



PEN Y FRO PRIMARY SCHOOL

Positive Relationships Policy



Rationale

At Pen y fro Primary School we are committed to providing a warm, caring and safe environment for all our children to enable them to learn and play in relaxed and secure surroundings. We recognise that teaching, learning and discipline are closely linked and positive relationships must be established between pupils and pupils, and pupils and staff. Our curriculum celebrates the diversity within our school and equips our children with the skills and attributes required to fulfil the four core purposes of the Curriculum for Wales. Developing positive and healthy relationships which meet pupils' needs is key in the effective in the delivery of the Relationships and Sexuality Education and is essential to achieving a successful education. The school aims to foster self-discipline and to promote positive attitudes and work habits in pupils and staff.

Aims

As a school we will aim to:

- Allow teachers to teach and pupils to learn with minimum disruption.
- Develop a consistent approach to promoting positive pupil behaviour across the school.
- Respond to positive or inappropriate behaviour consistently across the school.
- Regularly inform parents about their child's successes and promote and celebrate their achievements.
- Allow all pupils to have their positive behaviour recognised and celebrated.
- Encourage pupils to develop their independence through becoming responsible for their own behaviour, achieving self-discipline and self-control.
- Enhance pupils' self-esteem and encourage self-respect and respect for others.
- Work in partnership with parents to resolve discipline matters.

Objectives

Our objectives will be to:

- Involve all staff, pupils, parents and governors in implementing our policy.
- Nurture positive relationships to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- Have clear, defined procedures for dealing with incidents of unacceptable behaviour in a caring, sympathetic manner.
- Have an agreed list of rewards and sanctions agreed by all staff and governors.
- To enable all children to experience their human rights laid out in the UNCRC, and to empower children to stand up for the rights of others.
- Monitor and review policy and procedures regularly.

Creating a Positive Ethos

Pen y fro Primary School fosters a culture of positive behaviour. We are proud of the excellent behaviour of our learners in and when representing the school in the wider community. Positive behaviour is a necessary condition for effective teaching and learning to take place. We have high expectations of our learners at Pen y fro and encourage them to be courteous and polite, give their maximum effort at all times and to develop a sense of pride and a caring attitude towards their environment and each other. Each class develops their own 'Class Charter' at the start of each year which underpins the day to day habits within the school environment. These responsibilities have learners' rights and values at the core. Learners of all ages are encouraged to behave sensibly and older learners are praised when adopting a caring attitude towards younger ones. Particular emphasis is placed on good manners, orderly movement about the school, taking care of our school environment and caring for others. Staff model this in their interactions with children, with each other, and with the whole school community. We believe that learners will grow in confidence and be the best they can be in a positive environment where they are encouraged and nurtured. The caring environment within the school is conducive to positive behaviour and self-appreciation of what is right. Our aim is to praise and commend successes, emphasise potential and highlight positive behaviour.

Restorative Practice

The response to misbehaviour is always positive and will depend on the nature of the misdemeanour, and the age and maturity of the pupil. We deal with any misbehaviour or conflict using a restorative practice approach. This enables the pupil to explain their thoughts and reasons for their behaviour choice through 3 questions:

- What happened?
- How were you feeling?
- What could we do next time?

This enables pupils to reflect, be listened to and also makes them aware of the effect that their actions have on others.

Emotion Coaching

At Pen y fro Primary we believed good behaviour at school is rooted in positive relationships between adults and our pupils. We continue to develop a culture of emotion coaching. Staff who are trained in emotion coaching will apply principles to help pupils manage their emotions and to work with them to problem solve through empathy, validation and setting limits using The Four Steps (Appendix 2). We believe that by addressing the emotional development of our pupils, in particular our most vulnerable, we are helping them to build resilience so they can engage in learning and improve their mental health.

Zones of Regulation

At Pen y fro Primary we make use of the Zones of Regulation (Appendix 3) to help our pupils to name, talk about, think about and regulate their emotions. The Zones help our pupils to organise feelings, states of alertness and energy levels. We encourage them to use language related to self-regulation and to put this into practice to meet their needs and help support

overall wellbeing. Teachers model this as part of everyday practice which develops a sense of normality, trust and encourages the children to feel comfortable to explore all emotions.

