

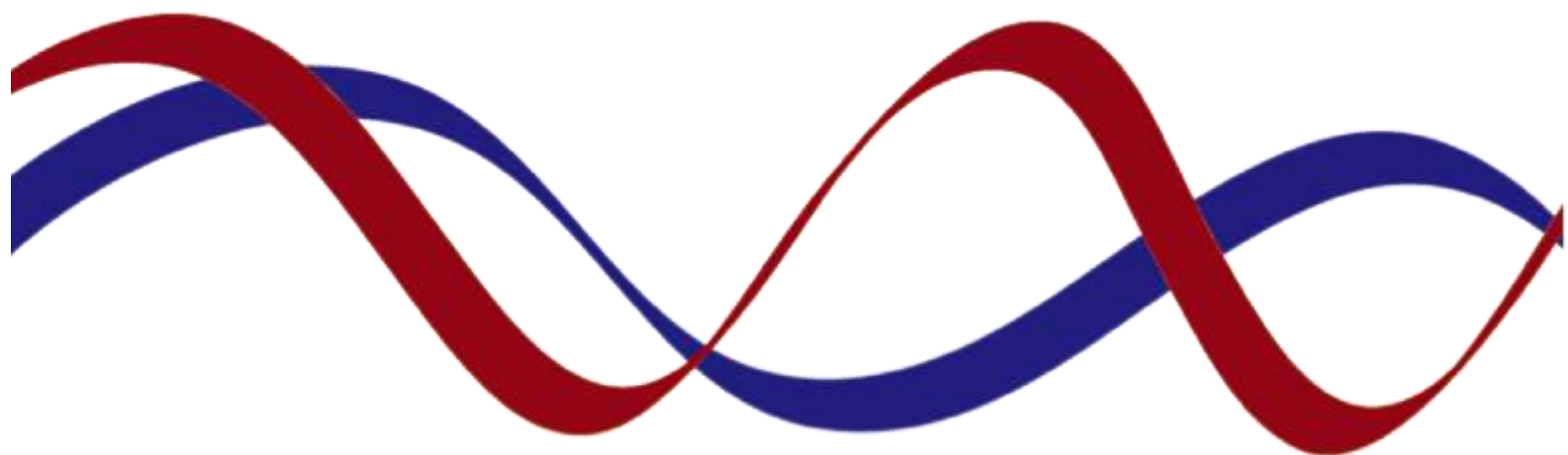
# **Brynnau Primary School**

## **Ysgol Gynradd Brynnau**



### **POLICY: Positive Relationships**

**2024-2025**



***‘Helping each other to succeed’***

***‘Helpu ein gilydd i lwyddo’***



## Positive Relationships Policy

Date	Review Date	Coordinator	Nominated Governor
Sept 24	Sept 25	Mrs B Atkin	Cllr C Parker

### Vision Statement:

*'Helping each other to succeed –  
Helpu ein gilydd i lwyddo'*

At Brynnau Primary School we believe that every child is special and unique. For us, success means that each child believes in and achieves their potential.

### Safeguarding Statement

At Brynnau Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our learners so they can learn, in a relaxed and secure atmosphere. We believe every learner should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Brynnau Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

### Mission Statement

In order to fulfil our vision, we will strive to bring out the best from each child and provide opportunities for success for every one of them, while providing a high standard of education through a highly motivated and well-trained staff.

### School Philosophy and Aims

In accordance with the vision and mission statement, Brynnau Primary School values the abilities and achievements of all its learners.

#### **Our aims are:**

- To provide a happy, caring, safe environment where everyone feels secure and valued.
- To foster positive behaviour, self-discipline and a sense of responsibility.
- To develop a positive attitude towards learning, in a stimulating and challenging environment.
- To provide our children with sound academic foundations upon which to build.
- To develop our learner's independence with the skills needed to support lifelong learning.

