



Relationships and Well-Being Policy

This policy provides our school community with the Ton Yr Ywen approach to promoting positive behaviours. The 'Relationships and Well-being Policy' replaces the previously titled 'Behaviour Policy' and has been agreed by Ton Yr Ywen School Governors and will therefore take effect immediately.

Equalities statement:

Building positive relationships and well-being are central to our approach in Ton Yr Ywen.

The Relationships and Well-being Policy applies to all children irrespective of the 9 protected characteristics as described in the Equality Act 2010. We do however recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. In such circumstances an individual behaviour plan will be agreed between the pupil, staff and parents / carers. The support of outside agencies will also be sought where appropriate, in particular the Emotional Wellbeing Service or Educational Psychologist.

The Governing Body and all members of school staff at Ton Yr Ywen Primary School strongly believe in the encouragement of positive relationships and well-being. This will be achieved through a whole school approach to implementing this policy and the reinforcement of the benefits of good behaviour.

Introduction and Purpose

At Ton Yr Ywen we want our children to be “Happy together, learning for life.” We are committed to creating an emotionally healthy environment to enable our children to flourish and achieve all round success. We believe our values of kindness, courage, honesty, teamwork, responsibility and respect are at the heart of healthy relationships.

The purpose of this policy is to outline how we manage relationships within our school community. This involves a whole school approach to building, maintaining and (when needed) the repairing of relationships. We make every effort to achieve this using a consistent restorative approach, where our children are given opportunities to understand and reflect on their emotions and develop as caring and responsible individuals.

All stakeholders have had a voice in the development of this policy.

Ethos

The school rules that underpin this policy are:

At **Ton Yr Ywen** we:

Take ownership
Respect people and things
Aim high
Include everyone
Lead by example
Show kindness

Principles

The principles which underpin this policy are:

- 1. Unconditional positive regard for all pupils.**
We believe that children who are treated with empathy, understanding and respect will learn to be empathic and respectful towards other people.
- 2. Commitment to the use of restorative approaches.**
We are proactive in building and maintaining relationships in order to create a sense of community and belonging. When relationships are positive, we are less inclined to harm each other, thus reducing the amount of conflict in our school community.
We will always endeavour to work actively with each other to resolve problems and conflicts, rather than trying to ‘rescue’, impose or ignore issues. We will use consistent restorative approaches.

3. An understanding that behaviour usually has a reason.

We know that children who present with 'challenging behaviour' often have unmet needs. We understand that we need to address the underlying reasons for challenging behaviour in order to support children's developing emotional literacy and behavioural self-regulation. Emotional literacy refers to children's ability to understand their own and other's emotions.

4. Individualised approach.

We recognise that some children may have faced particular challenges that mean they will need a highly individualised approach. Staff knowledge and expertise around supporting the emotional health and well-being of individual pupils is developed and shared as a regular feature of staff meetings. Staff are also provided with regular Continued Professional Development e.g Trauma informed training, in order to support an individualised approach where it is needed.

5. Positivity.

We recognise the importance of the language we use with children. We commit to using positive language with children to build self-esteem. We acknowledge the power of praise and the notion that 'what we pay attention to is what we get more of'.

6. Consistency.

We aim to have a consistent positive approach across the whole school based on restorative principles. We aim to set clear boundaries which are enforced consistently, fairly, calmly and firmly. All members of the school community have helped determine the school rules and they have been written in a way that they can be consistently implemented and referred to across the whole school.

7. Self-awareness.

We recognise the need for our own self-awareness as adults as well as the need for a curriculum that develops self-reflection in children and a policy that supports positive behaviour in school.

Building and Maintaining Relationships

Staff are expected to use Restorative Approaches. This involves building relationships with the children, colleagues, parents and carers, and the wider school community. One way that we do this is through clear and open lines of communication and using problem solving approaches as issues arise. Another is to ensure we teach children the vocabulary to discuss their feelings and to reflect on their own needs and those of others.

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 in TYY:

- reinforce this policy by reminding the children of the school rules
- begin the year with a set of class rules and routines which are understood by all children
- have agreed rewards and positive reinforcements
- have an agreed graduated response to behaviour
- 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

Our class charters are developed with each new year group in September, to help build our classrooms as communities that care about their needs and rights and those of others.

