



Belong – Believe - Be the best you can be!

Our Vision for Tre Uchaf Primary School

Everyone belongs to our school family. We encourage all our children to believe in themselves and to be the best they can be! We will nurture, empower and inspire children, value their contributions, and give them every opportunity to shine. We will help them to build confidence, knowledge and a love of learning. Together they will learn today for a better tomorrow!

We aim to help our pupils to:

- Respect themselves, each other, adults and the environment
- Be confident in the basic skills of speaking, reading, writing and mathematics
- Know how to find the information they need
- Gain practical skills which will help them in their lives
- Get along well with each other
- Be honest and kind
- Know about and contribute to their local community
- Celebrate the Welsh culture and to use the Welsh language
- Be safe, fit, happy and healthy
- Understand their own feelings and be confident in saying how they feel
- Enjoy new tasks, new people and new places

We strongly believe in equality of opportunity, and we strive to ensure that all pupils develop confidence and a sense of belonging within our school community. Pupils of all abilities and talents are valued and we seek to personalise the curriculum for all pupils to experience success and enjoyment.

The school's behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure and is able to learn and reach their full potential. The welfare of pupils is paramount.

- Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with respect.
- We treat all children fairly and apply this behaviour policy in a consistent way, whilst bearing in mind the needs of individuals.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The policy also aims to develop pupils learning behaviours so pupils complete assigned work.

- This behaviour policy applies to pupils at Tre Uchaf Primary School or taking part in any school organised or school related activity off the school site. The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

We 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, respect and courtesy.*
- *Provide a safe, caring and effective learning environment.*
- *Encourage relationships based on kindness, respect, honesty, tolerance and understanding of the needs of others.*
- *Ensure fair treatment for all, regardless of age, gender, race, sexual orientation, ability and disability*
- *Show appreciation of the efforts and contribution of all.*
- *Promote citizenship with an understanding of rules, rights and responsibilities.*

Our RESPECT Rules

These rules have been written by the children in Autumn Term 2021 and approved by staff and governors in Spring 2022. These rules are visible in every classroom and dotted throughout the school.

They are:



Rewards and Sanctions

We praise and reward children in a variety of ways:

- Staff congratulate pupils for their positive contributions.
- We give special recognition in Seren yr Wythnos and Bwrdd Bendedig assemblies for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. This is given out in a Headteacher's award or a Seren yr Wythnos certificate. We also hold a Pupil of the Month assembly every month which is linked to our monthly value. Photographs of the child selected will be on display in the hall for everyone to see. They are also invited to have hot chocolate and a cake, with the Head Teacher, on a Friday afternoon to celebrate their success although there is no obligation to join.
- Rewards and incentives are used across the school in the form of certificates, dojo points, stickers, notes and messages. Any adult in the school can award a dojo point for good work or effort. When a pupil has an amount of dojo points (decided by the children and teacher at the start of the year) they can exchange them for a treat such as, wear their slippers in school, bring a toy from home, choose the class story etc. Each class has a class target to work on which could be 2,000 points to go to the local park for the afternoon.
- Certificates, stickers and a prize are given in the school assembly for 100% attendance at the end of every term.

- Individuals may also be given special stickers or effort cards for work, effort or acts of kindness.

- Acknowledgements of pupils' achievements outside school are also shared in the Seren yr Wythnos assembly on a Friday afternoon.

To ensure a safe and positive learning environment, we employ sanctions appropriately to each individual situation. We separate the child from the behaviour so they understand it is their behaviour choices which need changing.

Our behaviour policy follows our legal duties under the Equality Act 2010, in respect of safeguarding and pupils with ALN.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. We do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-Bullying Policy. Sanctions are imposed for behaviour which prevents the school from fulfilling its function to develop fully the potential of all pupils. This may be when an individual is behaving inappropriately, preventing their own learning, or when unacceptable conduct disrupts the teaching and learning within the school. The consequences are modified a little for younger pupils with reflection time being more immediate such as a period of calming down on the thinking chair.

Following an incident, a pupil may need a 'cooling off' time. In these circumstances the pupil will be allowed to sit in a quiet location, for example the class calm corner, until they are calm. At an appropriate time we will engage with the pupil to talk about what happened and use a Restorative Practice set of questions.

- What were you thinking at the time / What did you want to happen?
- What have your thoughts been since?
- Who has been affected by what you did and how?
- What needs to happen to put things right?
- What are you going to do differently next time? The pupil who has been harmed may also be spoken to.
- What did you think when you realised what had happened?
- What have your thoughts been since?
 - How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

There is a reflection book created, using Wigit, to support pupils with a visual aid to communicate what has happened.