- To maintain strong links between home, school and the community.
- To give our learners a sense of pride in their Welsh identity.
- To develop in our learners, respect for the diversity in multicultural society in which we live.
- To recognise and nurture the potential in every person in our school.
- To offer equality of opportunity to everyone within the school.

### **Aims of the Policy**

- To create an environment which encourages and reinforces good positive relationships and behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative relationships.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### **School Aims**

Our success as a school is tested not by the absence of problems but by the way we deal with them.

#### **At Brynnau Primary School we aim:**

1. to develop a sense of self-discipline and an acceptance of responsibility for their own actions
2. to develop in all learners an acceptable code of behaviour
3. to develop respect (an awareness in all learners of consideration) for others - adults and peers in the school and in society
4. to encourage obedience to school discipline and a willingness to respond to school's expectation
5. to develop a feeling of well-being and self-esteem in all learners by the valuing of their achievements and effort and by encouraging high expectation of themselves
6. to develop respect for their own and other people's property
7. to develop a feeling of responsibility and care for their school and for their environment

8. to encourage social skills such as politeness, good manners, acceptable habits and language

We believe that a consistent approach to behaviour across the school helps children to learn right from wrong, and to appreciate that all rules exist for the good of everyone, and that responsibilities go together with their own rights.

Self-discipline is our goal and therefore we provide structures to reward good behaviour and change the behaviour of children who for whatever reason find conforming difficult. We ask for parents to support us in our aims, by both encouraging responsible behaviour and by working with us when their child has a problem. We believe the parents' role to be crucial.

### **School Rules**

1. **Be ready**
2. **Be respectful**
3. **Be safe**

### **Be ready**

**To be ready to come to school and learn we will:**

- Wear the correct school uniform, including P.E. kit
- Try to make sure all our property is named
- Return items to school (e.g. reading books, homework)
- Only bring personal belongings into school if asked to do so by the teacher
- Always listen carefully in class and try our best
- Try to think through our problems and then ask for help if it is still needed
- Understand that we all have strengths and areas to develop and will work hard to improve and achieve our potential
- Reflect on our work and our targets
- Celebrate our achievements and work with our teachers to plan our 'next steps'
- Not be afraid to make mistakes, mistakes are stepping stones, and we will learn from them
- Support one another in our learning so that we become confident and independent learners
- Walk inside the building and directly around the building
- When the whole class is moving, we will walk one behind the other
- Take care of own our belongings

- If we lose anything we will look for it about the school and in Lost Property and ask the teacher to mention it to the class

### **Be respectful**

**To show we are respectful, we will:**

- Leave our classrooms and school tidily
- Take care of all books and own working equipment
- Put items away after use
- Never take objects that do not belong to us.
- If we find other property, we will look for a name and try to locate its owner, and if unnamed we will give to our teacher or put into Lost Property
- Not handle other people's property carelessly in case it gets damaged. If things have fallen on the floor, we will pick them up - even if they are not ours
- Recognise and celebrate the achievements of ourselves and others
- Listen carefully and have regard for people's work, ideas and suggestions
- Speak to people pleasantly and kindly
- Accept correction, responding courteously, and make every effort not to repeat the fault
- Speak politely and should not be rude at any time
- Include people (who may not be part of a group) in games and activities
- Never exclude someone so that they are isolated
- Recognise kindness and thoughtfulness that others have shown
- Be helpful and kind wherever possible

### **Be safe**

**To stay safe in school, we will:**

- Think about what we say and do to others so that we do not cause harm or upset
- Take care not to hurt anyone deliberately or by being careless
- Be honest with one another and own up if we have done something that we shouldn't
- Open doors carefully, holding the door for people that are following or moving in an opposite direction
- Move through other classrooms quietly and unobtrusively. If we need to interrupt, we must be polite
- Maintain quiet and orderly behaviour during school working hours
- Tell a teacher or a member of support staff if we see anything dangerous in school

- Tell a teacher or support staff anything that is worrying or upsetting us in or out of school
- Tell a member of staff if we see or hear anything that is unacceptable so it can be dealt with immediately
- Use the buddy system if we feel upset or worried

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

**As adults we should aim to:**

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to positive relationships. Thorough planning for the needs of individual learners, the active involvement of learners in their own learning, and structured feed- back all help to avoid the alienation and disaffection, which can lie at the root of poor relationships and behaviour.

