorative approaches

Whole School Behaviour Management System

To help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' or 'consequences'

- **'Team hand signal'** and a countdown from **3,2,1** is used to attract attention
- **Adult raises their hand**
- Adult is **'seen looking'** for the expected behaviour
- Adult **'narrates the positive'**, i.e. highlights what is happening well
- Adult corrects when necessary, using short, and the least invasive form of intervention to make every student ready to learn.
- Adult **uses positive language**, e.g. "Thank you for walking" as opposed to "don't run please". Saying 'thanks' rather than 'please' is more assertive and gives a sense of expectation that the task will be completed.
- **Labelling an undesirable action** as unacceptable, it is of the utmost importance that children understand fully that it is the behaviour which is unacceptable and not them.

Managing behaviour in a graduated way is important, whilst noting that sometimes it may not be possible to work through the following **3** steps. More detail is included in Appendix 1

Step 1: Preventative (interactions and strategies that help all children and young people). It is important to note that this is not a list to be worked through in order. These are scaffolds that are useful in promoting 'pro social' behaviour in the classroom and around the school.

Step 2: Early Intervention

Be alert to behaviour reflecting a need – a behavioural disturbance could reflect distress, academic difficulty, relational problems or physiological factors. These factors can be addressed if noticed early.

Step 3: Responding to persistence or escalations in behaviour

There is a need to register disapproval and ensure that effective learning and teaching can take place. This is essential for the stability, security and success of the school. Unacceptable behaviour cannot be ignored. If preventative supportive measures have not worked, sanctions will be implemented.

The matrix in **Appendix 2** is designed to help teachers manage undesired behaviours. They are designed to be used hierarchically, although the consequences the child receives will depend on the nature of the incident.

This matrix is displayed in each classroom. Whilst Red Cards are tracked, each session is considered a fresh start for children. A session is the following:

Between Registration and Breaktime

Between Breaktime and Lunchtime

Between the end of Lunch time and 2:30

Between 2:30 and the end of the day

Pupils who are consistently inappropriately behaved or who engage in a significantly serious incident are at risk of exclusion. Please see **Appendix 3**.

Roles and Responsibilities

Promoting Positive Relationships and Supporting Behaviour Regulation is a **shared responsibility**. Maintaining good behaviour is the responsibility of **all** staff, governors and parents. The promotion of positive behaviour and relationships is the responsibility of the school community. The Governing Body, Headteacher and staff are responsible for ensuring

that all aspects of the school's Relationship Policy and its application, promote equality for all students. A detailed description of stakeholder roles and responsibilities is contained in **Appendix 4**

Behaviour Outside School

Learners' behaviour outside school, on school business, e.g. on school trips, away school sports fixtures or work experience placements is subject to the school's behaviour policy. As such any incidence that occurs in these circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the headteacher may exclude a learner if there is a clear link between that behaviour and maintaining good behaviour and discipline among the learner body as a whole.

This will be a matter of judgement for the headteacher. Learners' behaviour in the immediate vicinity of the school or on a journey to or from school can, for example, be grounds for exclusion.

Behaviour on School Transport

Pupils who use transport provided by the Local Authority are subject to the same behaviour code on the bus as they are in school.

The headteacher at the school to comply with the All-Wales Travel Behaviour Code ('the Code') statutory guidance made by the Welsh Ministers under section 12 of the Learner Travel (Wales) Measure 2008.

The Code sets out specific requirements regarding the behavioural conduct of learners when travelling.

The Code requires all learners to 'never bully other learners' and 'respect others (including the bus driver)'.
The purpose of the Code is to promote safety when travelling, by laying down a set of behavioural standards across

Wales, for all learners, irrespective of the mode of travel.

This includes contract buses, public buses, public trains, walking, taxis, scooters and motorbikes, cycling and journeys in cars. It applies to all learners under the age of 19 years (or who have reached 19 but started a course when under 19 and continue to attend that course).

The Code guidance sets out the framework for the sanctions regime within the Code, which provides for the removal of free or subsidised transport for set periods of time if a learner misbehaves on learner transport.

Appendix 1 Steps to Managing Behaviour in a Graduated Way

Step 1 Positive, Preventative Strategies (interactions and strategies that help all children and young people). It is important to note that this is not a list to be worked through in order. These are scaffolds that are useful in promoting 'pro social' behaviour in the classroom and around the school.