These strategies help us to develop a restorative approach for our pupils, where things can be sorted in a more amicable way with understanding from all parties. Significant incidents are recorded on My Concern as a message to keep track of children who may move further down the behaviour chart. These are monitored by the headteacher or deputy headteacher in her absence.

Reflection Time

Role of the class teacher

- Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable (Section 90 and 91 of the Education and Inspections Act 2006) •

At the start of a school year, it is the responsibility of class teachers to work with the pupils to reinforce the principles of our positive behaviour policy. They should establish their specific class systems to boost self-esteem and to promote positive attitudes towards learning. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class at an appropriate time.

- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, with respect and understanding.
- Incidents of unwanted behaviour and the action taken are recorded on My Concern. In most cases this is dealt with by the class teacher. In some cases, the child may be referred to a more senior member of staff or the Headteacher. All consequences will be proportionate and may vary according to the age and developmental understanding of the child. A guide is found on the behaviour flow chart which was written by staff in Autumn 2021
- The class teacher reports to parents about the progress of their child or praises good work or effort, and may also contact a parent if there are concerns about the behaviour or welfare of a child. • If a pupil has to miss a break or lunchtime due to reflection time, pupils will be given time to eat, drink and use the toilet.
- If there are serious concerns, an Individual Behaviour Plan (IBP) or Pastoral Support Plan (IPSP) may be set up, working with parents and in some cases the advice of external agencies will be sought.
- Teachers can confiscate pupil's property and return the object(s) to the parent at an appropriate time.

Role of the Headteacher

It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. In severe cases of aggressive or violent behaviour which may cause physical harm, major disruption or damage to property there may be the need to use force or restraint to protect the child, children or staff. This would be done in a controlled manner and parents informed immediately. The Headteacher will ensure that all staff have support carrying out any behaviour sanctions and to put any relevant training into place e.g. CPI Safety Intervention training on an individual class basis. See appendix 6- Interim advice

The role of parents/carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave. The Home-School Agreement sets out the way we hope parents will engage with us and build a supportive dialogue between home and school. Our Home School Agreement given out when they start school in nursery and discussed at the start of each academic year in class, asks parents to agree to the following:

- Ensure my child arrives on time, dressed appropriately and ready for the day's work.
- Encourage and support my child's learning.
- Help my child to become independent.
- Work with the school to maintain good behaviour.
- Keep the school informed of any circumstances that may affect my child's behaviour or ability to learn.
- Provide up-to-date contact numbers.
- To make every effort to attend information meetings and parents' evenings to discuss my child's progress and support any recommendations and advice.

Strong partnerships develop reciprocal trust, and we hope that parents will support the actions of the school in dealing with behaviour incidents. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and/or school governors. If these discussions cannot resolve the problem, a formal complaint can be written as per our complaint's procedure.

The role of Governors

The governing body has the responsibility of setting down the general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors

may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the Welsh Government guidance <https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru>

- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school.
- If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal in a letter given to parents on the day of the decision to exclude
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and Review

The Headteacher with support from the Senior Leadership team monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. These are reviewed at regular intervals to observe any repeated misbehaviours. The Headteacher keeps a record of any child who is excluded for a fixed-term or permanently, and reports this to the governing body. It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the non-statutory guidance. The governing body reviews this policy bi-annually. The governors may, however, review the policy earlier than this if the

government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 Physical Restraint

Members of staff are aware of the regulations regarding the use of force / physical restraint by teachers, as set out in the Education Act 1996 and the Education and Inspections Act 2006 (section 93)

All members of school staff have a legal power to use reasonable force / physical restraint. However, we have named teachers and teaching assistants who have received training from CPI. All staff working with pupils who may need restraining would receive training. This power applies to any member of staff at the school.

When can reasonable force /physical restraint be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing an offence. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. In a school, force is used for two main purposes – to control pupils or to restrain them.

What is reasonable force?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is only used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible.

