



Glenfrome
Primary School

Relationships and Belonging Policy (Formerly Behaviour policy)

This policy is an operational policy, approved by the Headteacher of Glenfrome Primary School.

First adopted: February 2013

History of most recent policy reviews

Date	Updates	Next Review	Who is responsible
Feb 2013	New house system changes recommended by the behaviour working party	Feb 2015	S&A
Jan 2015	-	Jan 2016	S&A
Nov 2016	2.6 – reference ‘damage to school or disruption to others’	Nov 2017	S&A
Feb 2019	Some changes to wording	Feb 2020	S&A
March 2020	Some changes to wording to reflect requirements for social distancing	September 2021	S&A
September 2021*	Changes to wording to reflect easing of restrictions	September 2022	Headteacher
March 2024	New R&B Policy taken to FGB	March 2025	S&A
May 2025		May 2026	HT

***This version: Tabled for information at the meeting of the S&A Committee on 29.09.21**

To be reviewed every 1 years or before if required

Next review due: March 2026

Glenfrome Primary School Relationships and Belonging Policy

Rationale

At Glenfrome Primary School we recognise that wellbeing and behaviour are inextricably linked. We know from research that children learn best when they are surrounded by peers and adults with whom they have formed warm and positive relationships. We therefore put relationships at the heart of our approach by truly listening and responding to our children's voices.

We recognise that all behaviour is a form of communication. We therefore take pride in being a school that listens to the need a child is expressing through their behaviour, whilst making children feel safe by setting clear boundaries and expectations.

Our core values, which we live and breathe, are Respect, Fairness, Aspiration, Courage, Joy and Kindness. Guided by these values, and using the Thrive Approach, we create an ethos where all children feel nurtured, happy and respected with a true sense of belonging.

Through this Policy we aim to:

- Build a community which values kindness and empathy for others;
- Promote inclusion, equity, diversity and a sense of belonging
- Provide guidance for all staff and volunteers, parents and carers, visiting professionals and coaches on how to support our pupils to keep to the core values and feel safe so they are ready to learn
- Create a nurturing environment where children feel safe, secure, calm and purposeful
- Encourage children to develop their full potential with their achievements being valued and celebrated.
- Create an ethos where relationships between pupils, and between staff and pupils continue to be outstanding (Ofsted 2016)

Vision and Values:

Vision summary:

Inspiring Wonder, Developing Confidence, Celebrating Community

Values:

Respect, Fairness, Courage Aspiration, Joy, Kindness

Vision Statement:

We give our children the skills to discover their unique potential and shine with confidence. They will go into the world as resourceful, tolerant, creative individuals – true global citizens.

Governing Board Written Principles - How we behave at Glenfrome

Respect

Every child and their family is valued and listened to. We respect everybody's rights and reject discrimination of any kind.

Aspiration

We aspire to support each other in achieving our goals and celebrating the positives.

Courage

We will show courage in taking responsibility, speaking honestly, and seeking help and support when we need it.

Fairness

Everybody demonstrates fairness by displaying consistent good behaviour and setting positive examples for one another.

Joy

We place joy and inclusion at the heart of our school and we nurture our diverse community, to which everyone feels a sense of belonging.

Kindness

By showing kindness to one another, we create a calm and purposeful environment in which everyone is able to learn, free of distraction and disruption.

Encouraging kindness and respect: Our whole School Thrive approach



We understand behaviour communicates unmet needs and we separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring to their Thrive Action plans and or/EHCPs

We acknowledge the impact shame can have on emotional development and provide empathy to counteract this.

We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.

We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.

We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

We keep in mind that we are the adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.

We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

By supporting the growth of emotional development and self-regulating skills pupils can learn to improve their behaviour. We use zones of regulation to support with this (See appendix 2)

Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner.

All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts on their behaviour. We work with The Bridge in Schools to provide regular trauma informed training for staff.

Consistency of practice

At Glenfron Primary School we insist on consistency. Consistency lies in the warmth and positivity of all school adults and not simply in the application of procedure. A truly sustainable approach is achieved by the whole school community having an agreed understanding of behaviour and a trauma informed approach.

All staff every day will:

Build relationships by meeting and greeting, noticing, asking about the weekend (how was your football match/sleepover/party?)

Use thrive language to support: Attune, validate contain regulate relate reason

Refer to Respectful, kind, Fair as non-negotiable rules

Model positive behaviour and always praise the behaviour we want to see

Plan lessons that engage, excite, challenge and meet the needs of all children

Provide intrinsic motivation by rewarding children who show the 'Glenfron Learning Powers' (see appendix 10)

Ensure all children are listened to when dealing with incidents. All incidents are correctly reported, followed up, and a restorative dialogue is held with children to repair relationships at an appropriate time.