Secure, positive relationships

Provision and privileging of positive feedback: The brain is wired to privilege negative experiences and, as such, it is important to balance this by offering compliments and positive feedback to help children develop adaptive beliefs about themselves and the grown-ups around them.

Agreeing and Rewarding Positive Behaviour

Children need rewards to reinforce good behaviour and promote self-esteem. This leads to success at school. The emphasis of this policy is based on a positive approach to behaviour.

The rewards that children will receive for keeping the school code are clearly laid out.

Children will receive regular verbal praise for good work and behaviour, e.g. personal, group or whole class

Children may receive regular stickers

Teachers will provide positive feedback to parents/carers in the form of written and/or verbal communication – use of Praise Pads

The school holds a weekly celebration assembly where children receive certificates

Within the guidance set out in this document, teachers and pupils are able to develop their own set of expected 'class behaviours' in the form of a class charter, which may detail agreed rewards for following school rules and the class charter.

Every day is a new day

Greeting and welcoming children to the classroom. This is important in terms of setting an emotional tone to the day.

Children can be sensitive to the emotions and words of others. Greeting in a warm way ensures that there is no legacy from earlier incidents and the child feels noticed and accepted.

Use of language

Language provides a helpful pathway for managing behaviour. Some examples include:

Providing positive commands which point the brain in the direction in which they need to travel, supports intentionality and reduces cognitive demand for children and young people (e.g. let's use inside voices rather than don't shout)

Adult takes responsibility for our own emotions "I find it hard to concentrate when it's noisy" rather than "you are disrupting the learning for everyone else" or "I feel sad when we don't get our tasks finished". This models and encourages ways of taking personal responsibility and increases emotional literacy in children and young people.

Emotional literacy programmes and linking emotional language to other teaching opportunities

There is evidence to support that being able to notice and name emotions can make them easier to regulate. Given that emotions are one factor that can underpin challenging behaviour, efforts to support emotional regulation skills offer high value.

Teaching content is interesting and relevant as well as being targeted appropriately to ability levels

Children and young people are developing their attentional ability and, as such, interesting material can help to stretch their attention and prevent incidents of challenging behaviour.

The environment is safe and secure and fit for purpose

Our approach to the environment is to ensure that it is calm. Neutral and natural colours are the predominant experience of pupils in school. Our environments are ordered, tidy and all pupils understand the behaviours expected of them when they are using them, both when supported by an adult and when being used independently. There are low stimulus areas available.

Use of differential reinforcement

Using differential reinforcement, the adult would not discourage the child's negative behaviour, only encourage the child's positive behaviour. By withholding reinforcement of the child's negative behaviour, the negative behaviour fades away.

We want children to behave in a pro-social way because they know how to and because they recognise the value of positive relationships and behaviour. In order to achieve this, it is important that we are attentive to children when they get it right and attentive and supportive when they get it wrong.

Positive behaviour can be reinforced and therefore strengthened by noticing, celebrating and rewarding it.

Unwanted behaviour can be diminished by understanding and addressing underlying factors and ensuring that the behaviour is not unintentionally rewarded.

Finding effective ways to diminish individual behaviours that challenge is a process, but the consistent application of these principles will help.

Support more targeted intervention to those with neurodevelopmental needs and/or the consequences of trauma or adversity. Pupils with additional learning needs may sit outside the behaviour policy.

This might include:

Offering brain breaks/sensory resets – worry boxes, places to reflect, time to take part in some structured physical activity

e.g. a sensory circuit

Provision of visual timetable

Predictable routines

Reminding children of expectations at key transition points during the day

Adjusting demands for children where additional concerns have been highlighted

Teachers will explicitly teach and remind pupils about the expectations for behaviour, particularly at times of transition.

Transition may include short-term transitions that include moving around the school, or bigger transitions such as a new class or during the busy period of Christmas or end of term. Expectations will be modelled consistently and reinforced by all staff who will coach children who are not meeting the expectations

Step 2 Is the Behaviour Communicating a Need Not Being Met?

Be alert to behaviour reflecting a need – a behavioural disturbance could reflect distress, academic difficulty, relational problems or physiological factors. These factors can be addressed if noticed early

Ask the child if they need some help

Praise behaviours you are looking for which can be seen in others

Give them a clear instruction about what they need to do

Offer a choice

Some time out of the classroom/time away from stressors

Offer a reminder of the expectations in a clear and firm manner and offer coaching back to these expectations.