Appendix 2 – Behaviour Flow Chart

<i>Respect Rules</i>	<i>Celebrating Positive Behaviour</i>
<p><i>Ready to learn</i> <i>Everyone treated fairly</i> <i>Safe and supported</i> <i>Positive and never give up</i> <i>Everyone looks after our school</i> <i>Caring</i> <i>Try your best</i></p>	<p>We will: Reward you with class dojo points and celebrate success Provide rewards for target dojo points Speak to your parents when you have done something really well / demonstrated excellent behaviour Have weekly Seren yr Wythnos awards to celebrate positive behaviour Have 'Pupil of the Month' awards and special treats Have special visits and activities to celebrate positive behaviour Send notes home or postcards to tell your parents what you have done well Give raffle tickets for consistently following the rules</p>

<i>Level 1</i>	<i>Support</i>	<i>Consequence of behaviour</i>
<ul style="list-style-type: none"> • Walking around the classroom • Shouting out • Interrupting • Being inconsiderate to others • Not showing good listening • Distracting others • Whistling, making noises • Little or no effort with work • Annoying friends • Bad manners • Showing a lack of respect to others 	<p>We will:</p> <ul style="list-style-type: none"> • Ask you nicely to stop and think about your actions. • Recap on the Respect Rules • Support you if you are finding something difficult • Peer support - positive role models who are demonstrating excellent behaviour • Provide praise when you demonstrate positive behaviour 	<p>We will:</p> <ul style="list-style-type: none"> • Remind you of the Respect Rules- Warning 1 • Ask you to stop, return to your work - Warning 2 • Remind you about your behaviour and how it is affecting others - Warning 3 • Lose a reward point and parents informed (dojo)

<i>Level 2</i>	<i>Support</i>	<i>Consequence of behaviour</i>
<ul style="list-style-type: none"> • Using swear words or inappropriate words • Messing around in the toilets/hallways. E.g. Blocking the toilets/sinks and writing on the walls • Showing a lack of respect to others by back chatting, saying no or refusing to do work • Leaving the classroom/yard or teaching area without permission • Damaging school equipment • Unkind feet or hands • Rough playing while outside • Throwing things in class to cause a deliberate distraction e.g. a pen/rubber 	<p>We will:</p> <ul style="list-style-type: none"> • Ask you to stop and explain why your actions are hurting someone • Recap on the Respect Rules • Support you if you are finding something difficult or challenging to manage • Give you opportunity to change your behaviour • Peer support - positive role models who are demonstrating excellent behaviour • Support you to manage your behaviour through calming strategies • Listen to you and your concerns and work together to think of a plan to manage your behaviour 	<p>We will:</p> <ul style="list-style-type: none"> • Warning 1 - Reminded about Respect Rules and then a discussion with the class teacher about behaviour • Warning 2- Parents contacted and Reflection time at break time. Loss of reward point (dojo) • Warning 3- Parents contacted and SLT informed. Reflection time at break time. Loss of reward point (dojo). Meeting with parents and head teacher. <p>If behaviour continues then trips, special visits will be lost due to lack of respect for school rules.</p>

<i>Level 3</i>	<i>Support</i>	<i>Consequence of behaviour</i>
<ul style="list-style-type: none"> • Throwing things with intent to hurt another person • Fighting • Racism or discriminatory language • Targeted or repeated aggressive behaviour or unkind words towards others • Damaging school property • Harming yourself or others with equipment • Refusing to listen to a teacher putting 	<p>We will:</p> <ul style="list-style-type: none"> • Recap on the Respect Rules • Support you if you are finding something difficult or challenging to manage • Peer support - positive role models who are demonstrating excellent behaviour • Support you to manage your behaviour through calming strategies • Listen to you and your concerns and work together to think of a plan to manage your behaviour 	<p>We will:</p> <ul style="list-style-type: none"> • Warning 1 - Parents contacted and Reflection time at break time. Loss of reward point (dojo) SLT informed • Warning 2- Parents contacted and meeting with head teacher. Reflection time at break time. If incident involved other peers/adults then a restorative circle will take place. Loss of reward point (dojo) • Warning 3- Behaviour review panel with head teacher, deputy head, class teacher, TA