Use the Show me 5 listening code:

1. Eyes looking
2. Ears listening
3. Hands still
4. Lips closed
5. Body still

Senior leaders (HT, DHT, AHT, Phase leaders) will:

Meet and greet children at the beginning of the day on the gate

Be a visible presence around the school especially at transition times and on the playground

Model Thrive language in their own interactions

Support staff in managing children with more complex behaviours

Regularly review provision for children who fall beyond the range of written policies and involve outside agencies where needed

Ensure this policy is skilfully and consistently followed

Recognition and rewards for effort

At Glenfron we know that the best form of behaviour intervention focuses on the positive. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing relationships, including those who seem the hardest to reach.

We promote a growth mindset when using praise by rewarding the process of learning. We identify and name the Learning Powers Shown (co-operation, communication, perseverance, taking responsibility and enjoying learning) leading to intrinsic motivation.

We reward children who demonstrate positive behaviours around school through:

Verbal Praise and recognition, house points, stickers, gold Learner awards, Star Learner certificates, class rewards such as marbles in the jar.

Head teacher awards:

Children who are proud of their learning can show the HT or DHT and will be talked through what they are proud of and given a sticker. Each week teachers can award children to be Gold Learners. This can be for really demonstrating our learning powers exceptionally well. Gold Learners spend time with the HT on a Friday afternoon as a group, and take home a certificate.

House Points:

- Glenfrome Primary School has a house point system, consisting of 4 houses, for children from Year 1 to Year 6. Each house two house captains (Year 6 pupils), who are elected by their house members. Children can be awarded house points from any member of staff, including lunchtime assistants, for demonstrating the core values or learning powers.
- During sports day children also compete in their houses and can earn points. Each class displays a weekly house record sheet to record individual and team points. During the Friday celebration assembly, the weekly house scores are shared and transferred on to the hall display (the winning house gets 4 points, second gets 3, third gets 2 and the fourth house gets 1). At the end of each term, the house with the most points gets a non-uniform day. In July, the house who has won the most times gets a trophy.
- Rights Respecting ethos
- Verbal and text information to parents
- Each class has a star of the day
- Each class has twenty-five minutes of golden time each week
- Weekly star learner presented in assembly for children who are really showing the terms learning power or core value.

Why Parental Support is Crucial

Parental support is essential in promoting positive behaviour patterns in children. Children need to know that the school/home relationship is consistent and secure and that all adults are working together for their benefit. We value your role and contribution. A unified approach to the language used by adults in school and at home is encouraged.

In this policy, we have given examples of phrases that can be used to manage behaviour at home and at school. Ensuring children have good attendance and are punctual also supports the importance of positive behaviour in school. Our Home School Agreement makes the expectations clear to all and is shared annually with parents and carers, staff members and children.

Strategies and Phrases that Staff will use to Keep Learning on Track

In order for staff to support children with positive choices they use a range of strategies. All members of staff will remind children of the core expectations - to be respectful, fair and kind.

Step 1 - Relate

Consistent high-quality teaching. Read the room and use positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders. reposition, and redirect using PACE*, Thrive language and small acts of kindness.

Step 2 – Remind

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children of Respectful, Fair, Kind. Repeat reminder if necessary but usually no more than two.

Step 3 – Final Reminder

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- o I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
- o I am wondering if you are feeling [...]? Use Zones of regulation language
- o You know we have a respectful, kind, fair rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.
- o Do you remember when you [did that kind thing for...]?
- o That is who I need to see today.
- o When I come back in * minutes, I want to see your wonderful [...]. Thank you for listening.

Now walk away but remember to return at the given time!

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).

If children are still not making the right choice, use your professional judgement if you don't think they need step 4. You know the child best. EG They may just need to change places with someone.

Step 4 - Time In (Calming Space) Recorded on CPOMs. (Parents informed)

If a child reaches this stage, they are beginning to dysregulate. Children will have a 'time in' for regulation in a space within the classroom. Children will be allowed to use the calm box until an adult can speak to the child privately as a co-regulator.

- o The child will be asked to go to the calm space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques to get the back to green.
- o The teacher will have a chance to speak to the child away from the class and will use Thrive language: ; 'I am wondering, imagining, noticing...'
- o Boundaries are reset.
- o Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
- o Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.
- o If this is at playtime, the child should have 'time in' by standing with the adult. For there to be a positive outcome from Time in the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This doesn't come from isolation or shame; it comes from practice and supported learning. Time in always concludes in Repair with the adult where (or with whom) the rupture occurred.

There may be occasions where there is significant dysregulation and 'time in' at the wellbeing space is not appropriate. In this instance the child should be moved to a safe space to support them to regulate and/or to defuse a situation. In general, three minutes should be enough time.

Step 5 – Time In (Learning Mentor or SLT) Recorded on CPOMs

If step 4 is unsuccessful, or if a child refuses a Time In within the classroom, then the child will spend time with SLT/Learning mentor at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Immediate support from SLT/Learning mentor will be provided where the level of dysregulation increases risk for the child, other pupils or the staff member. Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in. (change of face). A phone call home will be made to inform the parents and this step will be recorded on CPOMs.

Step 6 if a child is regularly being asked to make a choice about their behaviour, or is involved in a serious playground incident this may result in the need for reflection at lunch time. The child will spend time in the reflection room with a member of SLT, complete a reflection sheet. This will then be followed by a positive behaviour plan (earning rewards for the class) for two. Parents will be informed.

