



**Sully Primary School**  
**Ysgol Gynradd Sili**

# **Positive Relationships and Behaviour Policy**

**Date of Ratification: March 2022**  
**Date of Review: March 2024**

## **Introduction**

*'Positive relationships in school are central to the well-being of both students and teachers and underpin an effective learning environment.'*

At Sully Primary we view relationships as the most significant factor that influences behaviour and learning at our school. We want everyone to experience a sense of belonging through kindness, honesty and respect. We believe that when people, especially children, are genuinely valued and nurtured as individuals, they feel a sense of purpose and understand their place in a community. When this happens in schools, children engage and thrive with high levels of well-being, positive behaviour and develop a love for learning.

## **Aims of the Policy**

To support all members of the school community to develop positive relationships that promote positive behaviour.

To work collaboratively and consistently to create a caring, supportive and nurturing environment.

To recognise, praise and communicate excellent behaviour and effort.

To respond appropriately to the individual needs of pupils, including the needs of pupils with Additional Learning Needs, and ensure they are effectively supported.

To ensure the school's expectations and strategies related to positive relationships are widely known and understood by all stakeholders.

## **Our School Rules**

We have three school rules that pupils are introduced to from the start of their time within Sully Primary School. These are based on the following values:

**RESPECT  
KINDNESS  
HONESTY**

We expect all of our pupils to:

- Show respect for themselves, others and property;
- Show kindness to themselves and others;
- Always be honest in their thoughts and actions.

It follows that positive relationships are evident when these three rules are fully embedded into our school.

These three rules form the basis of our values education.

Pupils are introduced to these values in an age appropriate way through classroom activities, stories and assemblies.

We adopt a preventative rather than reactive approach to positive relationships and recognise that teaching pupils about positive relationships is an essential part of the curriculum.

### **Children's Rights**

We recognise that children's rights are universal and unconditional. As a Rights Respecting School, we believe that our school rules directly reflect a number of the articles presented in the United Nations Convention on the Rights of the Child. These include but are not limited to:

#### **RESPECT -**

Article 2 - I have the right to be treated equally and with respect.  
Article 12 - I have the right to have my views listened to and respected.  
Article 28 - I have the right to a good quality education.

#### **KINDNESS -**

Article 19 - I have the right to be protected from hurt and mistreatment, in body and mind.  
Article 27 - I have the right to have my basic needs met.  
Article 37 - I have the right to not be punished.

#### **HONESTY -**

Article 3 - Adults must do what is right for me.  
Article 6 - I should be supported to live and grow  
Article 17 - I have the right to get information that is good for me.

### **Promoting Positive Relationships**

We have a number of principles and practices that are used throughout the school. We believe that these help us to develop and maintain positive relationships throughout the school community. These include:

- **Meet and Greet** - All pupils are welcomed into the school grounds and their classroom on a daily basis to promote a sense of belonging to the school community;
- **Recognition Boards** - All classrooms have a recognition board within them. This allows adults to give public recognition to those pupils who go 'over and above' in relation to identified social and learning behaviours;
- **Positive Noticing** - All adults actively notice positive behaviours displayed by pupils around the school;
- **Specific Praise** - All adults offer specific and concise praise to pupils displaying positive behaviours. This develops a clear understanding of expected behaviours within the school;
- **All Adults Accept Responsibility** - All adults accept responsibility for managing positive relationships and behaviour within their classrooms. Class teachers have the final say on what the 'next step' is when behaviour falls below the expected levels;
- **Positive Approach** - All adults adopt a positive approach to managing behaviour. This means that adults focus on positive aspects of behaviour and do not dwell on negative behaviours;
- **Praise in Public** - Pupils are praised publicly for their positive behaviours;
- **Remind in Private** - Pupils are reminded about their behaviour in private, where possible. This avoids a 'public-shaming' approach to behaviour management;

- **Separating the Child from his/her Behaviour** - A clear distinction is made between the child and his/her behaviour. There can be bad behaviour but there are no bad children;
- **Consistent Approach** - Staff are consistent in their expectations of pupils' behaviour;
- **Remaining Calm** - All adults remain calm when dealing with behaviour management;
- **Knowing our Pupils** - Staff take time to understand pupils' lived experiences. This allows a deeper understanding of the root of behaviours and allows staff to consider what each child needs;
- **Take-Up Time** - Pupils are given time to 'take-up' suggestions made by adults.

### **Rewarding Positive Behaviours**

We believe that pupils need to know that their efforts have been noticed by the adults working with them. We have a number of ways that we reward positive behaviours:

- **Positive Noticing** - Positive behaviours will be noticed by all staff members around the school. Pupils will be verbally told what they have done well.
- **Recognition Board** - Pupils names or pictures will be included on the class recognition board as a reward for displaying positive learning and social behaviours.
- **Positive Note Home** - Staff will send positive notes home so that pupils can share with their families. These notes will outline positive behaviours that have been noticed.
- **Stickers** - Pupils will receive stickers as public recognition of positive behaviours.
- **Phone Call Home** - Staff will make a phone call home to share good news about a child's behaviour.

### **Classroom Support Plan**

We understand that there are times when relationships need to be reset. This could be when pupils are struggling to engage in learning or when they are struggling with relationships at break times. We adopt the following approach at these times:

- **Verbal Reminder** - The adult will calmly remind the child they are not following the expectations of the classroom/playground/hall and will request that they return to following the expectations of the setting.
- **Warning** - The adult will remind the child for a second time using a scripted response such as: *'I notice that you are still struggling to.... (outline what they are struggling to do)..... Do you remember when.... (use previous examples of positive behaviour)? That is what I want to see. Thank you for listening.'*
- **Last Chance** - The adult will give a final opportunity for the child to engage and to take control of the situation themselves. They will ask the child to see them for 2 minutes after class for a quick chat outlining what they want to see during the next lesson.
- **Reflection Time** - The pupil will be given some time to reflect. There are a number of options for 'reflection time' and this will be decided by the class teacher. Examples include: reflection time within the classroom, reflection time in another class or reflection time with another member of staff. Reflection time usually follows a 3 part model - time to calm down, time to engage in some emotional coaching and preparing to return to the lesson. Any additional adult who interacts with the child during 'reflection time' should not discuss why they have been given reflection time. This should only be done by the class teacher.
- **Repair** - The adult and child will engage in a discussion about what has happened. This will sometimes follow the format of the Restorative Approach (as outlined below) but the format will be decided by the class teacher. The aim of this discussion is to establish

what rules or expectations were broken, why they were broken and how we can move forward. There might be some natural consequences following this discussion (e.g. if a child has defaced a desk, the natural consequence would be to clean it up) or the class teacher might decide on another consequence.

Senior Leaders will always be available to support class teachers when needed.

This Support Plan is not designed to be followed in a step-by-step manner. Rather, the adult will decide which parts of the plan they need to use dependent on behaviours displayed.

### **Our Restorative Approach**

We use Restorative Approaches to restore, redraw and repair when trust in a relationship is damaged or broken and when behaviour falls below the expected level. This helps to support a child to understand their feelings, their responses and to develop empathy. It helps the child to feel listened to, valued and safe.

Staff follow an agreed script when supporting a child (see below). Staff are encouraged to do something active while they support the child e.g. walk & talk, play with play dough, tidy the resources etc.

1. I noticed that you have (explain what has happened)
2. The rule you have broken is respect/kindness/trust
3. I wonder if you could tell me what has happened?
4. I have heard what you have said and understand that....
5. How can we repair this?

Staff are aware that secondary behaviours might be apparent when following the scripted interventions e.g. smiles, laughs, hands in pockets, lack of eye contact etc. Staff aim to focus only on primary behaviours at these times.

### **Coaching**

We recognise that sometimes pupils may need additional support to work through challenging behaviours. In these situations class teachers will be encouraged to adopt a Coaching approach that deals with the behaviour directly in a way that builds relationships and increases inclusion. Coaching will enable the class teacher to directly teach the behaviours that we want to see. These Coaching sessions will last 2 weeks and begin with the class teacher working with the pupil to set specific and personalised targets that directly address the challenging behaviours that are causing disruption to the pupils' learning. They will allow the teacher to use positive reinforcement to encourage the pupils to continue to strive to achieve these targets and clear expectations of how these targets will be achieved will be decided on and agreed with the pupil. Once the targets have been agreed with the pupil, the class teacher will regularly check-in with the pupils to check on their progress and discuss any questions or concerns the pupils may have.

