All Saints C/W Primary School

Relationships and Positive Behaviour Policy.

All Saints Church in Wales Primary School's Relationships and Behaviour Policy protects and respects children's rights as set out in the United Nations Convention on the Rights of the Child (UNCRC).

Our Mission:
At All Saints Church in Wales Primary School the children are at the heart of our vision. We work together so that all individuals are confident and successful lifelong learners. We tell a joyful Christian story to grow the Kingdom of God and build our capacity for good.

Our Aims:

- To provide access to a broad, balanced, creative and innovative curriculum, where well-being, strengths and a sense of citizenship are fostered and developed.
- To empower ambitious, capable learners who are ready to learn throughout their lives.
- To nurture healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- To inspire enterprising, creative contributors who are ready to play a full part in life and work.
- To form ethical, informed learners who are ready to be citizens of Wales and the world.
- To explore learning in a variety of ways both indoors and outdoors and with connection to the wider community.
- To create a communal family in which everyone feels welcomed, included and safe.
- To be an extension of the church and to nurture Christian values.

Our Motto:

'As many hands build a house, so many hearts make a school'.

Rationale
At All Saints Church in Wales Primary School, we recognise that behaviour is a form of communication, and as such we respond in a sensitive way using restorative approaches, and 'choices and consequences'. This policy sets out the framework for a clear and consistent approach to promoting positive relationships and supporting pupils to develop their skills, understanding and engagement with school. Staff are trained in the ACEs and Trauma Informed Schools approach. We are strongly committed to a positive, working relationship between home and school. We work in partnership with Parents to support individual children and the wider school community.

Aims
All adults strive to:

- Build secure relationships with all children.
- Listen and hear.
- Guide and nurture all children.
- Be calm, considered and controlled at all times.
- Be relentlessly positive.
- Have high expectations.
- Be role models for positive relationship.

The School Rules – 'Be Ready, Be Respectful, Be Responsible'
All Saints Church in Wales Primary School has the following behaviour expectations:

- To be READY for learning
- To be RESPECTFUL to others, at all times
- To be RESPONSIBLE with what we say and do and to feel SAFE in our school community.

Strategies for 'Be Ready, Be Respectful, Be Responsible'
Staff will use a variety of strategies to support children and promote positive decisions when behaviours show that pupils are not ready to learn, are not being kind or are not being safe. These include:

- A safe space with an adult
- Sensory breaks and movement breaks
- Restorative conversations (see below)
- ELSA and Emotional support (see below)

Restorative approaches: reflective conversations
Restorative approaches promote positive relationships as they are values-based and needs-led. This approach is based on empathy and honesty and develops effective communication between individuals. It supports children in understanding the impact of behaviours on others and results in the restoration of one's sense of belonging in our school community. Restorative conversations take place to repair relationships. All staff are expected to use a restorative approach to support and develop positive relationships and behaviours as below:
Reminder of expected behaviour – Reference to 3 Rules (See Appendix 1)

- **Step 1** – Warning (there and then)
- **Step 2** - Reflection with scripted intervention (adult with child)
- **Step 3** - Reflection with scripted intervention (SLT or phone call home)

Emotional and Well-being support
We have support available in which children are able to access dedicated and trained members of staff. Our learning environment is specifically designed to address the unmet social, emotional, and behavioural needs of children and young people.
All adults actively seek the opportunities to celebrate and acknowledge individuals on their personal achievements, effort, and for demonstrating our school values. We take every opportunity to notice 'Above and Beyond' behaviours through:

- Above and Beyond recognition board.
- House points (Focused on work and positive attitudes to learning).
- Weekly certificates given in Collective Worship

Bullying
Please refer to All Saints Church in Wales Primary School's Anti-Bullying Policy.

Exclusions
In extreme cases the exclusion procedure may be implemented. In these situations, the LA guidelines will be followed. Exclusions can be internal (working with headteacher) and external (fixed term and permanent).
In relation to race and prejudice related incidents, exclusions may be used as a consequence of behaviour with intent by the perpetrator towards the victim.

