



**Positive Behaviour Management
& Relationships Policy**

2024-2025

Date ratified by Governors: July 2025

Rhos Y Fedwen Primary School

RELATIONSHIPS POLICY

Ready, Respectful, Safe

1 Aims and expectations

- 1.1** It is the aim that across our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on compassion, mutual trust and respect for all. The school's relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has three behaviour expectations, Ready, Respectful & Safe. These expectations reflect our school values and are supported by our policy, are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to flourish as we strive to be the best we can be. This policy supports the school communities in enabling everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school to behave in a considerate way towards others. We expect an approach of positive regard.
- 1.4** We treat all children fairly and apply this relationships policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school notices and promote good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This approach, supported by this policy, is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- All adults expect children to be ready, respectful and safe.
 - All adults notice good behaviour and specific praise is given for behaviour that is over and above the expectation.
 - Children are encouraged to notice good behaviour.
 - Head Teacher's awards/notes home may be given/used for:
 - going over and above our behaviour expectations of being Ready, Respectful and safe

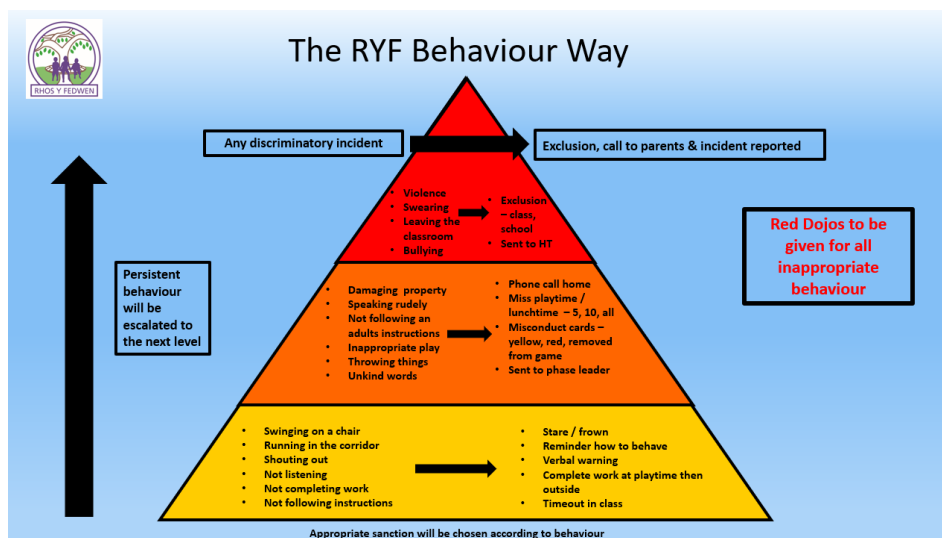
- demonstrating our values of Proud to be RyF, Be the Best You and Be a Rainbow...
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- Where behaviour does not yet meet our expectations:
- - The child will receive a reminder of the expectation.
 - The child will receive a warning that they are not yet making the right choice.
 - The child will be cautioned that, if continued, their behaviour may lead to missing playtime or a part of.
 - The child will be given opportunity to reflect and restore any relationship as necessary. Apologies for behaviour that doesn't meet our expectations are not demanded but may be suggested as part of the restorative process.
 - Sanctions will be in line with our 'Behaviour Triangle' which has been formed in collaboration with all staff and children November 2022.

2.2 The school employs a number of approaches, including sanctions, to support children in meeting the behaviour expectations, and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation.

- We expect children to be ready to learn; where children are not demonstrating they are ready to learn they will be reminded of the expectation. The next step to support is to ask the child either to move to a place nearer the teacher, or to sit away from the group but in a position to access the learning.
- We expect children to 'be the best you' in all activities. If this expectation is not met, we may ask them to redo a task, at school or at home.
- We expect children to be safe and ensure others are safe. If a child's behaviour endangers the safety of others, the class teacher or supervising adult stops the activity and reminds the children of the expectation to be safe.
- We expect children to be respectful, both of others and of property.
- Where behaviour falls short of our expectations, adults will ensure the child/children are in a private space, talk to the children individually if required and listen carefully.
- Sanctions may include missing the beginning/part of a playtime or lunchtime.
- If behaviour not in line with our expectations persists then this will involve further sanctions as outlined in our 'Behaviour Triangle'.
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- Where incidents are deemed to be serious parents will be contacted by telephone during the school day or informed at the end of the day upon collection. A record will be kept of the behaviour incident via our safeguarding system- Myconcern.
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- Any sanction used must be appropriate to the age of the child and must take into account their individual needs. Parents will be informed of sanctions for more serious behaviour incidents.
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- The school will work in partnership with parents where behaviour is deemed to be more serious or repeated.

Behavior Triangle

School staff will use the Behaviour Triangle to ensure consistency in the use of sanctions across the school. We also take a restorative approach to behaviour incidents. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.



Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?
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2.3 The class teacher will reinforce the expectations, using the specific language of being ready, respectful & safe to support children in class and playground learning activities.

2.4 The school do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour in line with our Anti-bullying policy. We do everything in our power to ensure that all children attend school free from fear. We recognise that children should be protected from E-bullying (Refer to E-Safety policy).

2.5 Staff only intervene physically to prevent injury to others, or if a child is in danger of hurting him/herself. The staff team have been trained in Team TEACH positive handling. Physical intervention is recorded as per LA requirements.

3 The role of Adults

- 3.1 All adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to be the best they can be.
- 3.2 It is the responsibility of all adults to maintain and reinforce our positive expectations of behaviour; ready, respectful and safe; and to develop, support and maintain good relationships between children and between children and adults.
- 3.3 All adults fully investigate behaviour incidents, listen and treat each child fairly and consistently through the use of our agreed Behaviour Triangle.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of incidents. The class teacher deals with incidents. *Incidents may be recorded on MYCONCERN.* The Behaviour Triangle details the appropriate consequences in order to ensure our approach remains consistent across the school. Persistence in not meeting the behaviour expectations escalates the sanctions.
- 3.5 If consistent poor behaviour escalates sanctions then a child may be sent to the KS2 lead teacher, Mrs Phillips in the first instance or the Deputy Headteacher, Mrs Martin.
- 3.6 The class teacher liaises with the ALNCO & Head Teacher, as necessary, to support and guide the progress of each child. The class teacher may discuss the individual needs of a child with the ALNCO or HT who will advise on appropriate behaviour modification programmes. An Individual Behaviour Book or Plan may be used to support behaviour.

Behaviour book

Where there have been a variety of incidents that are disrupting the learning of the pupil and the class, a behaviour book may be implemented to monitor behaviour. The book will be completed at the end of the school day by a member of the classroom staff and sent home. Parents will then read the book and comment, if they feel it is appropriate, and the book is returned to school. The feedback included in the book relates to behaviour throughout the day and is not just a record of inappropriate incidents. The book will be ceased once parents, learners and staff agree that the expected behaviours are being demonstrated regularly.

IBP and Parent meetings

Where there are a series of unacceptable behaviour choices and a behaviour book has not supported the learner in making appropriate choices, an Individual Behaviour Plan (IBP) will be developed with the phase leader or class teacher, parent and learner. A series of targets that the learner will work towards achieving for the next week will be developed. At the end of the week, the learner, parents and phase leader and/ or class teacher will meet to discuss progress towards their targets. If the targets have been met, new targets may be set. If the

targets are not met, they will be revised and support provided to ensure they can be met for the following meeting. Once targets have been met after several weeks and behaviour has improved, the learner may move back to a behaviour book to continue to monitor the learner in making acceptable behaviour choices.

Along with these supportive measures behaviour incidents will be recorded on MYCONCERN to ensure a complete digital record is held by the school.

4 The role of the Head Teacher

- 4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Positive Behaviour Management Policy consistently across 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.**
- 4.2 The Headteacher supports the staff by: modelling, maintaining and reinforcing the behaviour expectations, providing advice and strategies and by listening to and speaking to children and adults as required.**
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour on the safeguarding recording system- MYCONCERN.**
- 4.4 Whilst very serious behaviour incidents are rare at Rhos Y Fedwen Primary School when they occur they are dealt with firmly and promptly and the usual steps will not apply. The Headteacher has the responsibility for fixed-term or permanent exclusions for very serious acts of misbehaviour (which could include violence against a child or adult, throwing objects in class, vandalism, persistent disobedience, persistent disruption or discrimination). Any incident will be analysed and appropriate action will be taken, which may involve looking at the exclusion guidelines. Parents/carers will be contacted as soon as possible on the day.**

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.**
- 5.2 We explain the Behaviour Expectations in the school handbook and on the website. We expect parents to read these and support them.**
- 5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.**

- 5.4 If the school has to use reasonable sanctions to support a child in learning how to behave in line with expectations, we expect parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Headteacher. In the event that parents continue to have concerns then they should then contact the relevant school governors. If these discussions cannot resolve the problem, a formal complaint can be implemented. (Complaints policy available from the school office).
- 6 The role of governors
- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The relevant governors support The Headteacher in carrying out these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school Positive Behaviour policy, but governors may give advice to The Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- 7 Fixed-term and permanent exclusions – We always aim to avoid exclusion.
- 7.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for The Headteacher to convert a fixed -term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, The Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by The Headteacher.
- 7.5 The governing body forms a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, The Headteacher must comply with this ruling.

8 Monitoring

- 8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The Headteacher (Deputy Headteacher or senior teacher) records incidents of serious behaviour on our safeguarding system-MYCONCERN.
- 8.3 The Headteacher (Deputy Headteacher or senior teacher) keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1 The governing body review this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behaviour Triange.

Signed:

Date: