

Pentrebane Primary School Relationship and Behaviour Policy

Policy Statement

At Pentrebane Primary School, we believe that fostering positive relationships and a supportive environment is essential for effective learning and personal development. Our Relationship and Behaviour Policy is trauma-informed, underpinned by the United Nations Convention on the Rights of the Child (UNCRC), and is guided by a restorative approach, focusing on building understanding, empathy, and community, while also ensuring that clear expectations and consequences for undesirable behaviours are established.

Aims of the Policy

1. **Promote Positive Relationships:** Encourage a culture of respect, kindness, and cooperation among pupils, staff, and the wider community.
 2. **Encourage Self-Regulation:** Help pupils develop the skills to manage their own behaviour and make positive choices.
 3. **Support Restoration and Accountability:** Use restorative practices to address conflicts and undesirable behaviours, fostering an understanding of impact and responsibility.
 4. **Ensure Clarity on Expectations:** Clearly outline the behaviours that are expected and the consequences for actions that disrupt the learning environment.
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Expectations of Behaviour

All members of the school community are expected to:

- Treat others with respect and kindness.
- Listen to and support one another.
- Follow instructions from staff promptly and respectfully.
- Take responsibility for their actions and their impact on others.
- Respect school property and the environment.

These expectations are applied while pupils are in school, on any school business, e.g. school trips, and where behaviour outside school may impact in school.

Restorative Approach

When conflicts or undesirable behaviours occur, we will adopt a restorative approach that involves:

1. **Understanding the Impact:** Encouraging pupils to reflect on how their actions affect others.
 2. **Open Dialogue:** Facilitating conversations between affected parties to promote understanding and empathy.
 3. **Repairing Harm:** Supporting pupils in making amends and restoring relationships.
 4. **Reinforcing Positive Behaviours:** Recognising and celebrating positive behaviour to encourage its continuation.
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Pastoral Advice

Pastoral advice forms the major part of the disciplinary framework of any school and involves every adult working within that school. Much of the counselling that takes part in our school will be of an informal nature and all adults have an important role to play. Understanding and building relationships with our children is paramount and it should also provide an awareness of any underlying problems our children may have.

At Pentrebane Primary School we recognise the growing challenges some of our children face each day. Our school has a school-based ELSA and a qualified Thrive practitioner providing group and individual wellbeing support.

Rewards

At Pentrebane Primary School we reward pupils who demonstrate our values of kindness, honesty, respect and determination. Actions might include praise and encouragement, stickers, Dojo points, and/ or class-based reward systems appropriate to the cohort. On a Friday we hold a Celebration assembly during which each class teacher chooses a star and pupil of the week. These children are awarded a certificate.

Consequences for Undesirable Behaviour

While we emphasise a restorative approach, it is important to have clear consequences for behaviours that undermine our school values.

Consequences for behaviours must always be proportionate to the situation, the events preceding the behaviour and meet the needs of the pupils involved.

These consequences may include:

- **Verbal Warning:** A reminder of expected behaviour and an opportunity to correct it.
- **Reflection Time:** Time taken to think about the behaviour and its impact, either in a designated area or with a member of staff.
- **Restorative Meeting:** A facilitated discussion involving the pupil, those affected, and a member of staff to address the behaviour and agree on steps to repair relationships.
- **Parental Involvement:** Involving parents/ carers in discussions about behaviour when necessary to support the child's development.
- **Temporary Removal from Class:** In instances of severe disruption, a pupil may be temporarily removed to ensure the learning environment is maintained.
- **Formal Consequences:** For repeated or serious incidents, further actions may include referral to senior staff, behavioural support plans, or other appropriate interventions including pastoral support programmes (PSPs), internal exclusion, short-term, long-term or permanent exclusion.

If the behaviour results in a more formal consequence, it should be inputted to MyConcern with all pupils involved linked.

Use of Exclusion

Where possible, and in the first instance of behaviours that significantly breach this policy, pupils will be temporarily internally excluded. This exclusion will be to a designated area within the school, with appropriate supervision/ support, or to another class on a temporary basis. Break periods will be allowed.

Where a serious breach of this policy has occurred, or where other approaches have been unsuccessful in deterring undesirable behaviours, the headteacher may decide that a fixed term exclusion is necessary. In this instance the parents/ carers will be informed and a letter issued providing the required details of the exclusion. Parents/ carers are expected to attend a reintegration meeting upon return to school.

In the rare instance that there is a very serious breach of this policy or following an increasing number of fixed-term exclusions, the headteacher may choose to request a permanent exclusion. At all points, Local Authority advice will be sought and the final decision whether to support the exclusion will be made by the governors' Discipline Committee.

Further detail can be found in the WG document: Exclusion from schools and pupil referral units.

Positive Handling/ Restraint Techniques

Where a pupil's behaviour is judged to be dangerous to themselves or others, or significantly damaging to property or equipment, school staff trained in the Local Authority Team Teach method of positive handling/ restraint techniques may intervene using a hold or restraint at an appropriate level in accordance with the Local Authority policy. Any such action would follow a verbal warning of the action about to be taken and fully witnessed by another member of staff. Following the need for restraint a Personal Handling Plan (PHP) will be created for that child in consultation with parents/ carers.

Conclusion

Pentrebane Primary School is committed to creating a safe, inclusive, and positive environment for all pupils. By fostering strong relationships and maintaining clear expectations, we aim to support each child in their personal and academic growth while addressing behaviour in a constructive and restorative manner.

Monitoring and Review

This policy will be regularly reviewed to ensure its effectiveness and alignment with our school values. Feedback from students, staff, and parents will be sought to inform future improvements.

This policy was initially drafted in September 2024 and was reviewed April 2025.