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Ysgol Gynradd *Sŵn y Don* Primary School



Behaviour Policy

This document has been reviewed and approved by the Full Governing Body:

Signed:

Date:



At [Ysgol Sŵn y Don](#) we work together to provide the children in our care with an excellent education, whilst nurturing and caring for their needs as they develop and grow.

We strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together supportively, this will enable all to reach their full potential, emotionally, socially and intellectually.

Pupils and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights, children learn to respect and value the rights of others.

Our pupils learn about rights through the United Nations Convention on the Rights of the Child (UNCRC). They are taught that with rights comes respectful, responsible behaviour. We believe that learning should be fun and that by encouraging respect for each other and valuing opportunities available we all grow and learn together.

The [Ysgol Sŵn y Don](#) School Based Rights Charter gives focus for teaching, learning and building positive relationships and behaviour strategies. (See appendix)

We pride ourselves on having an open-door policy and view it as the first step in a process of partnership between home and school.

This policy should be read in conjunction with [Ysgol Sŵn y Don](#) Anti-Bullying Policy, exclusions policy, relationship policy and use of reasonable force policy (Timian Approach).

Aims

- To improve readiness for learning
- To develop the key behaviours required for lifelong learning
- To enable all pupils to be confident, capable and independent learners
- For pupils to be able to engage with new, unfamiliar experiences, ideas and people
- To show an interest in their work and sustain concentration
- To seek solutions when the first approach is unsuccessful
- Ready to learn at the start of lessons
- Able to work in a range of ways e.g., independently, small group or whole class.
- Respect the contribution of others e.g., by allowing others to speak or by remaining calm when others disagree
- Demonstrate appropriate behaviour around the school and activities such as whole school assemblies
- To be considerate and relate well to their peers and others

[Ysgol Sŵn y Don](#) will not tolerate violence, bullying, racial / sexual harassment or unkindness towards pupils or adults.



Any such incidents will be taken very seriously and dealt with appropriately. Depending on the incident the Headteacher may decide to exclude a child for a fixed term.

A deliberate act of violence against a child or member of staff may result in a fixed term exclusion unless there are extenuating circumstances.

The primary aim of this policy is to promote appropriate relationships and behaviours and to also celebrate success. We have clear school rules to support this. Which were developed and devised in conjunction with all stakeholders and Bangor University through their 'Readiness to Learn' research. We follow a trauma informed approach.

Our curriculum and school ethos focuses on prevention and building positive relationships in order to reduce significant behaviours. This is underpinned by: having high expectations, being positive role models and rewarding pupils. This enables us to promote positive behaviours and to nurture healthy relationships.

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

In order to create this positive learning culture within [Ysgol Swŷn y Don](#) we use a range of effective interventions. We take into consideration the following interventions:

- Effective classroom management
- Positive relationships
- The classroom.

Effective classroom management

Effective behaviour management is based on the teacher 's ability to successfully create a well-managed, structured classroom environment so that learning can occur. Teaching a number of children with different needs, behaviours and attention spans can be challenging. However, when a positive learning culture is created, the children will learn better because they will know what is expected of them.

Well-managed classrooms:

- Begin the year with a set of rules and routines which are understood by all children
- Have agreed rewards and positive reinforcements/praise – following our token system



- Have set sanctions for misbehaviour
- Have a selection of options for dealing with disciplinary problems
- Make use of their physical space
- Have well-planned lessons
- Encourage respect and develop positive relationships
- Use a continuous, consistent approach

Teacher-child relationship

The heart of our approach to effective behaviour management is building positive relationships with children. This allows staff to connect to the children forming a strong foundation from which behavioral change can take place.

- Welcome the children as they enter the classroom – morning check ins
- Ensure all children understand what is expected of them
- Create a positive environment where each child feels relaxed and accepted – each day is a fresh new start
- Show an interest in each child 's family, talents, goals, likes and dislikes
- Engage with the children during lunchtime and playtime.
- Treat each child with respect, never embarrass or ridicule.
- Share all successes with the class.
- Believe by recognising their strengths that every child has the ability to learn and achieve.
- Involve the children in making decisions regarding rules and activities within the classroom.
- Explicitly teaching manners and respect – modeling this at all times

The classroom:

Ysgol Sŵn y Don provides a safe space for pupils within our school and classrooms. The environment has a calm and relaxed feeling to enable pupils to feel happy, safe and secure. Tones are neutral and muted and reflect the outside, to get a sense of biophilia which has huge beneficial effects on mental health and wellbeing. Communal areas have been purposefully planned and organized to feel 'homely' and we have a number of areas such as the library, chill-out tree house and sensory room where pupils can go to co-regulate. Nurture and creating a sense of belonging is at the heart of our ethos here at Ysgol Sŵn y Don.