Effective Supervision

Effective staff supervision is essential to ensuring good behaviour management.

The following procedures apply in school to help maintain good levels of behaviour:

- Teachers / staff members in charge should meet their children on the yard at the start of the morning and afternoon session.
- Teachers / staff members in charge need to arrive just before the bell goes to ensure their children line up in an orderly fashion and enter the building calmly and safely.
- Teachers/ staff members in charge should also supervise their children in the corridors during transitions, i.e. going to assembly, out to play and lunch. They should ensure children walk in a calm and orderly manner.
- Duty staff must ensure they are on duty in the playground ready to supervise the children. Children should not be in the playground unsupervised. Duty staff need to supervise all areas of the playground but pay particular attention to areas where incidents or accidents are most likely to occur, i.e. adventure playground and football pitches.
- During wet playtime, duty staff must ensure they supervise the corridor systematically. All teachers should be in class by 8.45am on wet days. Children are not permitted to move between classes. Class teachers should ensure children are provided with appropriate activities to undertake during wet play, e.g. comics, magazines, puzzles, drawing, construction, board games, etc. Children are not permitted to use ICT devices, scissors or DT tools during wet play.
- Children should not be left unsupervised in a classroom. It is the responsibility of class teachers to ensure that full supervision arrangements are in place for their class before leaving them.
- Teachers should supervise the children as they leave the building at home time and be available for any parents who may have a question or concern.
- Children must not be in the school before or after school, or during periods of play time or lunchtime, without permission.

What are the expectations of adults in our school?

- All adults are expected to implement this policy.
- All adults take a shared responsibility for all children in Ton Yr Ywen.
- All adults will demonstrate unconditional positive regard for the children in our care.
- All adults in our school have high expectations of children.
- All adults will take a child centred approach; each child is respected and listened to. There is a clear emphasis on building and maintaining positive relationships.
- All adults share a consistent, common language and approach although each child is treated as an individual.
- All adults challenge the use of racist, homophobic, sexist and disablist language and behaviour.
- All adults understand the need to act as positive role models. This includes modelling and offering and accepting apologies.
- All adults will deal with situations calmly and refrain from shouting unless there is a safety risk.
- All adults make it clear when inappropriate or challenging behaviour is displayed that it is the behaviour that is disapproved of and not the child.
- All adults will aim to help children to be reflective and self-aware, independent and self-regulating, respectful and non-judgemental.

What are the expectations of children in our school?

- Children are encouraged to be active participants in all areas of school life. They are expected to take a role in choosing and planning their learning.
- Children are consulted in agreeing the school and class charters which reflect on both 'needs' and their rights.
- Children are encouraged to refer to the school charter and to learn from the choices they make.
- Children can help address issues at the earliest and lowest level possible using a restorative approach themselves.

What are the expectations of parents and carers in our school?

- Parents and carers are a hugely important part of our school community.
- We ask all parents and carers to engage with the school and be supportive of the school ethos; to ensure excellent attendance and punctuality; and to celebrate their children's achievements.
- We value our relationships with parents and carers greatly and seek to engage in a respectful, non-judgemental, co-operative and inclusive way.
- When we have meetings with family members, carers and other agencies, we will adopt a restorative mindset and person-centred approach as our first choice wherever possible.

When things are going well: The Power of Praise

Praise is an important way of encouraging and supporting children, of showing we are pleased, enthusiastic or grateful. Praise is a very powerful tool in managing children's behaviour. We recognise that there is a difference between praising a child for something they have done (praise for doing) and praising a child for who they are (praise for being). We recognise that children need both types of praise. Ways in which we give children praise in our school: Thumbs up, Smile 'Job well done' verbal praise, rewards including Merit badges, visits to another class, teacher or senior leaders. Children are rewarded and praised differently according to their developmental stage. We also recognise that some children find praise very difficult to accept and staff may choose to praise in private rather than using any of the above 'public' methods.

Collaborative Rewards

Some classes choose to use a collaborative reward approach. Collaborative rewards encourage cooperation and a sense of community. Every child can contribute to a shared, earned reward and so everyone's effort, no matter how small, is appreciated by the whole group. Classes may choose to operate a collaborative reward to which the children will contribute. Once the reward is given it is not taken away. the class may vote on what the treat will be.