Rewards and Sanctions

Positive behaviour is praised and celebrated informally and within whole school achievement assemblies. It is also rewarded through the use of Golden Time throughout Reception to Year 3. Pupils are regularly encouraged to keep the Golden Rules which are linked to our class charters. Pupils in Reception to Year 3 are rewarded with one session of Golden Time weekly. During this, time pupils take part in a choice of varied fun indoor and outdoor activities.

Other Rewards and incentives for all ages, may include:

- Certificates
- Stickers
- Class reward systems e.g., Dojo points
- Giving children extra responsibilities
- Visiting the Headteacher to celebrate positive behaviour
- Time in the Wellbeing room

At Pen yfro Primary School we aim to approach all cases of unacceptable behaviour:

- Positively and calmly in a sensitive way, ensuring we do not 'personalise' incidents of poor behaviour.
- Consistently, with high and clear expectations across the school.
- Fairly, allowing all parties the opportunity to explain and discuss their actions and feelings.
- Directly: reports of incidents are dealt with at the earliest possible opportunity.

The initial response to most cases of unacceptable behaviour will be to employ the above behaviour management approaches and a verbal reprimand or warning. Within classes from Reception to Year 3, should unacceptable behaviour continue or be deemed serious enough, the pupil will lose his/her right to Golden Time (Appendix 1). Depending on the level of the unacceptable behaviour, if the pupil chooses not to respond sufficiently, they may be faced with a range of potential sanctions including:

- Movement of seating position within the classroom.
- Loss of part of break or lunch time.
- Being referred to the Headteacher.
- Formal meeting with parents/carers and Headteacher.

It should be noted that children should only be referred to the Headteacher if the behaviour exhibited is either deemed of severe in nature and/or if all previous approaches and sanctions have been employed and the challenging behaviour persists. If an incident is serious enough to be escalated to the head teacher a meeting may be arranged with the parents or carers. The needs and best interests of the child are the priority of such a meeting, which will ensure all

adults work together to find the most appropriate way to support the child to develop positive behaviours.

Recording Incidents

Staff involved in an incident of unacceptable behaviour are responsible for recording and reporting the events to the Headteacher. These might include any incidents involving a pupil, or anyone employed in school which results in:

- Aggressive behaviour
- Physical injury
- Damage to property
- Loss or theft
- A disclosure or safeguarding issue

Occasionally there is a need for the school to seek advice from the LA Behaviour Support Team or outside agencies. Referrals of pupils to such services are made in the best interests of the child and are via the school ALNCo and in collaboration with the pupil's parents/carers.

Lunchtime and Breaktimes

Duties and Responsibilities

The Headteacher / Deputy Headteacher carry out daily supervision between 8.40am and 8.50am every morning and every lunch time. Teaching and support staff follow a rota of playground and lunchtime 'duty'. Positive behaviour is reinforced through positive encouragement. Staff encourage children to play safely and inclusively, using the play equipment available. Staff and children are made aware of the areas that children are permitted to play in and those that are out of bounds. All staff are aware of school policies and procedures related to their job. Peer Supporters (older children in Year 5/6 who have volunteered and been trained to provide support and help to their peers at play times and lunch times) support a happy and inclusive playground environment and are in charge of the boxes of playground equipment.

Guidelines for establishing and maintaining positive relationships:

- Treat all children fairly and equally
- Be friendly and approachable
- Talk kindly to the children
- Smile
- Stay calm
- Give praise to positive behaviours
- Circulate between the children
- Avoid confrontations
- Label behaviours not the pupils
- Help a child to self-regulate and feel safe
- Start each day afresh

- Keep a watchful eye out for ‘isolated’ children and try to involve them in activities

Our Playground Charter “Siarter yr Iard” was devised by our Rights Champions and is linked to the United Nations Convention on the Rights of the Child.