A sense of playfulness and fun is evident throughout our practice. Our pupils know that working hard and staying on the right track = rewards. We are gentle on the child, but firm on the behaviour. We truly believe in Article 31 "Every child has the right to relax and play." And our school council/pupils have a motto:

"We work hard but play evener harder!"



Knowing our children:

Ysgol Sŵn y Don ensures that we actively get to know our pupils. We understand that each individual is unique and adaptations may be needed with dealing with different situations and/or differing pupils. We always:

- Ascertain the child's point of view with judgement or prejudice
- Create time and space for pupils to regulate
- Be good listeners and have active listening skills
- Ensure restorative practice after an incident always takes place

The Right Track

Along with a range of stakeholders including Ysgol Bryn Elan and Bangor University, we devised our behavioral system 'The Right Track' and 'Right Track Behaviour Matrix.' (See Appendix) We regularly review our systems and procedures and update accordingly. Regularly training and induction is an intrinsic part of our practice.

Trauma Informed Approach (TIS)

Our school is committed to educational practices which **Protect, Relate, Regulate** and **Reflect**;

Protect

- Clearly stated expectations posted in most areas of the building.
- Regular teaching of appropriate behaviour and acknowledgement of appropriate behaviours.
- Teachers regularly remind and state behaviour expectations in all school locations.
- Increased 'safety cues' in all aspects of the school day – all teachers 'meet and greet' at the classroom door using pupils' name, increasing the personal factor and cementing the relationship and connection. An open-door policy for informal discussions with parents / carers. Parents are welcome and encouraged to contact the school with meetings then arranged at a time to suit all.
- All staff trained in 'PACE' modes of interaction (Hughes 2015) (proven to shift children out of flight/fright/freeze positions) and carry sentence starter cards on their lanyards to aid discussion.
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze) through use of voice, tone and body language.
- A whole school commitment to cease use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness by modelling how to repair a relationship – i.e. apologising and accepting apology in a non-shaming manner.
- Pedagogic interventions such as social skills groups, connect time, cooking club, Seasons for Growth, Forest School that help staff to get to know children better on an individual



basis and enable 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. This is supported by every class having a teacher and at least one teaching assistant.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress, while adhering to and setting boundaries which follow the 'Right Track' behaviour system. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well, co-regulating and validating the emotional pain they are experiencing, this may be done in the protective environment of the Nurture room where / when it is deemed this is in the best interests of the child. Each class has a 'calm zone' with resources for regulation suitable to age of the children in the class. Children identified as needing over and above our normal procedures follow individual strategies and structures created with knowledge from their known and trusted emotionally available adults.
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time through regular 'check-ins' throughout the day from all school staff – be it our Caretaker or Headteacher. This is supporting them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Demonstrated through our nurturing ethos throughout the school and our interactions with children, parents and colleagues.
- 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'. All teachers have been trained in using the Snapshot aspect of Motional and are supported to create appropriate programs for those children identified as vulnerable.

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; heightened experiences of Biophilia with every pupil having access to Forest school and oxytocin enriched encounters with our wonderful school dog Syd.
- 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. Following the Programmes created on Motional and using Trauma Informed Schools' (TIS) numerous interventions during social skills groups– sand play,



empathic listening, emotions cards, big empathy drawing as well Seasons for Growth, Unearthing and Nurture ABC

- The emotional well-being and regulating of staff is treated as a priority with an open door policy with the headteacher, access to Care First and Individual risk assessments to prevent: burn out, stress related absence, leaving the profession through stress-related illness, secondary trauma and /or feeling undervalued, blamed or shamed.
- Designated staff only spaces which support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

Reflect

- Pupils and staff are provided with opportunities to think about and explore their emotions and or experiences and staff are trained in the art of good listening, dialogue and empathy.
- Within the context of an established and trusted relationship with an Emotionally Available Adult, during social skills sessions, 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. E.g., art/play/drama/music/sand/emotion worksheets/emotion cards.
- 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. Through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives by validating emotions connected to their 'wonky narrative'.
- Our behaviour system 'The Right Track', created and inputted by all staff which is based not on punishment, sanctions, isolation but encourages reflection, resolution and interactive repair with restorative conversations, empathic listening and nurture at its core while setting safety boundaries which keep set the safety cues and the emotional tone of our ethos.

Roles and responsibilities Leader/Headteacher

- Implement the policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of unacceptable behaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities.
- The Headteacher (Assistant Headteacher in their absence) has the responsibility for giving in-house exclusions. The Headteacher has the responsibility for giving Fixed Term Exclusions. Exclusions to individual children for serious acts of misbehaviour. **The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour.** This action is only taken after the school governors and LA have been notified.



Roles and responsibilities of other staff

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage.
- Give the opportunity to work in groups.
- Make sure that pupils listen, are listened to and value others.
- Enable pupils to gain the ability to make choices about their behaviour.
- Enable pupils to be confident about their learning and enjoy it.
- Enable pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model.
- Reward/praise positive behaviours.
- Record behaviours using the school SIMs programme.
- Ensure the pupils in their class know and understand The Right Track.
- Inform parents about their child's welfare or behaviours and, where necessary, work alongside parents.
- Be aware of and understand their rights and responsibilities.

Roles and responsibilities of pupils

- Respect and care for others.
- Listen to others.
- Learn/work co-operatively.
- Understand the school's Right Track system
- Resolve disputes positively.
- Value and take responsibility for their environment.
- When necessary, carry out self-monitoring.
- Be aware of and understand their rights and responsibilities.
- Be aware of their own emotions and actions and take responsibility for these.

Roles and responsibilities of the Governing Body

- Support the school in the implementation of the policy.
- Inform the Headteacher, when necessary, about behaviour issues so this can be taken into consideration
- Review the effectiveness of the policy.

Ysgol Sŵn y Don aims to ensure high levels of discipline and behaviour by all pupils so that they are able to take full advantage of the learning opportunities available to them.

All staff need to be **positive** and **consistent** in their approach when implementing rewards or consequences. Responding to pupils' misbehaviour should be done by getting down to the child's eye level and talking to them calmly but firmly - shouting should always be avoided.



Rewards:

To reinforce good work/learning, behaviour and attitude based on our Right Track we use: -

- Verbal praise.
- Stickers / Stars
- Notes / telephone calls home
- Counters system towards a whole school reward selected by the pupils.
- Weekly merit certificate given out during Celebration Service.
- Pupil's work displayed throughout the school.
- Children sent to Head teacher to show their work.

Non-Curriculum Trips

Attendance on non-curriculum school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable, they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour, which is deemed to not live up to our Right Track system.



The Right Track



- Teachers have the right to teach
- Pupils have the right to learn
- Everyone has the right to be safe

T – Take Responsibility

R – Right place, right time, right thing

A – Attitude and approach

C – Co-regulate

K – Keep safe

Right Track Behaviour Matrix

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Prevention

- Teach and refer to RIGHT TRACK language consistently
- Pre-correct- Regularly remind and state behaviour expectations in all school locations
- Regularly acknowledge appropriate behaviour – reward with tokens
- Use calm tone of voice, PACE (Playful Acceptance Curiosity Empathy) and empathic response
- Advise pupils of options available such as: use calm area, move to another table/ area, choose a fidget, fresh 5 minutes, take a drink (only if appropriate and with staff permission)
- A 'Fresh Start' is to be given after the change of an unwanted behaviour

Minor – all staff responsibility

- Ignoring instructions
- Interrupting/ calling out
- Challenge to authority
- Provoking others
- Inappropriate use of internet
- Name calling
- Throwing small items
- Threatening others (depending on circumstance)
- Provoking other children for reaction

Major - all staff + SLT if relevant

- Spitting
- Fighting
- Throwing large items with intent to harm
- Damaging property -minor damage
- Setting off the fire alarm
- Persistent swearing
- Climbing on furniture
- Bullying

Non-negotiable – refer to SLT immediately

- Intended physical assault
- Damaging property – major damage
- Absconding
- Racism
- Bringing in and/or using weapons in school
- Bringing in and/or using illegal substances in schools

Intervention

- 1st specific **warning** with quiet reminder of behaviour expectation
- 2nd specific **warning** with quiet reminder of behaviour expectation
Then
- Consequence – needs to be fulfilled with staff and appropriate to behaviour
Examples: loss of privilege, move seat/ position, stand by an adult at playtime, time out with timer in class

Intervention

- 1 specific **warning** with quiet reminder of behaviour expectation
- Remove from area if appropriate
- Consult SLT
Then
- Consequence- appropriate to behaviour
Examples: loss of privilege, move seat/ position, stand by an adult at playtime, red letter, telephone call home, referral to SLT

Intervention – SLT to consider

Red letter
Internal Exclusion
Half day internal exclusion
Full day internal exclusion from class
Fixed term exclusion from school

Restorative Practice

Pupils must always be encouraged to co-regulate/ regulate BEFORE having restorative conversation. A 'Fresh Start' is to be given after the change of an unwanted behaviour and the completion of a consequence

- Calmly explain the reason for the consequence
- Complete 'Reflection Connection' if appropriate
- Reinstate and teach the school expectation
- Restore the relationship
- Deliver specific praise for following RIGHT TRACK rules

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Ysgol Sŵn y Don School Based Rights Charter



Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Article 12 – Respect for the views of the child. Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 29 – Goals of Education – Education must develop every child's personality, talents and abilities to the full. Encourage the child's respect for human rights, their parents, their own and others cultures and environments.

Article 19 – Protection from violence, abuse and neglect. Duty bearers must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else that looks after them.

Article 24 – Every child has the right to the best possible health and health services. Duty bearers must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries to achieve this.

Article 39 – Recovery from trauma and reintegration. Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.