Appendix 2: Managing Behaviour

What are we seeing?	What do we do?	What happens next?
First instance of not following our School Code	A 'Stop and Think' reminder is given	The child has a chance to stop and think and turn their behaviour around and make a good choice.
Second instance of not following our School Code	A second 'Stop and Think' card is given	The teacher gives an in-class consequence. This can be minutes off play / move to different seat etc
Third instance of not following our School Code	A Yellow Card is given	Parents not informed The teacher sends the child to time out in a partner class. This gives the child a chance to reflect and make a good choice when they return to their class (5 minutes).
Fourth instance of not following our School Code	A Red Card is given. The adult completes the Reason for Red form.	Parents NOT informed This means a pupil will be directed to a timetabled reflection meeting, during break or lunch, with a timetabled member of staff. If the partner class is available, Pupils in Year 5 up will be asked to spend the rest of the session in their designated 'partner class'. If it is not safe for a child to move to a partner class, then they should remain with their class. This is not designed as an extra 'punishment', but as a space for the pupil to take time away from the point of the digression. The reflection time ideally takes place on the same day. Where the incident is separated by a night or a weekend, the reflection time takes place as soon as possible afterwards. During the meeting they will be asked to reflect on the following questions: <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since the bad behaviour? • Who has been affected by what you have done? How were they affected? • What do you think you need to do to make things right? This reflection will be supported by information provided by the class teacher. The red card will be logged for the purposes of tracking patterns of behaviour.
Aggressive Physical contact Defiance Inappropriate language or insult, including any linked to protected characteristic (heard by a member of staff or found to the case following investigation)	An immediate Red Card is given	Parents informed Class teacher adds the child and the behaviour on the Behaviour Tracker Class teacher Completes the Reason for Red form.
	3 Red Cards per half term	Parents informed Class teacher meets with family to fact find, support, share information and collaborate to best support the child.
	Another Red Card in the same half term	Parents Informed Phase lead meets with family, as above

	Another Red Card in the same half term	Parents Informed HT meets with family, as above
--	--	---

Appendix 3: Pupils who are consistently inappropriately behaved or who engage in a significantly serious incident

The first step is to inform the child's parents about their behaviour and that this could lead to exclusion. Any exclusion will be decided upon after discussions with relevant staff.

These children, who are experiencing problems within the framework and are in danger of being excluded, will have a behavioural support plan. This will be discussed with the Headteacher, ALN co-ordinator, class teacher and parents.

Temporary exclusion may occur following:
Fighting / aggression / violence;
swearing at or refusing to follow the instructions of an adult;

- racism
- bullying
- stealing
- deliberate act of vandalism, or
- inappropriate sexualised behaviour

Temporary exclusion can automatically occur following:

- assault on a staff member
- serious assault on another pupil
- possession, use or sale of illegal drugs, or
- possession of a sharp/dangerous object or weapon.

Children who are excluded should be provided with suitable work for the period of exclusion. This may not be possible on the day of exclusion due to teaching commitments but will be provided as soon as practicable. Parents have a right under the National Assembly for Wales Circular 3/99 to present their case to the Grievance and Disciplinary Panel of the Governing Body. A series of exclusions should not exceed 45 days in a year.

Permanent exclusion will be considered following one very serious incident or when a series of short-term exclusions prove ineffective. Such action will be considered by the Headteacher in conjunction with the Chair of Governors.

Appendix 4 : Roles and Responsibilities

Roles and Responsibilities

Promoting Positive Relationships and Supporting Behaviour Regulation is a **shared responsibility**. Maintaining good behaviour is the responsibility of **all** staff, governors and parents. We expect our staff and parents to be a good role model for our children in order to help them prepare:

- to learn throughout their lives
- to play a full part in life and work
- to lead fulfilling lives as valued members of society
- to be ready to be citizens of Wales and the Wider World.

The promotion of positive behaviour and relationships is the responsibility of the school community as a whole.

The Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school's Relationship Policy and its application, promote equality for all students. The roles include:

- The Governing Body defining the principles underlying the school's Relationship and Behaviour Policy.
- The Headteacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour and regular attendance.
- All staff in ensuring that the policy is consistently and fairly applied.
- Pupils who are able to behave in a way that promotes the learning of all in the community.

Parents / Carers' Responsibilities

The family is hugely significant in supporting and guiding students through the ups and downs of school life. Pupils' learning is enhanced by a positive relationship between home and school.