Pen y fro Primary Playground Charter

All children have the right to know their rights (Article 42)

All children have the right to play. (Article 42) We will respect this right by :-

- including others in our games
- taking turns and playing fairly

All children have the right to be safe (Article 19) We will respect this right by :-

- telling an adult if we are upset or concerned by someone’s behaviour
- making sure we are safe at all times
- looking after playground equipment

All children have the right to be heard (Article 12) We will respect this right by :-

- speaking respectfully and politely to adults and children
- listening carefully to others

All children have the right to be healthy (Article 24) We will respect this right by :-

- having a healthy snack and a drink of water
- enjoying the exercise and fresh air

Equal Opportunities

At Pen y fro we value all learners’ rights to equality and non-discrimination. No member of the school community should discriminate against others or face discrimination. (See also, Anti-Bullying policy). Discrimination on the basis of gender, age, ability, race, religion or language, is unacceptable at our school. We recognise the value of all pupils and staff and expect everyone to work in collaboration to contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.

Parents and Carers

Parents and Carers can help children adhere to this policy by:

- Recognising that an effective positive relationship policy requires close partnership between parents, teachers and learners.
- Working in partnership with the school to maintain high standards of behaviour and attendance.
- Discussing the school’s expectations with their child, emphasising that everyone concerned want the best for the child.
- Liaising positively with class teachers, attending Parents’ Evenings and other meetings arranged.
- Becoming familiar with and understanding the Four Purposes of the Curriculum for Wales.
- Recognising that their child and all other children have rights.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Policy reviewed by Governing Body: Autumn Term 2026

Date of next review: Autumn Term 2027

Appendix 1

Golden Time at Pen y fro Primary

Golden time is a positive behaviour management strategy used as an incentive for good behaviour throughout the week. Golden time at Pen y fro typically takes place each Friday afternoon for pupils in Reception through to Y3. Although, for some children, it may be taken once a day for a shorter period of time i.e. for those who have behaviour plans. It involves giving children a chunk of treat time at the end of the week to recognise and reward their positive behaviour throughout the week. It's a time for children to engage in a range of fun choice activities such as, computer time, crafts, painting, sports or playing special games with equipment that is only brought out during golden time. This 'menu' of activities is planned by staff and children collaboratively. It is essential that children sign up to these at the start of the week in order for it to be an incentive and motivational tool.

It is important to note that the focus of golden time is to reward good *behaviour* rather than focusing on rewarding academic achievements.

Golden Rules

When rewarding children with golden time, the children are encouraged to adhere to four 'Golden Rules' to follow throughout the week. At Pen y fro Primary, these are:

- Be kind and friendly.
- Listen to other people.
- Always tell the truth.
- Do your best!

Class teachers reinforce these at the start of the school year when establishing routines and sharing behavioural expectations. They are used in conjunction with the rights and responsibilities created in class charters.

At Pen y fro children begin each week with their full entitlement of golden time and then lose some of their entitlement if they do not follow one of the golden rules. If the child breaks a rule, time will be deducted from their personal allowance, 5 minutes at a time. For younger children, this deduction may be as little as two minutes. The children are shown this visually with a sand timer.

Visual Warning System

A visual warning system is used in the form of a sunshine, rainbow and raincloud. Children's names are on pegs attached to these symbols. Each day begins with their names on the sunshine, if they forget a golden rule, their name will be moved to the rainbow to represent that they are in danger of losing some of their golden time. If they return to following the golden rules, their name can go back on the sunshine; however, if they continue to break the rules, their name will move to the raincloud and the teacher will note down that they will now lose some of their golden time. The process then begins afresh the next day, and at the end of the week, the teacher would then total each child's golden time allowance.

If, by the end of the week, there are children who have lost some of their golden time, they will have to sit quietly or continue with their schoolwork while the other children begin golden time and can only join them when the minutes they have lost have passed.



Appendix 2

How to Emotion Coach

- Step 1

Recognising the child's feelings and empathising with them



- Step 2

Labelling the feelings and validating them



- Step 3

Setting limits on behaviour (if needed)

- Step 4

Problem-solve with the child



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Step 1 of Emotion Coaching:

Recognising the child's feelings and empathising with them





Be a STAR



STOP - don't act or react straight away

THINK - what is going on for the child right now? What feeling might lay underneath the behaviour I'm seeing?