It follows that lessons should have clear learning objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Ways forward to improve learning will be discussed by the class teacher to individuals or whole class as appropriate.

## **Strategies and Procedures**

### **Opportunities**

We create opportunities for children to develop a sense of shared values and a moral code through:

- collective worship
- assemblies
- mindfulness
- celebratory events
- teaching R.S.E
- teaching R.V.E
- examples set by adults working in school
- classroom 'rule-setting'
- circle time in classroom
- educational drama, role play and school productions
- Golden Time activities

### **Encouraging positive relationships and behaviour**

**We promote positive relationships and behaviour by:**

- making positive remarks about everyday acts of consideration
- encouraging older children to look after younger ones
- devoting teaching time to issues of mutual respect
- drawing good behaviour to the attention of parents

All staff, teaching and non-teaching, should help create the conditions for an orderly and quiet community in which effective learning can take place.

### **The positive approach**

Children will be praised for positive behaviour or work by being awarded a Dojo.

Encouragement of positive actions will be done by incentive of earning Dojos both individually and as a collective.

When disciplining behaviour or work, it is necessary children must know that the disapproval is for the act or the work, not for the person.

Individual children will need individual approach - an awareness of the effect is important.

A child's self-esteem and perception of themselves must be kept intact.

#### ***Listening***

Children should be encouraged to say what they feel (circle time is very good idea). Teachers should create a forum for this.

#### ***Encouragement***

Praise, encouragement and rewards are probably the most effective ways of inducing the right attitude. Children's own desires to improve must be developed.

### **The Classroom**

Teachers will:

- formulate a class charter of conduct with the class
- give children the opportunity to reflect on their behaviour and measure it against the class charter
- praise children who follow the charter
- organise circle time or mindfulness sessions
- ensure work is differentiated
- try to anticipate or pre-empt unacceptable behaviour
- use agreed sanctions for negative behaviour



- be responsible for safety issues in the classroom
- promote good attitudes to work and develop children's' abilities as independent learners

*GOOD ATTITUDES* must be positively encouraged by:

- example
- specific strategies
- teacher reminders - encouragement and rewards

Teachers should encourage:

a) Good presentation (pride and determination)

- handwriting
- drawing - careful observation, tracing
- skills - with ruler, pen, other instruments, underlining
- checking - spelling, punctuation etc

b) Children's Enthusiasm (Motivation and positive attitudes)

- children should be asked for learner influence ideas for their topic
- to share experiences
- to find out information

### **Organisation**

Many behaviour difficulties can be prevented or at least minimised by good organisation measures. Areas requiring special attention are:

- Preparation for Assembly
- Beginning and end of sessions
- Using the building at break and lunchtimes
- Deployment of duty staff at break and lunchtimes
- Use of play equipment on the playground
- Organisation of classroom resources
- Supervision of children working outside the classroom
- Pace and challenge in lesson times
- Access to centralised resources

### **Property**

Learners are always encouraged to leave any precious or valuable belongings at home. It is very difficult for us to ensure their safety. Where learners are asked to bring these items

into school the teacher will take an interest as is normal practice in learners' lives outside school, they will then encourage the child to place the items into a tray or school bag until home time.

Staff should explain to learners what they are doing and why. No member of staff should take these items with an intention to permanently deprive the learner of the items. The only reasons they should be removed are: if they are posing a health and safety risk, if they are at risk of being damaged, if they are disrupting lessons or behaviour. The items should be returned at the end of the day, or when convenient to all involved.

