



Ysgol Babanod Trallwng Infants School



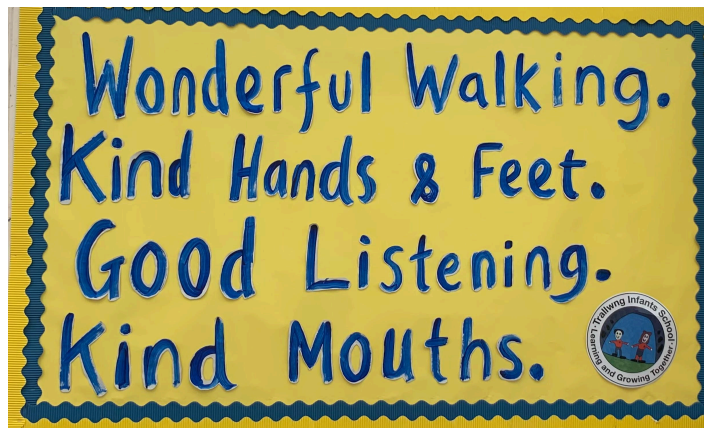
Our motto at Trallwng Infants School is:

"Learning and Growing Together"
"Dysgu a thyfu gyda'n gilydd"

In our work to promote good behaviour - both for learning as well as in unstructured times - we strive to fulfil this motto in our caring and understanding of pupils and their individual needs from the time pupils start at Trallwng Infants.

We recognise that, whilst the school has a set of core expectations for pupil behaviour; that pupils also may demonstrate behaviours as a way of communicating their feelings and emotions.

This policy is designed to set a basis for expected behaviour, as well as building positive relationships which will encourage good behaviours for all.



Signed: *L M Dames*

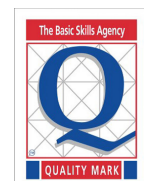
Dated: 19.05.25

Chair of Governing Body

Signed: *L Sullivan*

Dated: 19.05.25

Acting Headteacher





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This policy should be read in conjunction with the following documents:

- Safeguarding
- Anti-Bullying Policy
- Teaching & Learning Policy
- Home/school Agreement
- Parent/carers Code of Conduct

Introduction

The aim of this policy is to promote good relationships, so that we can work together with the common purpose of helping everyone to learn, inclusive of those pupils with Additional Learning Needs (ALN)

It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. This Behaviour & Positive Relationship Policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Trallwng Infants School we aim to:

- Promote and support children to demonstrate positive relationships with other children and school staff
- Promote self-awareness and self-control
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community

Our aims, we believe, are achieved when:

- Clear expectations are agreed, understood and accepted
- A school atmosphere is created which is consistent and caring
- Pupils are provided with excellent role models who remain calm and non-judgemental
- Positive reinforcements are consistently used
- When necessary, sanctions are applied appropriately with the consideration of individual pupils needs & stages of development

Modelling

Children learn about both appropriate and inappropriate behaviour by observing others, therefore it is important that they are given the opportunity to observe positive role models. Trallwng Infants School is committed to providing positive models for our pupils:

- Staff model appropriate, positive behaviour at all times
- Staff highlight pupils appropriate behaviour to their peers, explaining why this was a good choice
- Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. inviting guests into the school).





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Encouragement, praise and positive reinforcement

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. At Trallwng Infants, we use the **Class Dojo** point system for this - focussing on positive reinforcement.

Positive reinforcement may take the form of:

- Acknowledgement of good behaviour - **Dojo Points**
- Special mention in school- **Seren y Wythnos certificates, Golden Ticket, Proud to Share**
- Positive messages communicated to parents
- Individual rewards within classrooms (**linked to number of Dojo Points accumulated**)
- Class rewards
- More subtle forms of praise for pupils who find overt praise difficult to accept

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive school environment
- Increase pupils' self-esteem and self-efficacy (i.e. a belief of self and capability to succeed within a certain situation or on a particular task)
- Promote a model for appropriate behaviour and positive relationships

General Classroom and School Expectations

All children are expected to follow basic school expectations which are:

1. Wonderful walking
2. "Kind Mouths" - We use words and actions that help and don't hurt
3. "Kind Hands, Kind Feet"
4. Good listening

Staff at Trallwng Infants School will do the following to help our pupils follow these rules

1. We will make sure that you have heard us and will give you enough thinking time
2. We will help you to find ways to manage difficult emotions in an appropriate way

Class rules are agreed between pupils and teachers at the beginning of each academic year.