When things are not going so well:

Ignoring and distracting

Sometimes children will engage in negative behaviour to get attention. It is sometimes good to ignore this and to give lots of praise when the wanted behaviour is shown.

Reminding children with positive language

We always try to remind children what they should be doing using positive rather than negative language e.g. 'remember to walk', 'we share nicely in this class' .

Repairing Relationships

When conflict occurs, we expect those involved to find solutions to move forward and repair the relationship where possible. By having a common restorative approach to resolving conflict, we can achieve this in a fair and inclusive way with all affected. Our aim is to enable children to learn from these experiences.

Graduated response to behaviour

If a child's behaviour does not promote the positive ethos of our school we will employ a pathway of consequences to maintain a safe and positive learning environment.

- 1. Warning:** Give a warning to the child making it clear that they need to modify their behaviour. Remind them of the right choice they need to make.
- 2. Move within class:** Move the child within the class to work on their own or next to an adult. ("I think you need some time to help you concentrate on what you are doing...").
- 3. Time to reflect and modify behaviour** Move the child out of the class or to a designated area for a fixed amount of time (dependent on the age of the child) to think about what they have done. Discuss necessary changes to behaviour on return.
- 4. Removal of a privilege:** e.g. the child could miss a proportion of break/lunchtime/choosing time/. The staff member removing the privilege will ensure that the child is supervised at these times. The staff member will also set aside time to address the behaviour observed with the child and reinforce expectations.
- 5. Inform member of SLT:** If behaviour persists, inform SLT who will decide on appropriate action.

In addition to the above:

- Record incidences of inappropriate behaviour on MyConcern.
- There may be occasions when it is necessary to start at stage 3
- If teachers are considering phoning parents about behaviour, staff must consult with a member of the senior leadership team first.
- Persistent inappropriate behaviour will result in the Head Teacher or Deputy Head Teacher meeting the parent alongside the class teacher.
- Staff may, in order to reduce risk to pupils or others, implement manual handling - Team teach techniques.

Note: In the event of extreme behaviours a decision to exclude a child falls with the Headteacher, usually in consultation with the Local Authority and/or Chair of Governors. Exclusion may be for a fixed period or permanent, dependent upon what has taken place.

Manual handling

Section 93 of the Education and Inspections Act 2006 (which is still current) allows school staff to use reasonable force to restrain a pupil from doing or continuing to do any of the following;

"1 (a) Committing any offence

1 (b) Causing personal injury to, or damage to the property of, any person (including the pupil himself) or to property in general, or

1 (c) Prejudicing the maintenance of good order and discipline at the school or among

any pupils receiving education at the school, whether during a teaching session or otherwise.”

Staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions staff take are in line with government guidelines on the restraint of children. Handling a child is always a last resort. Staff at Ton Yr Ywen are expected to first implement positive handling - Team Teach techniques such as de-escalation or distraction in order to reduce risk, but should these techniques fail may need to restrain a child in order to keep themselves or others safe.

Where restraint is needed staff will follow Cardiff Local Authority Policy around reporting and recording.

Exclusions

On very rare occasions it will be appropriate to exclude a child because they exhibit extreme behaviour. Examples of extreme behaviour may include:

- physical assault against a pupil and / or adult
- verbal abuse/threatening behaviour against an adult or pupil
- bullying
- racist abuse
- sexual misconduct
- drug or alcohol related behaviour
- damage
- theft
- persistent disruptive behaviour

Forms of exclusion may include:

- Exclusion from their class for a fixed period – during this time they will either spend time in another class or they will spend time completing their work with another member of staff.
- Exclusion from lunchtime – if a child is not following the school rules during a lunchtime they may be excluded from lunchtime for a set period of time
- Fixed term exclusion – where the child will not be allowed back to school for a fixed number of days which will be decided by the Headteacher
- Permanent exclusion – where the child will not be allowed back to the school.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Headteacher will usually liaise with the Chair of Governors and / or Local Authority when determining an exclusion.

The Headteacher and the Governors are responsible for monitoring the policy to ensure that it is applied.

The Policy was last approved by the Governing Body on 13th March 2024.