If learner items are lost or misplaced the staff member should report to a member of the SMT.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented

- Dojo points (working towards set amounts as a class for a reward)
- Celebration Assembly every Friday
- Termly attendance certificates
- Prize Day Ceremony (Summer Term)

### **Rewarding positive behaviour**

Rules are clearly set out in class charters and the children are reminded of them regularly. Where behaviour is positive the following rewards are used:

- Class Charter (Golden Rules) are agreed within each class at the start of each new year
- The Class Charter is displayed in each class and are agreed by the Learners, Class Teacher and Head Teacher
- Positive behaviour and work are rewarded with individual, group or class Dojos

- The total number of Dojos earned by the class enable the learners to work towards a class reward. These include:
  1. Afternoon playtime for the class
  2. Community adventure for the class
  3. Dress up/down day for the class
- Golden Time is an entitlement for all learners and a reward for positive behaviours
- Golden Time is held in the last session each Friday afternoon
- Golden Time activities are chosen by children to reward positive behaviour.

### **Dealing with negative behaviour (See Behaviour Flow Charts in the appendixes)**

Rules are clearly set out in class charters and the children are reminded of them regularly. Children are always given the chance to show that they can improve before a progressive system of sanctions. Where behaviour is negative the following sanctions are used:

- Children are given time to reflect on their behaviour and discuss expectations with a staff member.
- Children will be moved to a different location in the classroom to complete work.
- If work is not completed KS2 children will complete work during break time in a supervised area. Foundation Learners will remain next to a staff member to complete work during the next session.
- If work continues to be incomplete during a session, then the Class teacher will phone parents to discuss the problem to reach an agreement on the action needed.
- The Class teacher will phone parents to discuss behaviour concerns (on the day of the incident)
- If there is not an improvement after opportunities provided by school and home working collaboratively and a child reaches three warnings given in school, the Head teacher will send an email home requesting a meeting to discuss the behaviour and together will reach an agreement on the action needed
- High tariff behaviour (physical assault, verbal assault/swearing, racist/prejudice behaviour, breaking equipment, defying a reasonable request made by an adult) will result in the Head teacher or Deputy Head contacting parents to discuss the problem and consequences.
- If there are any further incidents of negative behaviour, the pupil will lose the reward of a trip/event at the end of the term.

### **Bullying**

Surveys have shown that bullying happens in all schools and at all ages. Bullying is the repetition of unwanted behaviour towards a child over a period.

We therefore consider this unacceptable behaviour an important issue, there is a ZERO tolerance attitude towards bullying at our school.

- Bullying can be carried out by an individual or a group, in secret or in public.
- Bullying can be physical and verbal in nature and includes name calling, teasing, taunting, or sexual harassment, rude gestures, intimidation and extortion.
- A bully may use threats to intimidate.
- Most bullies continue bullying because their victims are too frightened to tell anyone.

We want children to tell someone - a friend, a teacher, a parent or other adults - so that interventions can take place.

Throughout the year the children are taught what a bully is and how to deal with any negative behaviour, in order that they know what to do and who to speak to if they ever have any concerns.

The school policy on anti-bullying is available on request.

### **Learners on our ALN Register**

All staff must recognise that some children's additional learning needs call for a different approach to their behaviour patterns. Other children must also be encouraged to understand these differences and to know what is acceptable for a small minority of children.

In some cases, learners with ALN have carers who accompany them at break times and at lunchtimes, therefore minimising the problem of behavioural issues.

### **Equal Opportunities**

We recognise that all children have the right to feel happy and secure with their peers: they also have the right to be listened to and helped when their behaviour or the behaviour of others (whether adults or children) causes them fear or concern. All children have an equal right to access our curriculum according to our Equal Opportunities Policy and should not be prevented from succeeding because of the behaviour of another child.

### **Support for staff**

It is recognised that dealing with behaviour problems can be very stressful for staff and it is not always easy to ask for help.

We believe that dealing with difficult behaviour is the collective responsibility of all staff in the school, not just the teachers immediately concerned with a child.