Monitoring of Behaviour at All Saints Church in Wales 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 exclusions through the termly reporting mechanism of Headteacher Reports and Governor meetings.

Meetings: regular meetings, briefings, team meetings, Senior Leadership meetings are a mechanism to raise any concerns regarding behaviour, particularly issues which need to raise awareness of individual children with additional needs. Such issues must be treated sensitively and with confidentiality.

My Concern: staff will use My Concern (a secure online incident log) to record incidents of behaviour securely. Incidents that are deemed physically or verbally threatening, persistent and continually disruptive, bullying, discriminatory (racism, homophobia, discriminatory against individual or group) will be recorded.

Pupil voice: Senior Leaders will seek the views of children around the effectiveness and fairness of the policy, and impact of the school approaches to positive behaviour.

Staff Responsibilities:

- It is the responsibility of the Head Teacher to ensure that all new staff are fully familiar with the Relationships and Behaviour Policy and its guidelines at induction. All staff will be kept up to date with any changes.
- It is the class teacher's responsibility to monitor the behaviour of children in their class and to report unacceptable behaviour to the SLT.
- It is the Head teacher's and Senior Leadership Team's responsibility to monitor the records on My Concern on a regular basis.

Staff should also refer to the appendices of this policy, for procedures in school. Staff will be provided with a quick reference procedure sheet. This sheet is also available to supply teachers and teaching students in the class information file.

INSET and Staff Development
Regular staff INSET will be held to further the training and expertise of the staff.

APPENDIX 1
Quick Reference Behaviour Guide

APPENDIX 1

All Saints Songsheet

TRAUMA INFORMED, POSITIVE BEHAVIOUR PROCEDURES

Visible Adult Consistencies

1. **Meet and Greet** by the teacher at the classroom door each morning and afternoon to meet & greet every child in their class with positive greetings.
2. **Magic manners** are acknowledged and encouraged at every opportunity.
3. **Hands up for silence,** scaffolded with a countdown.

Our Motto:
As many hands build a house,
So many hearts make a school

We show we are part of 'Team ASPS' by following:

3 RULES:

1. **Be Ready**
2. **Be Respectful**
3. **Be Responsible**

We acknowledge and reward ***'Above and Beyond Behaviours'*** in every class through:

1. Recognition boards.
2. Band Bendigedig
3. House points (Focused on work and positive attitudes to learning).
4. Weekly certificates given in Collective Worship.

Stepped Sanctions	Script 1	Script 2	Script 3
Reminder of expected behaviour – Reference to 3 Rules *1 – Warning (there and then)* 2 - Reflection with scripted intervention (adult with child) 3 - Reflection with scripted intervention (SLT or phone call home)	*'Stop' 'I need you to….'* *You're at number 1.* *Make the right choice.* Acknowledge with thank you for…. *You have just….* *You should be….* *In 5 minutes you will have…..* *When I return I will see….* *Today we are going to..* *I expect you to….*	*'You've reached number 2, so you and I need a conversation.'* (This could take place at another appropriate time) *'I've noticed… '* (state the behaviour observed) *'Do you remember…?'* (a recent time when the child has made good behaviour choices etc.) Also discuss any actions, e.g. apologies which should take place. You need to make the right choice.	You've reached number 3. W = I **w**onder…… I = I **i**magine…… N = I **n**otice…… (E = Empathy) Also discuss any actions, e.g. apologies which should take place.

Notes

Incidents which happen outside the classroom should be reported to the Class Teacher (or SLT if class teacher is not available) who makes the final decision on whether step 2 or 3 has been reached.

If reflection is done during a break time, children must be supervised in class/or walk with staff member on yard. (Call for SLT if needed to help with cover for this).

At the end of the day, record any incidents that reach number 3 on My Concern (Please check with SLT as this may need to be a BE1 form). Any 'one off' physical aggression or contact between pupils must also be recorded on My Concern.

If step 3 is reached, this must be followed up with a phone call home. In some cases, staff may need to also do this with step 2, depending on the child, the type of incident and frequency of incidents.

Please note – any form of restrictive practice must be recorded on BE1 form – consult with SLT if unsure. This means any form of restrictive practice, not just physical restraint.