Troedyrhiw Community Primary is a happy and caring school at the heart of our village, where everyone is inspired to believe and achieve.

Vision Statement

At Troedyrhiw Community Primary we can all shine if we 'Believe, Achieve and Shine Bright'. We want to empower everyone to be shining STARS
We want our children to develop as:

- Skilful, knowledgeable and ambitious learners
- Talented, creative and innovative learners
- Active, happy, healthy individuals
- Responsible, rights respecting learners
- Successful and resilient life-long learners who aspire to be shining stars.

Mission Statement

In order to fulfil our vision we will strive to bring out the best from each child and provide opportunities for success for every one of them. We will provide a high standard of education and equip our children with the necessary skills to enable them to become confident, independent and life-long learners. We will ensure all staff are well trained and are able to motivate and inspire our learners to believe, achieve and shine bright.

The aims of our school curriculum are:

- To provide a happy, caring, safe environment where everyone feels secure and valued.
- To foster positive behaviour, self-discipline with a sense of respect and responsibility.
- To develop a positive attitude towards learning, so that all pupils and staff are self-motivated and ambitious learners.
- To provide a high quality, stimulating and challenging environment that enables all learners to achieve their potential.
- To recognise and nurture the potential in each and every person in our school.
- To forge strong links between home, school and the community.
- To give our children a sense of pride in their Welsh identity.
- To develop in our children respect for the diversity in multicultural society in which we live.
- To offer equality of opportunity to everyone within the school.

"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)

At Troedyrhiw Community Primary we believe that positive behaviour is essential for creating a safe, supportive, and engaging learning environment. Our behaviour policy aims to promote respect, responsibility, and fairness, and we are committed to supporting all children in managing their behaviour effectively.

The school adopts a **Positive Behaviour Support (PBS) approach**, which encourages positive behaviours and provides support for children who may need help managing difficult situations. This policy sets out our approach to managing behaviour, promoting positive behaviour, and ensuring consistency across the school.

Aims

- To promote a positive and respectful school environment.
- To ensure that all pupils understand the expectations for behaviour and the consequences of their actions.
- To encourage the development of self-regulation and personal responsibility.
- To provide support for pupils who require additional help in managing their behaviour.
- To ensure that physical restraint is only used in cases of significant risk and is recorded appropriately.

Expectations of Behaviour

We expect all pupils to:

- Show respect to others, including staff, peers, and visitors.
- Follow school rules and instructions from staff.
- Act safely and considerately in all areas of the school.
- Show empathy and cooperation in both classwork and playtime.
- Accept responsibility for their actions.

Promoting Positive Behaviour

To promote positive behaviour, we use a range of strategies, including:

1. **Clear Expectations:** Teachers and staff clearly explain the school's expectations for behaviour to all pupils. Expectations placed around the school (Appendix 1: School Rules)
2. **Positive Reinforcement:** Positive behaviour is recognised and rewarded through:
   - Verbal praise and recognition.
   - Stickers, certificates, and reward charts.
   - Positive notes home or to parents.
   - Class rewards for collective positive behaviour (e.g., extra playtime, class parties).
3. **PBS (Positive Behaviour Support):** PBS is a proactive approach to behaviour management.

Staff:

- Work with pupils to identify the reasons behind challenging behaviours.
- Teach pupils appropriate social, emotional and empathy skills.
- Encourage pupils to use strategies such as self-regulation, mindfulness, and seeking help when needed.
- Set achievable goals for pupils and celebrate progress.

4. **Restorative Practices**: In cases of conflict, we encourage restorative practices where pupils are given the opportunity to discuss the issue, understand the impact of their behaviour, and find ways to repair the relationship (Appendix 2: RP questions)

Managing Challenging Behaviour

If pupils struggle with meeting behaviour expectations, the following steps are taken:

1. **Identifying Triggers:** Staff work to identify the triggers of challenging behaviour (e.g., frustration, anxiety, peer conflict) and put proactive strategies in place to avoid escalation.

2. **Clear Consequences:** Consistent consequences are applied for inappropriate behaviour. These may include:
   - Stage 1: Teacher and pupil dialogue (reminder of acceptable behaviour).