We believe that staff should work together as a team and share the load. Support is always available from staff, ALNCO, Deputy Head and Headteacher.

The ALNCO is responsible for supporting colleagues in developing strategies for behaviour management for individual learners.

The Head teacher and the Deputy Head have day-to-day responsibility for discipline matters. The Headteacher will be involved with all serious incidents as well as being available to any member of staff requesting support or advice.

It is important that all incidents are reported to the Senior Management Team and logged onto SIMs. In line with the Positive Relationships policy, where children have received a 'consequence' the Head teacher and / or Deputy Head teacher must be informed.

#### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of positive relationships and behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents and carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents and carers. Where behaviour is causing concern parents and carers will be informed at an early stage and given an opportunity to discuss the situation. Parental and carer support will be sought in devising a plan of action within this policy, and further action will be discussed with the parents and carers.

### **Complaints Procedure**



Any concerns felt by parents and carers about the school curriculum or other matters should be dealt with in informal discussion with the head and staff in the first instance. The full Complaints Procedure is available from the school or on the website.

**Stage One** - of the procedure involves resolving complaints informally by discussion with the class teacher then by discussion with the deputy head or head teacher if the problem is still unresolved.

**Stage Two** - if concerns cannot be resolved informally then parents should make their complaint formally in writing to the head teacher or chair of governors. Complaints made to other governors will be referred to the head teacher or chair of governors. The complainant will receive a written response to the complaint.

Parents can make complaints to the relevant education officer at the LEA, who will then investigate the complaint in consultation with the head teacher and/or chair of governors.

**Stage Three** - if the complainant remains dissatisfied at the end of stage two, complainants may appeal to the Grievance Panel of the governing body.

<b>Headteacher</b>		<b>Date:</b>	Autumn 2024
<b>Chair of Governing Body:</b>		<b>Date:</b>	Autumn 2024