Parents / Carers can contribute in the following ways:

- let the school as soon as possible if there are any circumstances which may affect your child in school
- Support and reinforce our school values. Children who sense inconsistencies between home and school may have problems adapting to school life and this can contribute towards challenges
- to participate in discussions concerning their child's progress and attitudes to learning;
- take an active interest in children's learning through discussion and, where appropriate, supporting with home learning.
- Being interested in their child's learning
- Understanding and supporting school procedures and rules
- Being willing to support activities related to school.
- Supporting the school's use of Restorative Practice.
- By ensuring their child is ready for the school day by:
 - Having enough rest
 - Being on time.
 - Wearing correct school uniform and weather appropriate clothing
- Communicating with staff by:
 - Reading and responding appropriately to school letters.
 - Making appointments to see staff about concerns where necessary.
 - Providing up to date emergency contact numbers.
 - Attending parents evenings and school meetings.
 - Informing the school of absence by telephoning on the first day.

Governor Responsibilities

The Governors have the following roles in promoting our school values. In relation to this policy, governors assist by:

- working in partnership with the school's senior leadership team, monitor, review and evaluate the success of the policy and ensure that necessary revisions are undertaken.

Staff Responsibilities

The class teacher is responsible for supporting and guiding students through the school life. A class teacher will be a listening ear to the thoughts, feeling and needs of their pupils. School staff are the key to our success. They must model our values and build positive learning relationships in the classroom and around the school. Consistent high expectations in the classroom and around the school are essential in supporting our pupils. They will set high standards, role modelling expected behaviour and highlighting positive pupils role models, and build positive learning relationships in their classrooms, their year groups and across their phases.

- Engage in continued professional development in relation to methods to support the regulation of emotion and behaviour.
- Hold developmental and normative models in mind when seeking to understand and intervene with behaviour that is disruptive or challenges.
- be good role-models by showing respect and kindness based on an appreciation of the values and beliefs that underpin the ethos of the school; being willing to apply the same standards to themselves as to the children, for instance if we want children to use quiet voices and talk in a polite way, then adults should also use quiet voices and talk in a polite way.
- Set the intention to use positive commands and direction, for example “please keep all the legs of your chair on the floor”, rather than “don’t rock on your chair”.
- encourage a positive commitment to equal opportunities;
- ensure that the values of the school and its rules are apparent in the management of the school and to apply these rules firmly and in a fair and equitable way
- Regulate their own emotions and offer positive direction and instruction when behaviour challenges.
- recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school;
- ensure that the pupils are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures
- be alert to bullying and/or emotional or physical harassment and to act accordingly and effectively
- promote positive approaches to difference and foster respect for people of all cultural backgrounds, regardless of ethnic group, age, disability, additional learning needs, sex and gender;
- actively oppose all forms of racial prejudice and discrimination; ensure that good behaviour/learning is celebrated and a balance is maintained between positive behaviour management and consequences;
- make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child’s needs, attitude and behaviour;
- to provide a stimulating curriculum for all pupils and consider accessibility of task, pace and the level of support offered to the child;
- to organise a well-ordered, accessible, attractive and purposeful learning environment both inside and outside the classroom;
- to raise the esteem of pupils;
- to encourage independence;
- to motivate and manage groups of pupils;
- to communicate fully and clearly with parents the school policy on behaviour;
- to take action to understand and minimise absence; and to recognise and reward academic and non-academic achievement as well as incremental steps towards this
- ensuring students have a well-structured and calm start to the day
- leading the restorative process in their classrooms. Adults will be responsible for building, maintaining and repairing positive learning relationships across classes. When things go wrong, as they sometimes will, the adult is expected to help pupils to re-build relationships, sometimes with the support of their phase leaders to maintain a positive climate for learning in their classrooms.

Restorative practice:

- What happened?
- What were you thinking and how were you feeling?
- Who was affected and how?
- What do you need in order to move on and feel better?
- What needs to happen to put things right?

Class teachers should plan students' groupings to ensure best possible outcomes, identify possible areas of conflict and have contingency plans in place for when they are not available to support other colleagues.

Class teachers will provide other teachers and teaching assistants with intelligent information on the pupils they teach and encourage the use of praise.