yourself at risk of harm	<ul style="list-style-type: none"> • Provide opportunities for you to speak with a trusted adult in the school and discuss your feelings/behaviour • Provide a safe space/calming area to have time out 	<p>and parent. Removal/ exclusion from playtime/ Interest groups to earn back time with improved behaviour. Loss of reward point (dojo)</p> <p>If behaviour continues then a PSP will be created with the behaviour review panel. Weekly meetings will be held with parents and head teacher/deputy to review behaviour with parents.</p>
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<i>Level 4</i>	<i>Support</i>	<i>Consequence of behaviour</i>
<ul style="list-style-type: none"> • No change in behaviour from Level 3 • Hurting other people with intent • Leaving the school grounds without permission 	<p>We will:</p> <ul style="list-style-type: none"> • Recap on the Respect Rules • Support you if you are finding something difficult or challenging to manage • Peer support - positive role models who are demonstrating excellent behaviour • Support you to manage your behaviour through calming strategies • Listen to you and your concerns and work together to think of a plan to manage your behaviour • Provide opportunities for you to speak with a trusted adult in the school and discuss your feelings/behaviour • Provide a safe space/calming area to have time out 	<p>We will:</p> <ul style="list-style-type: none"> • Warning 1 - Behaviour review panel with head teacher, deputy head, class teacher, TA and parent. Removal/ exclusion from playtime/ Interest groups to earn back time with improved behaviour. Loss of reward point (dojo). Weekly meetings with head teacher/deputy until improved behaviour is noticed. • Warning 2- Fixed/short term exclusion from school. PSP / behaviour plan reviewed by behaviour panel before return to school. • Warning 3 - Exclusion from school.

Staff will use their professional judgement when placing pupils on the levels. A conversation will be held with the pupil.

Appendix 4- Reflection time letter templates



Date:

Dear _____

What has happened?

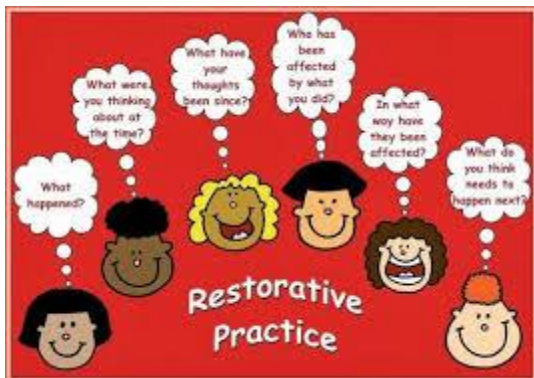
Today I had reflection time because _____

Who has been affected?

How do I feel about this now?

How am I going to put things right?

From



I had a restorative conversation about what has happened with

Teacher on duty



Date:

Dear _____

What has happened?

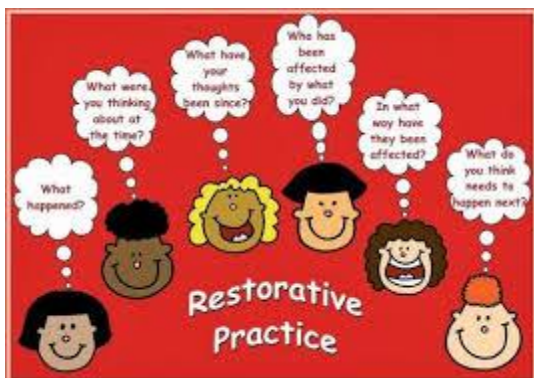
Today I had reflection time because _____-

Who has been affected?

How do I feel about this now?

How am I going to put things right?

From



I had a restorative conversation about what has happened with

Teacher on duty

My Reflection Letter

What do I need to include?



Write about what has happened and what you were thinking at the time



Write about who you have upset



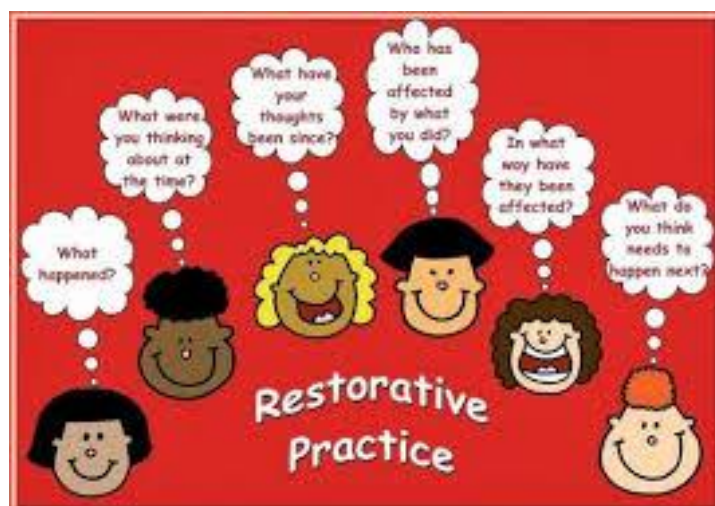
Now say how you feel now about what you have done



Finally, write about what you are going to do about it



Sign the letter which will now go home to your parents/carer.