## Appendixes

**Behaviour Consequence Flowchart: In the Classroom**

**Behaviour Consequence Flowchart: In Assembly**

**Behaviour Consequence Flowchart: In the Hall**

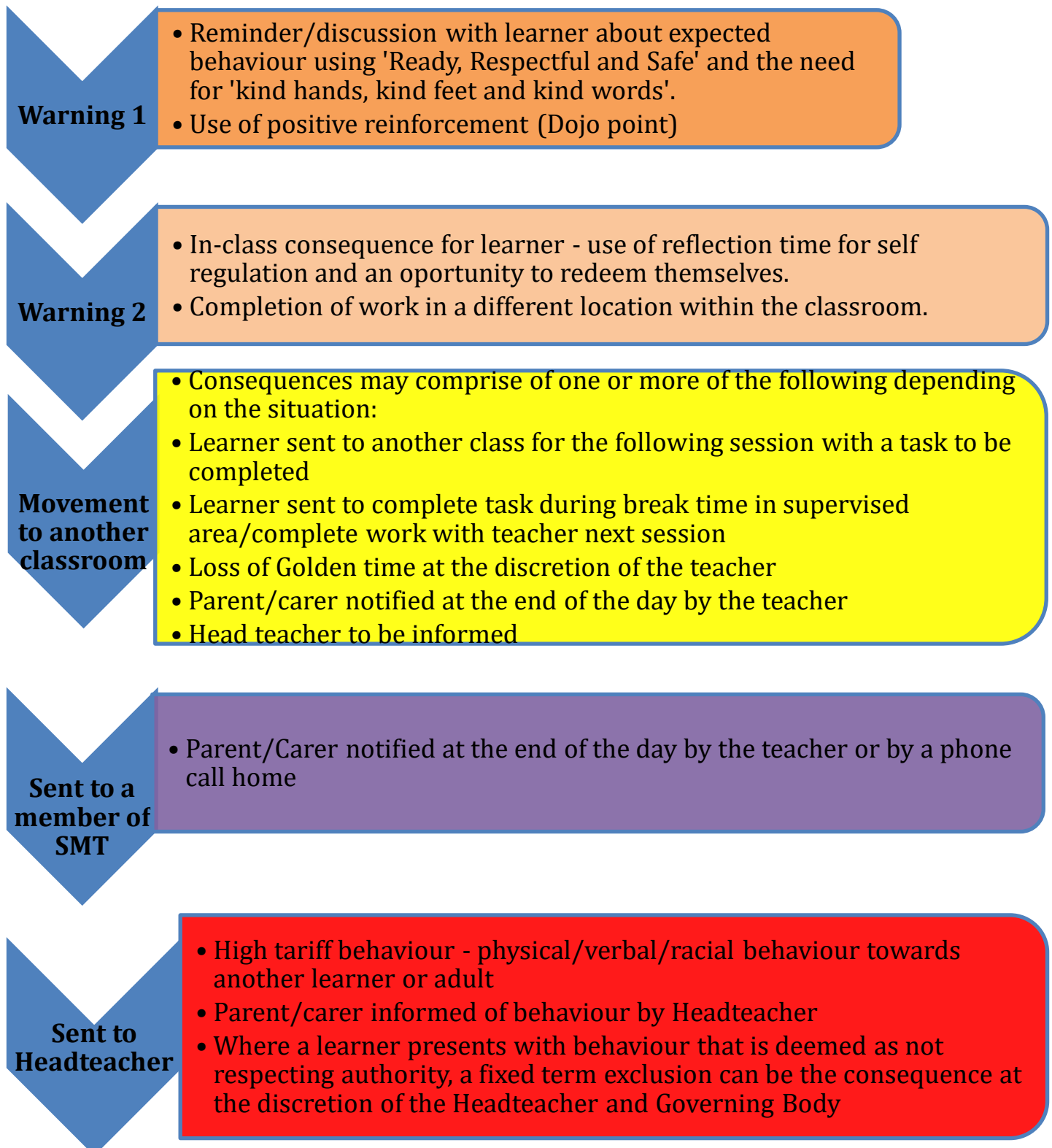
**Behaviour Consequence Flowchart: On the playground**

**Behaviour Consequence Flowchart: In Nursery and Reception**

**What Positive Behaviour Looks like in Brynnau Primary School**

# Behaviour Consequence Flowchart:

## In the Classroom





# Behaviour Consequence Flowchart: In Assembly

## Positive Reminder

- Children are expected to enter and exit the hall in a respectful manner. Walking in and out silently in single file.
- Once sat, children are expected to show they are 'ready, respectful and safe' by listening to the adult at the front of the hall.
- Focus on good examples and praise with Dojo point.

## Warning

- Reminder that this is the last warning and they will be moved to sit at the front if the behaviour continues

## Learner asked to sit next to an adult

- Following repeated poor behaviour the learner is asked to sit at the front of the hall.

## Asked to leave the hall

- Following persistent poor behaviour the learner is asked to leave the hall and go to a supervised classroom.
- Class teacher will speak with parents/carers if required or privileges removed for that day.

# Behaviour Consequence Flowchart: In the Hall

## Positive Reminder

- Children are expected to enter and exit the hall in a respectful manner. Walking in and out in single file.
- Children are expected to show they are 'ready, respectful and safe' by listening to the adult.

## Warning

- Reminder that this is the last warning and they will be moved to sit near an adult if the behaviour continues

## Learner asked to sit next to an adult

- Following repeated poor behaviour the learner is asked to sit next to an adult.

## Asked to leave the hall

- Following persistent poor behaviour the learner is asked to leave the hall and go to a supervised classroom.
- Class teacher will speak with parents/carers if required or privileges removed for that day.

# Behaviour Consequence Flowchart: On the Playground

## Positive Reminder

- Reminder about behaviour expectations with a focus on 'respectful' and 'safe' behaviour.
- Emphasis on being a good friend and allowing others into a game or activity.
- Focus on good examples and praise with Dojo point.

