



*Ysgol Gynradd*  
**TREROBART**  
*Primary School*

# **Behaviour and Positive Relationships Policy**

**Chair of GB: Mr Anthony Burnell**

**Headteacher: Mrs Tracy Buckle**

**Date: September 2020**

**Review: September 2022**

## **Behaviour and Positive Relationships Policy**

This policy should be read in conjunction with the following documents:

- Safeguarding
- Anti-Bullying Policy

### **Introduction**

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

### **At Trerobart Primary School we aim to:**

- Promote and support children to demonstrate positive relationships with other children and school staff.
- Promote self-awareness and self-control.
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Provide a nurturing environment, using Dan Hughes PACE (Playfulness, Acceptance, Curiosity, Empathy; see appendix 1).

### **Our aims, we believe, are achieved when:**

- Clear expectations are agreed, understood and accepted.
- A school atmosphere is created which is consistent and caring.
- Staff use the PACE approach in their interactions with pupils.
- Pupils are provided with excellent role models.
- Sanctions are applied consistently and fairly within the school in a calm and considerate manner.

### **Modelling**

One way that children learn about both appropriate and inappropriate behaviour is by observing others, therefore it is important that they are given the opportunity to observe positive role models.

Trerobart is committed to providing positive models for our pupils:

- Staff model appropriate, positive behaviour at all times.
- Staff highlight pupils appropriate behaviour to their peers, explaining why this was a good choice.
- Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. inviting guests into the school).

## **Encouragement, praise and positive reinforcement**

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour.

### **Positive reinforcement may take the form of:**

- Acknowledgement of good behaviour.
- Special mention in school.
- Class Dojo points.
- Positive messages communicated to parents.
- Individual rewards such as marbles in the jar.
- Class rewards such as extra play.
- More subtle forms of praise for pupils who find overt praise difficult to accept.

### **Consistent use of modelling, encouragement, praise and positive reinforcement is used to:**

- Create a positive school environment.
- Increase pupils' self-esteem and self-efficacy (i.e. a belief of self and capability to succeed within a certain situation or on a particular task).
- Promote a model for appropriate behaviour and positive relationships.

Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the PACE approach to maintain this consistency. The use of the pronoun 'we' reflects the ethos of relationships within school and is a significant ingredient in securing commitment to whole school ethos.

## **General Classroom and School Expectations**

All children are expected to follow Trerobart's expectations which are:

1. We follow adult instructions.
2. We use words and actions that help and don't hurt.
3. We respect other people and their belongings.
4. We move safely and sensibly around the school.

**Trerobart Primary School staff will do the following to help our pupils follow these rules:**

1. We will make sure that you have heard us and will give you enough thinking time.
2. We will help you to find ways to manage difficult emotions in an appropriate way.

Class rules are agreed between pupils and teachers at the beginning of each academic year.

## **Sanctions**

When children choose not to follow the rules, **all** staff are expected to deal with them in a calm and consistent manner, adopting the **PACE** approach,

- Sanctions can follow some time after an event, when the pupil is regulated and able to reflect upon a situation.
- Sanctions will never involve taking away a previously earned reward.
- Teaching staff will avoid any sanctions which lead to unnecessary shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The specific needs of the child will be considered when deciding appropriate sanctions and sanctions will be individual to the child; we recognise that a 'one size fits all' approach is not appropriate for our pupils.
- We follow the Good to be Green system.

After a child receives a sanction, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. In addition to the stages of sanctions, where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

## **Persistent Challenging Behaviour**

It is expected that teachers and pupils begin each day afresh with optimism and encouragement for success. If challenging behaviour persists then there are a variety of options that may be taken:

- The child will attend a meeting with the Class Teacher where a target for his or her behaviour will be set. The Class Teacher will work collaboratively with the pupil to identify any reasons, concerns or difficulties. The Class Teacher will then work with the pupil to address these issues and inform the child's parent/carer of the situation and share the child's individual behaviour plan with them.
- If after an agreed time there is no change, the child will attend a meeting with the Headteacher. If the situation escalates, the Headteacher will arrange a meeting with their parent/carer to discuss concerns.

- After a period of monitoring a referral will be made to the Behaviour Support Service.
- Where there is no improvement, the Headteacher may impose a period of exclusion from school.

