

DINAS POWYS PRIMARY SCHOOL

Behaviour and Relationships Policy

Good behaviour is essential for effective learning and teaching to take place. Teachers and support staff are responsible for establishing and maintaining good behaviour throughout the school with support from pupils' parents. For the behaviour policy to be effective it needs to be consistently applied throughout the whole school by all staff and supported by parents and governors.

This policy was developed in consultation with pupils, parents (including the Parent Forum), staff members and the Governing Body.

The Behaviour and Relationships policy of Dinas Powys Primary School is based on a culture of positive relationships where expectations of good behaviour are high. We use a whole school approach where we focus on being positive in rewarding good work and good behaviour.

Aims

In managing pupils' behaviour our aims are:

- to support all children in managing their emotions and dealing with conflict
- to apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour.
- for children and adults to show respect and consideration for others and in so doing behave in a responsible manner.
- to ensure that every child has a right to a safe, secure and happy environment, free from physical and emotional threat.
- to promote sound moral and social attitudes where children learn respect for themselves and others, so that everyone feels valued.
- that there will be a suitable balance between praise and recognition and consequences.

Underlying beliefs

We believe that everyone has the right to feel safe at School, to learn to the best of their ability. At Dinas Powys Primary School we believe children attend our school to develop their academic skills but also their social and emotional skills and how to live within a community. We acknowledge that behaviour is a communication of an emotional need.

Learning how to manage their emotions, responses and actions is part of this learning. We recognise that for some children this poses significant challenges especially where there are underlying issues such as a medical diagnosis or the presence of an adverse childhood experience. Contained within this document are the school's core values and the rules that underpin these values, together with the recognition strategies and consequences that support their implementation.

Core values

We want our children to develop many attributes; however we identify core values that we wish the

children to develop. We use these values as focus each half term for our Collective Worship.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respect & Friendship	Appreciation & Peace	Happiness & Love	Responsibility & Honesty	Cooperation	Kindness & Caring

School Rules

Our rules underpin the development of these values. There are three to aid the recall of these rules by all school community members and to allow reference to the rules when discussing behaviour with children.

Be ready, Be respectful, Be safe

Recognition Strategies

Pupil behaviour in our school is managed effectively by the consistent use of positive recognition using the school rules, and the systematic application of consequences.

Celebrate

We have a range of methods for recognising both good behaviour and work. These are presented as a menu from which the teacher can select. These are tailored for infants and juniors.

Infants

- Positive praise
- Dojos (infants)
- Stickers
- Housepoints (juniors)
- Headteacher/Deputy Headteacher award
- Merit certificate
- Contact home

Consequences

We have a staged approach to managing pupils' behaviour, allowing time for the child to be able to address the behaviour as well as restoring positive relationships.

- Reminder
- Warning
- Time to think
- Go to Headteacher/ Deputy/ SLT

However, in some cases where the behaviour is a significant breach of the school rules, pupils may be directed straight to the senior leadership team.

Time to think

Time to think provides an opportunity for pupils to reflect on the behaviour with an adult who will employ restorative practice techniques. This may result in the child having to spend some time reflecting on their behaviour at a breaktime etc with a trusted adult. The adult will use restorative questions to encourage the pupil to reflect and think about repairing the relationships.

These questions include and will be tailored to the age and understanding of the pupil:

- What happened?
- How were you feeling?
- What were you thinking?
- Who has been affected and how?
- How can we make things better?

In some cases, pupils may be supported write about their behaviour or be supported in drawing to ensure the child is able to reflect on their actions. Both these techniques aim to teach children why the behaviour was wrong and in what way it needs to change. Where there has been relational conflict all pupils will be brought together to agree a resolution.

If deemed appropriate the staff member may engage the senior leadership team to support. Where the behaviour is sufficiently extreme or has been repetitive the head teacher will contact parents to devise a constructive way forward. Where appropriate classteachers or senior leaders maintain a record of the incident.

Outside Agencies

For most children the above methods will be sufficient to ensure they adhere to the rules and learn to manage their emotions and subsequent actions. However, for some children, particularly those with a medical diagnosis or who have emotional difficulties a more structured approach is needed. In this situation school will aim to work with parents to create a school support plan. Where required school will involve health services and make a referral to the Engagement Team Other agencies may also be engaged.

School recognises that for periods of their life some children find managing their emotions and associated actions more challenging. We acknowledge that in a similar way to differentiated learning, differentiated behaviour management strategies may be needed. The overall aim is to support the child to improve their behaviour so that they can move beyond this period of their life whilst minimising the disruption their behaviour causes to other children.

All staff have received training in ACES and Trauma Informed practices. Most support staff are ELSA trained to be able to work with individual and groups of pupils on emotional literacy. One member of staff has completed a diploma in Trauma Informed Schools. A wide range of other strategies are used in school to support social and emotional wellbeing. School expectations and the core values are reinforced through our whole school personal and social scheme called Jigsaw.

Exclusion

There may be times where a child's behaviour reaches a point where more severe consequences are required such as exclusion. In considering these consequences, school will adhere to the Welsh Government Guidance document and will explore other options to exclusion. Exclusion will always be a last resort. Any fixed or permanent exclusions will be reported to the Local Authority.

Implementation

We know that a good relationship between staff and pupils is essential to foster mutual respect and a positive working environment. As staff we will model positive relationships and interactions.

When reinforcing the school rules, staff will endeavour to adhere to key principles. Staff will aim to praise in public (PIP) and if appropriate, we will remind in private (RIP). We will provide opportunities for pupils who are dysregulated to become regulated before engaging in follow up consequences or restorative practices.

We will also aim to ensure that praise is the dominant conversation within school with a first attention to best conduct principle.

We will also ensure that incidents are investigated by allowing all children to explain their version of events. This is imperative in establishing whether actions were malicious and allows for conversation to develop empathy, understanding and restore relationships. Where appropriate classteachers or senior leaders maintain a record of the incident. School staff may use this record to analyse the pupil's behaviour to identify any particular triggers.

Behaviour out of school

Pupils' behaviour outside school on school business, e.g. on school trips, away school sports fixtures is subject to this policy and will be dealt with as if it had taken place in school. Where the behaviour takes place outside school, but not on school business (such as within the immediate vicinity of the

school or on a journey to or from school) the school may elect to implement this policy and appropriate sanctions where there is a clear link between that behaviour and maintaining good behaviour and discipline among the learner body as a whole.

Bullying

For details on bullying, see the separate Anti-Bullying Policy which is closely linked to this Policy.

Governing Body

Discipline is managed by the school staff and the headteacher. If a matter becomes extremely serious, however, and the issue cannot be resolved to the satisfaction of all parties, the Governing Body has a Pupil Discipline Committee which can be called to meet in such circumstances.

Links to the United Nations Convention on the Rights of a Child

ARTICLE 29 (education and children's development) Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

ARTICLE 28 (education) Every child has the right to education. Primary education should be compulsory and free. Different forms of secondary education should be available to every child. School discipline should respect children's dignity and rights. Richer countries should support poorer countries in this.

ARTICLE 37 (cruel treatment and detention) No child should be tortured or treated in a cruel or inhuman way

ARTICLE 39 (recovery from trauma and reintegration) States should do all they can to help any child who has been neglected, exploited, abused, tortured or involved in armed conflict to recover their health, self-respect and dignity, and to reintegrate.

ARTICLE 12 (respect for children's views) Every child has the right to express their views on matters that affect them, and for these views to be taken into consideration.

References and policy links:

Welsh Government Framework on embedding a whole-school approach to emotional and mental well-being

Anti-bullying policy

Safeguarding policy

Welsh Government guidance on exclusion from schools and pupil referral units

Restrictive Practices policy

Online safety policy