- Stage 2: Time out in a designated area / redirection
- Stage 3: Loss of privileges and parent / carer informed.
- Stage 4: Meeting with teacher, parent / carer and pupil to discuss challenging behaviour, identify cause and agree way forward (this may include any adjustments / suitable support).
- Stage 5: Ongoing / persistent challenges, notification to senior member of team and meeting with parent / carer.(SLT may assist the teacher but does not take over the management of the situation).
- Stage 6: Consider referral to School's Well-being Team (SWT) and Educational Psychologist for further support and advice.
- Teacher accountability: In almost all circumstances, the teacher should manage the behaviours as this helps send a clear message that a) the teacher can manage the pupil's behaviour challenges and b) shows the pupil that they are cared for and supported by the teacher.
- Debrief with SLT: On a very few occasions it will be necessary to access support from the senior leadership team to manage challenging and escalating behaviours. When this happens, it is important the senior member of staff and teacher have a debrief session at the end of the day. This will help ensure the well-being of staff is managed and supported. It will also create a valuable opportunity to reflect on the incident, identify any possible triggers for behaviour, support required, and ways forward for managing the pupils and their challenges (Appendix 3)

3. **Support Plans:** If a child displays ongoing challenging behaviour, a **Behaviour Support Plan (BSP)** will be developed. This plan is tailored to meet the needs of the child and will include strategies for both prevention and intervention. Parents, teachers, and support staff will be involved in this process (Appendix 4)

Physical Restraint

Physical restraint will only be used when there is a significant risk of harm to the child or others. This may include situations where a child is posing a risk to their own safety or to the safety of others. Physical restraint should always be a last resort after other strategies have been attempted.

If physical restraint is necessary:

1. It will be used in a calm and measured manner to ensure the safety of all individuals involved.
2. The child's dignity and well-being will be respected.
3. The incident will be documented and a report written.

Template for Physical Restraint Report (Appendix 5)

In the event of physical restraint the following information should be recorded. This should be filed electronically and securely: PBS – Physical Restraint

Name of Staff Members Involved:
Details of Incident:
Describe the circumstances leading to the restraint.
(e.g. Was the child showing signs of distress? What led to the risk of harm?)
Reason for Restraint:
Was there a significant risk of harm to self or others?
(e.g., Physical aggression, self-harm, running into traffic, etc.)
Type of Restraint Used:
Describe the restraint method used.
(e.g., Holding the child's arms, guiding the child to a safe space, etc.)
Duration of Restraint:
How long was the restraint used for?
Outcome:
Was the child calm after the incident?
(e.g., Did the child return to their usual behaviour? Was there an opportunity for reflection?)
Parental Notification:
Was the parent or carer informed? (Yes/No)
Date and time of parental notification:
Comments from the parent/carer:
Further Action Required:
Is further intervention or support required?

(e.g., Behaviour support plan, referral to external services, etc.)
Report Completed By:
Position/Role:
Date:

Equal Opportunities

We recognise that all children have the right to feel happy and secure with their peers: they also have the right to be listened to and helped when their behaviour or the behaviour of others (whether adults or children) causes them fear or concern. All children have an equal right to access our curriculum according to our Equal Opportunities Policy and should not be prevented from succeeding because of the behaviour of another child.

Anti-bullying Policy

Troedyrhiw Community Primary follows the Local Authority guidance on Anti-Bullying.

Positive Behaviour Management Guidance

Our school follows and adopts the Local Authority guidance on physical restraint. Please refer to separate guidance.

Exclusion Policy

Troedyrhiw Community Primary adopts the Welsh Government guidance 'Exclusion from school and pupil referral units'.

Parent / carer behaviour Policy

A separate code of conduct and behaviour expectations policy for parents / carers is available.

Conclusion

At Troedyrhiw Community Primary we aim to create an inclusive, supportive, and respectful environment where every child is given the opportunity to thrive. Our behaviour policy is designed to help all pupils understand what is expected of them and provide the support they need to manage their behaviour effectively. We are committed to working in

partnership with parents, carers, and outside agencies to ensure the best outcomes for all pupils.

This policy was drafted and agreed by all teaching staff and governing body members on: ……

Appendix 1: School Rules

Following discussions with all staff and pupils five main school rules have been drawn up:

1. We will respect each other and their belongings
2. We try our best, work hard and learn from our mistakes
3. We listen carefully to others, without interrupting them
4. We show kindness and care to each other
5. We share our worries with the people who can help us

1. We will respect each other and their belongings

Own

- Try to make sure all our property is named.
- We will wear the correct school uniform, including P.E. kit.
- We will change properly at the end of P.E. lessons and leave our classrooms / school tidily.
- We will take care of all books and own working equipment:
- We will out items away after use
- We will return items to school (e.g. reading books, homework books)
- We will take care of own our belongings e.g. watches. They should be named and placed in the class box, with any money, during P.E. lesson.
- We will only bring money into school if necessary and will keep money in pockets or belt purses at all times (infants may give to class teacher for safe keeping).
- We will only bring personal belongings into school if asked to do so by the teacher (e.g. for Show and Tell sessions).
- If we lose anything we will look for it about the school and in Lost Property and ask the teacher to mention it to the class.