**The school takes the sanction of exclusion extremely seriously and will make every effort to resolve concerns before this stage is reached.**

The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently challenging behaviour, including how it can affect a child's learning, the learning of their peers, and the health and safety of themselves and others.

### **Severe Behaviour Clause**

In cases of severe misbehaviour (fighting, vandalism, bullying including cyberbullying, threat of violence towards another pupil or adult, intimidation, physical violence) the child would not receive a warning. The child would be sent to the Headteacher and the situation managed by them. In these cases the parents would be notified of the incident by the Headteacher and informed as to what action was taken.

If a child is unable to manage themselves during break-times and is perceived to be at risk of harming themselves or others by not following adult guidance then they will be supervised 1:1 by a staff member.

### **Break-time Supervision**

Children have a range of designated areas to play outside. Trerobart School staff are on duty throughout break-times, supervising their activities and supporting their play.

### **School Visits and Out of School Activities**

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, should a child's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a child's parents and on occasions school might request them to accompany their child on a visit.

### **The Role of Parents/Carers**

Parents/Carers have a vital role to play in their children's education. The school is very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents.

The School's Behaviour and Positive Relationships Policy is accessible to all parents/carers via the school website and parents and children are asked to sign a home/school agreement when enrolling at the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. The school expects all members of the community to adhere to the principles as set out in this Positive Relationships Policy and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

## **Recording incidents**

Any worrying incidents will be recorded by staff on 'My Concern'.

An Incident log is kept in the Head teacher's office and is used to record serious incidents of inappropriate behaviour together with the sanctions given.

## Appendix 1: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

- **Playfulness** involves spontaneity, openness and exploration; have fun and share enjoyment with the child. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.
  - **Acceptance** involves unconditional positive regard for the child. Accept the child's inner experience without judgement and make sense of why the child is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the child.
  - **Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the child that you care and helps them make sense of their behaviour, feelings and experiences.
  - **Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this.
- For more information about the PACE approach please refer to literature by Dan Hughes.

### Examples of PACE used with pupils

**Situation A:** Child in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

#### Application of PACE:

**P** – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really feel like writing."

**A** - Accept that the child is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel e.g. I can see that this has made you feel really upset. Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

**C** - Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said? "

**E** - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the child's anxiety decreased and they came down off the fence. They went with an adult to the chill out room. Instead of imposing sanctions, once the child was calm, a discussion was had about the dangers of climbing the fence. The child was able to reflect on their behaviour and think of alternative things they could do next time (e.g. go to chill out room).

**Situation B:** 10 year old pupil who feels shame after being told off. This results in her disengaging from adults and peers for an entire day, prevented her from learning.

We use PACE with this pupil to intervene early when we see that she is struggling. For example, during a tricky week for the pupil, the class teacher mentioned that she was having a difficult lesson to another member of staff. She was interrupting frequently, distracting others and making rude comments. She had refused to move seats and was not completing

any work - one peer was particularly distracted and joining in. Another member of staff went into the classroom and said, "Please can I just borrow X to do a quick job? I've got loads to do and X is so good at helping organise things". The pupil came out of the class and spent time with the member of staff in a different room, where her favourite music 'happened' to be playing. After 10 minutes or so the pupil was calm and the staff member used PACE to structure the conversation:

**P** "What have you done with the girl who was being rude in the classroom? She must have gone home because you are being so helpful."

**A** "I understand that lesson was really tricky for you. That must have been difficult."

**C** (having noticed the pupil had not eaten anything at snack) "I wonder why you're feeling like this. Have you eaten today? I wonder if you might feel better if you ate something? "

**E:**"I think if I were you I would need a bit more time before being able to concentrate. Shall we stay here a bit longer and then start next lesson afresh?"

The staff team agreed that the pupil needed some additional adult support. At the end of the week we gave her time with two of her favourite staff members to do art and crafts, and gave her a sense of worth and responsibility by asking her to help with younger pupils.



## **Review, monitoring and dissemination:**

The effectiveness of this policy will be reviewed every two years or when the need arises, and the necessary recommendations for improvement will be made to the governors.

This policy will be disseminated via the school's website and will be available upon request. Aspects will be replicated in the school prospectus, shared areas on the school network and staff handbook.

Policy Authorised by: ..... Chair of Governors

Policy Implemented by: ..... Headteacher

Date of Implementation: September 2020

Date of Review: September 2022