Coaching can also be carried out by senior members of staff where appropriate.

## **Supporting a Dysregulated Child**

We recognise that there are times when a child is dysregulated and that the usual means of resetting relationships are not effective. This might be when a child is showing extreme emotions and is reacting in a violent or unsafe way within the school environment. At these times we recognise that the health and safety of the pupil and other pupils within the classroom must be our primary concern. We adopt the following approaches in these situations:

- Remain calm and reassure the child that they are safe and that we will look after them.
- Scan the immediate environment for anything that might cause the child harm and remove it from reach.
- Remove the child from the main classroom so that they have space and time to regulate their behaviour.
- Where this is not possible, remove the other children from the situation so that they remain safe.
- When the child has regulated staff will adopt a restorative approach to repairing the relationships and moving forward.
- Parents and carers will be involved in setting the next steps for exploring the reasons behind the dysregulation and ways that the dysregulation can be prevented and managed in the future.

## **Agreed procedures around the school**

- Pupils are expected to enter the school building in a calm, quiet and orderly manner.
- Pupils are expected to enter and exit their classrooms in a calm, quiet orderly manner.
- Pupils are expected to ask permission to use the toilet when in class or on the playground.
- Pupils are expected to hang their coats and bags on their pegs in a neat manner.
- Staff and pupils are expected to show good manners and display these manners when in school through activities such as: greeting each other in the mornings, holding doors open for each other, using please and thank you at lunch time etc.
- Pupils are expected to stand still when they hear the first bell being rung at play and lunch times. This is to ensure the safety of all pupils.
- Pupils are expected to walk in the school buildings at all times including going in and out of assembly without talking and sit quietly on the floor with their legs crossed and hands in their laps.
- Pupils are expected to assist their teachers in keeping a clean and tidy classroom.
- Pupils are expected to use the lunchtime/breaktime play equipment appropriately - treating the apparatus and equipment with respect.

Pupils with specific additional needs will be supported to adhere to these agreed procedures using strategies set out in their individual learning plans.

## **Bullying At Sully Primary School**

We take bullying and its impact seriously and pupils and parents/carers should be assured that known incidences of bullying will be responded to in an appropriate and timely manner.

### **Children and Young Persons' definition of bullying**

Bullying is hurting people on purpose **over and over again**, making them feel sad, afraid and upset.

Bullying can be:

- being unfriendly, nasty, mean, leaving people out, hiding people's things, threatening
- using violence e.g. pushing, kicking, hitting, punching
- picking on someone because of their colour, religion, nationality, accent or dress touching someone in a way that is wrong or saying things that make them feel uncomfortable or scared
- teasing someone because of who they are friends with, how they look or what they like or name-calling, spreading stories, teasing, making fun of people
- misusing internet chat rooms, sending threatening or nasty emails or texts, taking inappropriate photos or videos

### **Exclusions**

Exclusions may be used if it is recognised that the use of exclusion can be appropriate not only as part of a strategy to secure an improvement in individual pupil behaviour but also protect the wellbeing of other pupils and the safety and welfare of pupils and staff. Exclusions can be internal (working with headteacher) and external (fixed term and permanent). In relation to external exclusion, this is a final resort and at this stage, the Headteacher would consult with the Vale of Glamorgan Directorate of Learning and Skills Team.

### **Monitoring of Behaviour at Sully Primary School**

The monitoring of behaviour in school is the responsibility of the Headteacher and Senior Leadership team. It is the responsibility of all staff to follow our policy and processes and work with the Headteacher and Senior Leadership team. Staff have a responsibility to share information and concerns through a range of communication approaches. Governors monitor frequency and type of red behaviours through the termly reporting mechanism of Headteacher Reports and Governor meetings.