Appendix 5 RESPECT Rules



Appendix 6- Interim Guidance from LEA August 2023

Swansea Council – Education Directorate Interim guidance on Restrictive Practice and Physical Intervention in mainstream settings

Swansea Education Directorate remains committed to the ethos of no physical restraint of pupils in mainstream settings. However, it is important that we acknowledge Statutory National Guidance on Safe and Effective Intervention: Guidance for Schools on the use of force and searching for Weapons 2013 and more recent statutory guidance – Reducing Restrictive Practices 2020.

This interim guidance is provided in recognition of the national guidelines and should be implemented sensitively while the local authority reviews its policies to ensure consistency across the directorate, including the Behaviour Policy, Use of PSP, EOTAS, Exclusions, Peer on Peer Harassment, Equality, ALN etc

In Swansea, we recognise that there may be times in mainstream settings where the use of restrictive practice or even safe physical intervention will be required. It is not appropriate for schools to apply a “no contact” policy for staff with children as this could impact on their responsibilities to effectively safeguard children and others.

The Exercise of Professional Judgement Professional judgement is key to deciding upon the most appropriate course of action to ensure the safest outcomes for individuals and others in situations that pose a risk of serious harm. Where the potential exists for the use of restrictive physical intervention, a number of important factors have to be balanced.

These factors include:

- knowledge of the individual and their history
- knowledge of the impact and effects of restrictive physical intervention techniques and methods
- ensuring the welfare and safety of all those involved
- ensuring professional transparency and accountability
- ensuring that all actions are appropriate and acceptable within recognised professional practice, civil law and criminal law.

Circumstances When Restrictive Practice or Safe Physical Intervention Might Be Appropriate?

Some examples of situations where physical intervention might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil,
- To prevent a pupil causing serious, deliberate damage to property eg. Smashing windows, setting fires;
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- To prevent a pupil behaving in a way that seriously disrupts a lesson; or
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.
- To prevent a pupil causing serious injury or damage by accident, by rough play, or by misuse of dangerous material, objects or apparatus;

The focus should be on preventing, as far as possible the need for the use of physical intervention with pupils, by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind.

The use of physical intervention should only be a last resort, schools should minimise the possibility of physical intervention being needed. However, this may not always be possible and in such circumstances staff need to be aware of sensitivities associated with any form of physical contact with pupils.

Strategies other than physical intervention to be considered:

Examples

- The use of a range of de-escalation strategies, especially those which have been identified as effective through an pupil's Individual Plan (where one exists)
 - Providing the identified pupil with a choice of locations to exit to
 - Giving clear directions
 - Change of face – calling a staff member who is known to have a positive relationship with the pupil
 - Allowing 'take-up' time thus allowing a 'face-saving' opportunity
 - Removing the audience, i.e. requesting that other pupils leave the room
- Procedures and practical considerations during specific incidents Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, remind them of consequences, tell them what will happen if she/he does not stop
- Seek assistance from other colleagues at as early a stage as possible
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Try to defuse the situation verbally and prevent escalation
- Try to remove the pupil from the peer audience
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that intervention will stop as soon as the pupil calms and the risk assessment indicates it is no longer necessary
- If it is not possible to de-escalate and managed the behaviour without risk of injury to yourself or others, removal of the other pupils who may be at risk should be considered alongside a call for assistance.

It is good practice to: • Demonstrate that you are in control

- Demonstrate that you have not lost your temper and are not acting out of anger or frustration
- Give clear advice that you are not trying to punish the pupil
- Call for assistance

Duty of Care

When dealing with situations requiring protective action, duty of care does not imply that the needs of one individual automatically override the safety needs of others (including staff members) placed at risk. Threatening or reckless behaviour needs to be managed to minimise harm to all concerned. Any action that involves the restriction of choice and movement must be commensurate with a professional duty of care and proportionate to the level of risk presented. The professional's duty of care extends to ensuring that an individual is monitored and cared for throughout any incident. Autonomy, commensurate with their age and understanding, is returned to them as soon as it is safe to do so. The expectations placed upon staff using restrictive practices or physical intervention should not contravene health and safety requirements by placing themselves or others in unnecessary risk.

Reporting

Any incident where a physical intervention has been required must be recorded on the child's My Concern (or alternative) safeguarding record and reviewed by a senior leader. Regular monitoring of incidents is required and reported on to senior leaders and governing bodies.

August 2023 – Interim guidance

	Name	Signature	Date
Chair of Governors	R Rees	R Rees	4/25
Head Teacher	Mrs L Davies	L Davies	4/25

Review Date	April 2025
Review Date	April 2026