Sanctions

When children choose not to follow the rules, **all** staff are expected to deal with them in a calm and consistent manner. Sanctions can follow some time after an event, when the pupil is regulated and able to reflect upon a situation.

- Sanctions will never involve taking away a previously earned reward or **Dojo point**.
- Staff will avoid any sanctions which lead to unnecessary shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing, and can result in increased inappropriate behaviour.





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- The specific needs of the child will be considered when deciding appropriate sanctions and sanctions will be individual to the child; we recognise that a 'one size fits all' approach is not appropriate for all our pupils.

After a child receives a sanction, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.

In addition to the stages of sanctions, where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Persistent Challenging Behaviour

It is expected that staff and pupils begin each day afresh with optimism and encouragement for success. If challenging behaviour persists then there are a variety of options that may be taken and the Graduated Response system is followed:

- The child is removed from the situation and given time to calm down and regulate, this can be at a quiet area of the class or a quiet area of the school. The child is spoken to by the member of staff who is dealing with the incident (this is not necessarily a teacher) and given the opportunity to discuss and reflect on the behaviour/incident
- If this behaviour is repeated within a short timeframe, the pupil will spend some one-on-one time with the Headteacher. At this time the Class Teacher will inform the child's parent/carer of the situation.
- If the situation escalates, the Headteacher will arrange a meeting with their parent/carer to discuss concerns, implement a behaviour plan and/or a Risk Assessment and to discuss a possible referral to behaviour support
- Where there is no improvement, and the behaviour is significantly challenging, the Headteacher may impose a period of exclusion from school - on line with Welsh Government Guidance on Pupil Exclusions.
<https://gov.wales/sites/default/files/publications/2018-03/exclusion-from-schools-and-pupil-referral-units.pdf>.

The school takes the sanction of exclusion extremely seriously and will make every effort to resolve concerns before this stage is reached.

The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently challenging behaviour, including how it can affect a child's learning, the learning of their peers, and the health and safety of themselves and others.





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Severe Behaviour Clause

In cases of severe misbehaviour (fighting, vandalism, bullying including cyberbullying, threat of violence towards another pupil or adult, intimidation, physical violence) the child would not receive a warning. The child will be sent to the Headteacher and the situation managed by them. In these cases the parents would be notified of the incident by the Headteacher and informed as to what action was taken.

If a child is unable to manage themselves during play-times and is perceived to be at risk of harming themselves or others by not following adult guidance then the ratio of staff on duty would be increased.

Playtime Supervision

Children are not allowed to remain in the building during playtimes / lunchtimes. Children are expected to play outside - unless a class teacher has arranged tasks for a child. These tasks **MUST** be supervised by the class teacher. A timetable ensures staff are on duty throughout break-times, supervising their activities and supporting their play.

School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, should a child's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment will be carried out. *Where challenging behaviour is due to a special educational need, appropriate support will be put in place.* The school will endeavour to work in partnership with a child's parents and on occasions school might request them to accompany their child on a visit.

The Role of Parents/Carers

Parents/Carers have a vital role to play in their children's education. The school is conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents whenever possible.

If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in this Behaviour and Positive Relationships Policy and therefore to behave in an appropriate manner within school. Parents are asked to sign a Parent/Carer Code of Conduct to support behaviour and positive relationships

Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

Recording incidents- An electronic pupil file is stored on 'My Concerns' and is used to record serious incidents of inappropriate behaviour together with the sanctions given.