## 1st Verbal Warning

- Depending on the severity - 'Reflection time' next to an adult (2-5 minutes). The emphasis is on reflection and redemption not denial of playtime.

## 2nd Verbal Warning

- If after returning to the playground from reflection time the behaviour continues, more time out for reflection and removal of privileges for learner e.g football.

## Learner taken inside and supervised

- If physical behaviour is severe the Headteacher is to be notified
- Following persistent low level physical behaviour learner to leave the playground and to return to a classroom to be supervised

# **Behaviour Consequence Flowchart: In Nursery and Reception**

## **Positive Reminder**

- Children are reminded about doing the right thing.

## **Reflection Time**

- Thinking about doing the right thing sitting next to an adult.

# What Positive Behaviour looks like in Brynnau Primary School.

*(This has been created collaboratively between the Rights Rangers and School Council)*

Location	Be Ready	Be Respectful	Be Safe
<b>Classroom</b>	<p>...to learn.</p> <ul style="list-style-type: none"> <li>• Super sitting.</li> <li>• Llygaid yn edrych, Clustiau yn gwrando (eyes looking, ears listening)</li> </ul>	<p>...to each other.</p> <ul style="list-style-type: none"> <li>• Kind hands, feet and mouth</li> <li>• Looking after our school resources</li> </ul>	<p>...wonderful walking.</p> <ul style="list-style-type: none"> <li>• Chairs neatly put back under tables</li> <li>• Items picked up from the floor.</li> </ul>
<b>Playground</b>	<p>...to run, play, learn, exercise and have fun.</p> <ul style="list-style-type: none"> <li>• Dressed appropriately.</li> <li>• Stand in silence when you hear the first whistle.</li> <li>• Put equipment away calmly when asked</li> <li>• On the second whistle walk quietly to your line</li> <li>• Wait for the teacher to see you into class.</li> </ul>	<p>... to each other and the environment.</p> <ul style="list-style-type: none"> <li>• Have kind hands, feet and mouth</li> <li>• Look after our school resources</li> <li>• Make sure we put all litter in the bin</li> </ul>	<p>...use equipment appropriately.</p> <ul style="list-style-type: none"> <li>• Do not climb on areas that aren't allowed or unsafe.</li> <li>• No leaving school property.</li> <li>• Walking to lines quietly.</li> </ul>
<b>Assembly</b>	<p>...to listen to the speaker.</p> <ul style="list-style-type: none"> <li>• Walk in silently down the corridor and into the hall.</li> <li>• Llygaid yn edrych, Clustiau yn gwrando (eyes looking, ears listening)</li> <li>• Super sitting</li> </ul>	<p>...to the speaker.</p> <ul style="list-style-type: none"> <li>• Listen in silence</li> <li>• Sit still</li> <li>• Put hands up to ask questions.</li> </ul>	<p>...have kind hand, feet and mouth.</p> <ul style="list-style-type: none"> <li>• Wonderful Walking-leaving and entering the hall.</li> </ul>
<b>Hall/ P.E</b>	<p>...for instructions</p> <ul style="list-style-type: none"> <li>• Doing things the first time.</li> </ul>	<p>...to the game, follow the rules.</p> <ul style="list-style-type: none"> <li>• Looking after our school resources</li> </ul>	<p>...use equipment</p> <ul style="list-style-type: none"> <li>• appropriately.</li> </ul>
<b>Lunchtimes</b>	<p>... wait your turn.</p> <ul style="list-style-type: none"> <li>• Queue up one behind the other.</li> <li>• Clean your area and return trays/sandwich boxes</li> </ul>	<p>...to the staff and each other.</p> <ul style="list-style-type: none"> <li>• Use your manners</li> <li>• Line up one behind the other and do not push in.</li> </ul>	<p>...have kind hands, feet and mouth.</p> <ul style="list-style-type: none"> <li>• Walk smartly in the hall</li> </ul>