Step 7 – Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented. (Pastoral Support plan). Decisions to place children on a plan outside of the usual behaviour policy will be taken by SLT in collaboration with the pastoral team and class teacher. This will support the child by setting a precise behaviour targets that are achievable. There will be opportunities for success each recognised by a sticker. An achievement target (the number of stickers to be achieved) will be set by the SLT, Class Teacher and Learning Mentor in conjunction with the child and parent/carer. A review is held weekly with school staff and outside agencies as appropriate. Every 4-6 weeks there should be a review with the school staff and parents/carers to plan next steps.

Steps 8, 9 and 10 – Exclusion

Where more serious behaviour incidents occur, we will look to support the child consistently and subjectively in line with the incident and the individuals involved, utilising knowledge of the child and their behaviours. Key staff have received Positive Handling training, part of our response and a strategy for de-escalation. If a physical intervention is required, staff are trained to use positive handling techniques. An internal exclusion will be given where possible over a Suspension. Any decision to internally exclude a child must be made in conjunction with parents. Parents will be requested to attend a reintegration meeting with the Headteacher, Class Teacher and the child to reflect on successes and challenges and agree next steps. Where a child is excluded, consideration should be given to the appropriate level of support required when the child returns to lessons. Where a child is given a Suspension, or following a referral to outside agencies, the reports received will form the targets for their pastoral support plan. For children with a special educational need, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets and building in steps to success are key.

One-page comparative summary of steps.

	New Policy	Old Policy
Step 1	RELATE Consistent high-quality teaching. Smileys, read the room and redirect using PACE and small acts of kindness. Praise	Quality first Teaching
Step 2	REMINd Reminder of expectations Respectful, Kind, Fair. Repeat reminder if necessary but usually no more than two. Smileys, read the room and redirect using PACE, small acts of kindness. Praise	Nothing different except reference to Key Core Values
Step 3	FINAL REMINDER A clear conversation and 'final reminder' delivered privately to the child using the 30 second script to make them aware of their choices and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child. Praise in Public (PiP) and Remind in Private (RiP).	Make a choice
Step 4a	Time in: If children are still not making the right choice, use your professional judgement if you don't think they need step 4. You know the child best. EG They may just need to change places with someone.	No change
Step 4b	Time in (recorded on CPOMS) At this step the child will be asked to go to the wellbeing space in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred. Up to ten minutes no more. Speak to a phase leader. Parents informed with your professional judgement.	Time out
Step 5	Step 5 – Time In (with Learning Mentor or SLT in their office not in class) Complete reflection sheet. Recorded on CPOMs. Parents informed	Partner class
Step 6	Step 6 if a child is regularly being asked to make a choice about their behaviour, or is involved in a serious playground incident this will result in reflection at lunch time. The child will spend time in the reflection room with a member of SLT, complete a reflection sheet. This will then be followed by a positive behaviour plan (earning rewards for the class) for two weeks. Parents will be informed.	Detention
Step 7	Step 7 – Individual Pastoral Support plan. SLT in collaboration with the pastoral team and class teacher. precise behaviour targets that are achievable. Reviewed weekly with school staff and outside agencies as appropriate. Every 4-6 review with the school staff and parents/carers to plan next steps.	Child operating outside the behaviour policy
Step 8	Internal exclusion: Working in SLT office for the day. Parents/Carers must be informed and Learning must be completed.	No change but not made explicit in previous policy
Step 9	Suspension (formerly known as fixed term) exclusion	No change
Step 10	Permanent Exclusion	No change

External Support

In rare occurrences where a child's behaviour has not improved following targeted support, we will engage external agencies to assist us.

Agencies involved could include:

- o CAMHS (Child and Adolescent Mental Health Services) - An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
 - o EWO (Education Welfare Officer) – a service dedicated to supporting pupils' attendance
 - o Referrals – e.g. paediatrician, educational psychologist.
 - o Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.
- Out reach support from a provision such as North Star or Snowdon Village

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6. The role of governors

6.1 The governing board has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school behaviour policy, 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.

Appendix 1 Pace

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Real examples of PACE in action:

Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. 'Goodness me I really would rather you came down. Problem is that if you fall, I'll have to fill out a lot of forms and I'm a bit like you - I don't really like writing.'

Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel. I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

Curiosity- Enquire and check what the young person's emotional experience is. 'I wonder if you're feeling angry because of what X just said?'

Empathy - Show that you understand that how difficult they are finding things. 'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything.'

Appendix 2 Rights respecting Schools



LEVEL 1

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

APPENDIX 3: ZONES OF REGULATION

Zones of Regulation is a systematic approach to teaching children regulation skills. It does this through categorising feelings/states into four zones - Blue, Green, Yellow and Red. The aim is to develop children's awareness of their own emotional state, give them independence in controlling emotions and behaviour

through strategies, give them the ability to manage sensory needs and develop their problem-solving skills. The 4 coloured zones and prompts for children are as follows:

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help