Pupil's Responsibilities

We expect our children to embody our Values through words and actions in a way that is in keeping with their age and ability, and this might include:

- working hard to listen and to follow instructions of trusted adults
- learning to be honest
- understanding the impact of their behaviour;
- valuing our school, the people, the equipment, the building and the grounds;
- treating others as they would like to be treated;
- valuing their own and others' achievements and take pride in the achievements of our school.

Senior Leader Responsibilities

Senior Leaders are essential to the effectiveness of our behaviour for learning. They will lead their phases knowing the students well. Senior leaders will:

- model high expectations
- promote high quality relationships and consistently high standards.
- provide professional learning to enable all staff to apply the policy consistently and fairly

At times Senior Leaders may be required to

- facilitate restorative practices between pupils or even between staff and pupils. They will understand the restorative approach and use restorative skills and language.
- contact parents – after consultation with the respective Progress Leader.
- They will need to track students and monitor progress regularly and meet with relevant staff to ensure pupils have the best possible learning experience

Headteacher's Responsibilities

If the headteacher becomes involved, he liaises with the Inclusion Leader (ALNCo) and outside agencies to discuss the needs of individual children. It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child.

The role of the governors is detailed in the exclusion policy. Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The chair of governors and the exclusion committee is to be informed of any fixed or temporary exclusions. If the headteacher excludes a child, he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the

parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The headteacher monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

If the school has to use sanctions we expect parents/carers to support the actions of the school.

Appendix 5 Research Informed Practice

Key premise of our approach

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). It is useful to see behaviour as a communication of an emotional need (whether conscious or unconscious) and try to respond accordingly.

Taking a non-judgmental, curious and empathic attitude towards behaviour.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Dr Stuart Shankar, Research Professor Emeritus of Philosophy and Psychology, York University, Toronto, says
'See a child differently, you see a different child'

Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

When children exhibit challenging behaviour we can be 'stress detectives' – finding and removing barriers.

- Find stressors, reduce them
- Find unmet needs, meet them
- Find skills deficits, teach them

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"

Circle of Security - Attachment Aware and Emotion Coaching Frameworks

Staff at Shirenewton Primary have been trained in Circle of Security for Schools. This approach is rooted in Attachment Theory, which is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.

The Programme is designed to help Teachers and TAs:

Support secure attachment through **building relationship** capacities

Better **understand children's behaviour** via a simple model of attachment

Reflect on role as a significant **attachment figure**

Reflect on **children's attachment needs** in order to promote more secure attachment.

Read children's cues and choose an **attachment-promoting response**.

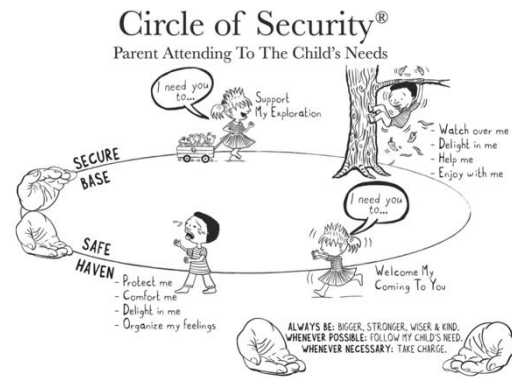
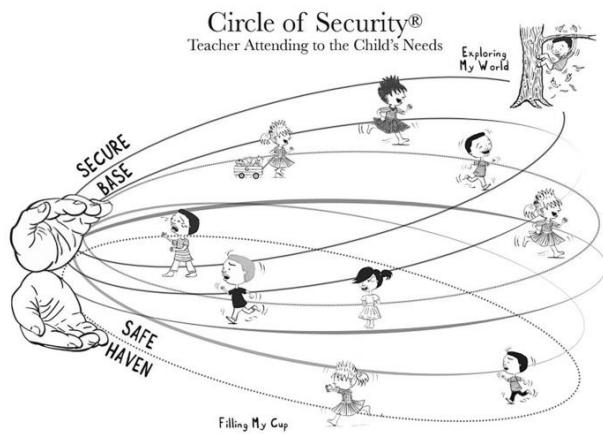
Support children's **emotional regulation**.

Attachment is central to our well-being and affects us all.

'All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the **secure base** provided by our attachment figures' (Bowlby, 1988)

Secure Base

Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious (Bowlby, 1988).



'The concept of a secure base is essential to our

understanding of relationship formation and development. It links attachment and exploration and provides the basis of a secure attachment.' (Schofield and Beek, 2014)

children's

We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore is hugely important.