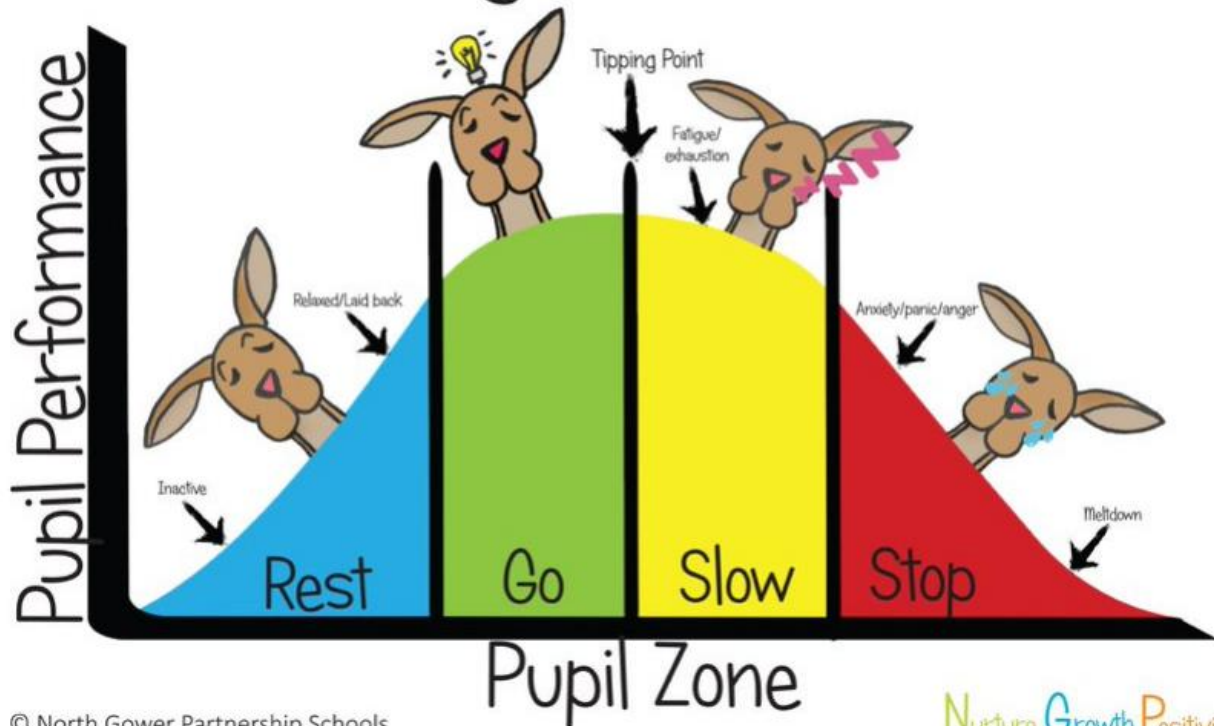
ATTUNE - yourself with that feeling by putting yourself in the child's shoes and maybe

REFLECT - What would be an equivalent situation for you that could cause you to feel that way?

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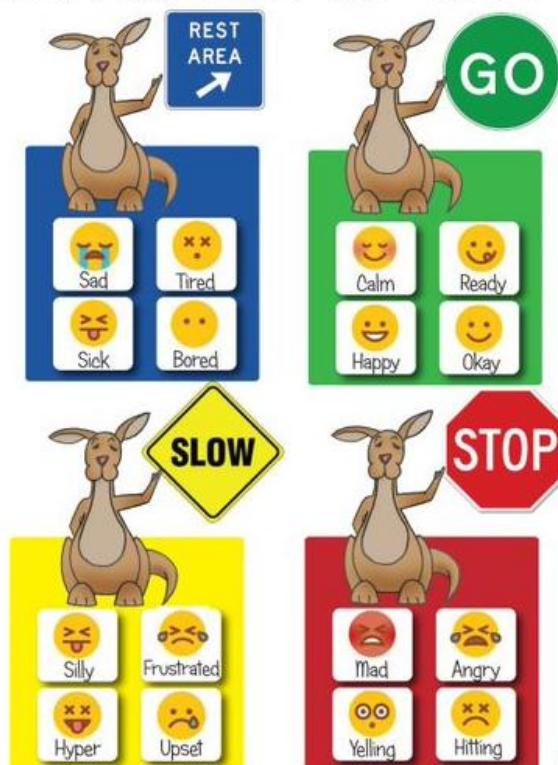
Zones of Regulation



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Nurture Growth Positivity

What zone am I in?



Tips to get in the green zone



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