Other People's

- We will never take objects that do not belong to us.
- If we find other property, we will look for a name and try to locate its owner, and if unnamed we will give to our teacher or put into Lost Property.
- We will not handle other people's property carelessly in case it gets damaged. If things have fallen on the floor we will pick them up - even if they are not ours.

2. We try our best, work hard and learn from our mistakes

- We will always listen carefully in class and try our best
- We will try to think through our problems and then ask for help if it is still needed
- We understand that we all have strengths and areas to develop and will work hard to improve and achieve our potential
- We will reflect on our work and our targets
- We will celebrate our achievements and work with our teachers to plan our ‘next steps’
- We will recognise and celebrate the achievements of ourselves and others
- We will not be afraid to make mistakes, mistakes are stepping stones and we will learn from them
- We will support one another in our learning so that we become confident and independent learners

3. We will listen carefully to others without interrupting them

- We will listen carefully and have regard for people's work, ideas and suggestions.

- We will speak to people pleasantly and kindly.
- We will accept correction, responding courteously, and make every effort not to repeat the fault.
- We will speak politely and should not be rude at any time.

4. We show kindness and care to each other

- We will include people (who may not be part of a group) in games and activities.
- We will never exclude someone so that they are isolated.
- We will recognise kindness and thoughtfulness that others have shown.
- We will be helpful and kind wherever possible.
- We will think about what we say and do to others so that we do not cause harm or upset
- We will take care not to hurt anyone deliberately or by being careless.
- We will be obedient and well behaved.
- We will be honest with one another and own up if we have done something that we shouldn't.
- We will walk inside the building, in the courtyard and directly around the building.
- We will open doors carefully, holding the door for people that are following or moving in an opposite direction.
- When the whole class is moving, we will walk one behind the other.
- We will move through other classrooms quietly and unobtrusively. If we need to interrupt we must be polite.
- We will maintain quiet and orderly behaviour during school working hours.

5. We share our worries with the people who can help us

- We are encouraged to tell a teacher or a member of support staff if we see anything dangerous in school.
- We will tell a teacher or support staff anything that is worrying or upsetting us in or out of school. We can use our Worry Box to let adults know.
- We will tell a teacher if they see or hear anything that is unacceptable so it can be dealt with immediately.
- We can use the buddy system if we feel upset or worried.

Appendix 2: Restorative Practice Questions

1. **What happened?**
2. **What were you thinking or feeling at the time of the incident?**
3. **What do you need?**
4. **Who was affected by what happened? Who was harmed?**
5. **What needs to be done to make things as right as possible for everyone involved?**

Appendix 3: Debrief Record

Debrief Form

Name of Staff Members Involved:	
Name if senior leader:	
Details of Incident:	
Describe the circumstances leading to the necessary SLT support / intervention	

(e.g. What led to the risk of harm / crisis point?)	
Reason for SLT support: (e.g what support intervention was provided)	
Timescales: How long was SLT required?	
Describe the trigger / behaviour challenge	
What strategies are already in place	
Why were these not effective	
What needs to change? Who? When?	
How and when will this be reviewed?	
Report Completed By: Position/Role: Date:	
Report Reviewed By: SLT Position / Role: Date:	

Appendix 4: PBS Support Plan

Appendix 5: Physical Restraint Recording Form

Physical Restraint Form

Name of Staff Members Involved:	
Details of Incident:	
Describe the circumstances leading to the restraint.	

(e.g. Was the child showing signs of distress? What led to the risk of harm?)	
Reason for Restraint: Was there a significant risk of harm to self or others? (e.g., Physical aggression, self-harm, running into traffic, etc.)	
Type of Restraint Used	
Describe the restraint method used. (e.g., Holding the child's arms, guiding the child to a safe space, etc.)	
Duration of Restraint: How long was the restraint used for?	
Outcome: Was the child calm after the incident? (e.g., Did the child return to their usual behaviour? Was there an opportunity for reflection?)	
Parental Notification: Was the parent or carer informed? (Yes/No) Date and time of parental notification:	
Comments from the parent/carer:	
Further Action Required: Is further intervention or support required? (e.g., Behaviour support plan, referral to external services, etc.)	
Report Completed By: Position/Role: Date:	
Report Reviewed By:	

Position / Role: Date:	