An approach that has its roots in Attachment and can be applied to everyday interactions with our pupils is summarised by the acronym

PACE (Dan Hughes):

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Putting relationships first.

Our school Values promote strong relationships between staff, pupils and their parents / carers. It relies on creating a positive school culture and climate that fosters **connection, inclusion, respect** and **value** for all members of the school community.

Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure.

Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupils from their peers, school community and family, leading to potentially more negative behaviour. The way that we manage behaviour is detailed in the Appendix.

Whilst the language of choice can be a useful tool in supporting good behaviour, not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of our children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful and should be used judiciously.

What difference can an Attachment Aware Approach make?

By applying Attachment Aware and Emotion Coaching principles we can foster an inclusive approach and together achieve better outcomes around pupil attainment and attendance across our school including:

- a reduction in exclusions for vulnerable pupils with both identified and unidentified SEMH.
- better outcomes around staff emotional mental health and well-being (EMHWP), such as sickness absence and retention, owing to an emphasis on the EMHWP of the **whole school community**.

It is hoped that by following an Attachment Aware approach, which is supported by local processes and procedures, staff will feel empowered to respond in a way that is *empathetic* but *boundaried*, *firm* but *kind*.

How the school supports staff well-being and reflection

We recognise that providing emotional support for pupils in order to help them regulate their emotions can be stressful for staff. All staff have been trained in de-escalation techniques as part of their 'Team Teach' Training. Sometimes a change of face is good for both adult and child. All staff are able to ask for help or accept help from others in order to help the de-escalation process. The phrase 'help is available' should be used by colleagues which gives the staff member the opportunity to take themselves out of the situation. After all stressful conflicts which are out of the ordinary, staff are offered time to calm in a safe space with or without a colleague. Staff always take part in a 'debrief'. This can help to manage stress and secondary trauma, and to reduce the likelihood of staff burnout.

Staff code of conduct towards pupils

- Take personal responsibility when dealing with pupils to consider
- What you are saying
- Your tone of voice
- Your body language
- Their home circumstances
- How you make them feel
- By listening to pupils and reinforcing positive behaviour, you will
 - Build self esteem
 - Create a happy, safe learning environment

Practice and Policy Review Process

This policy will be revisited yearly. Monitoring and support for Attachment Aware principles and practice and policy development will take place through the schools MER cycle. Frequent training, reviewing effectiveness/identifying weaknesses and/or lack of clarity, problem-solving to further develop practice will take place dependent on the observations.

This policy has been developed using:

- Circle of Security for Schools
- United Nations Convention for the Rights of the Child
- Brighton and Hove's Developing an Attachment Aware Behaviour Policy Guide as a guide.

Appendix 6 Policy Links

This Policy has been written with due regard to the following Welsh Government Policies:

Inclusion and Pupil Support:

https://www.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf

Reducing Restrictive Practices to Children and Adults

<https://www.gov.wales/reducing-restrictive-practices-children-and-adults>

Exclusion from Schools and Pupil Referral Units

<https://www.gov.wales/sites/default/files/publications/2024-04/240410-exclusion-from-schools-and-pupil-referral-units.pdf>

The Learner Travel (Wales) Measure 2008

<https://www.legislation.gov.uk/mwa/2008/2/contents>

This Behaviour Policy links to the following other policies we hold in school:

Anti-bullying Policy

Equality Policy

Health and Safety Policy

Safeguarding Policy

E-safety policy

Anti-bullying policy

De-escalation and positive-

handling Policy

Teaching and Learning

Strategy

Appendix 5 United Nations Convention for the Rights of the Child

The following reflects the ethos in which the behaviour policy operates.

- To comply with the United Nations Convention on the Rights of the Child

The United Nations Convention, which we have a legal obligation to abide by in the context of a school, sets out the certain rights for all children. The following Articles are the ones that our Pupil Wellbeing Committee think are the most appropriate to our behaviour policy:

All Children have all these rights:

Article 2: You have the right to protection against discrimination. This means no body can treat you badly because of your colour, sex or religion, if you speak another language, have a disability or are rich or poor.

Article 3: All adults should always do what is best for you.

Article 12: You have the right to an opinion and for it to be listened to and taken seriously

Article 28: You have the right to an education.

Article 29: You have the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 42: All adults and children should know about this convention. You have the right to learn about your rights and adults should learn about them too.