



**Ysgol Gynradd
Gwaelod y Garth
Primary School**

POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

Including the Prevention of and Response to Bullying
Behaviour

Dyddiad Polisi / *Policy Date:*

October 2026

Cyfrifoldebau / *Responsibilities:*

Pennaeth, Llywodraethwyr, Holl staff
Headteacher, Governors, All Staff

Introduction and Aims

The aim of this policy is to promote a safe and secure environment where children can grow and feel safe, and to help children become positive, responsible and increasingly independent members of the school and wider community. We are a caring community, whose values are built on mutual trust and respect for all. It is a primary aim of our school that every member of the school community feel that they belong, are valued and are treated fairly.

Our Positive Relationships and Behaviour Management Policy is designed to support the way in which all members of the school community can live and work together in an effective, respectful and considerate manner. It is designed to promote good behaviour, rather than focusing on undesirable behaviour. It is not primarily about enforcing rules. Its aim is to promote positive relationships and behaviour within and outside the classroom to allow everyone to work together. It aims to foster the principle of self-discipline and an awareness of the responsibility that all individuals have for their own actions.

The school implements the principles of restorative approaches as an integral part of our policy. As a school that respects Children's Rights, this policy is also implemented in accordance with the principles of the Rights of the Child of the United Nations Convention which give children the right to an education without being impacted by others.

Principles and Values of the school

Every member of our school is important and valued and have an important contribution to make to the school community. All members of our school community have a responsibility to show respect towards others and property. They must be ready to share and show acceptance, kindness and courtesy towards everyone they meet on the school site and beyond.

Good behaviour and social skills are encouraged and developed from a child's first days. Children are helped to become confident and respectful of others' opinions. The early years are an important time for children to establish purposeful behavioural patterns. The development of co-operative play is crucial if children are to learn to be kind and to share with others. It is our intention to create a sense of community in our school and in the classroom.

Community is about:

- Each child being valued and celebrated, with all children being unique within the greater whole
- Inclusivity, opening the door to the wider world, recognising interdependence and, if necessary, forming circles of friends for isolated children
- Relationships based on mutual respect and open communication
- Conflict being recognised and worked through
- Sharing histories and cultures
- Living, growing and changing individually and collectively
- A safe and challenging place where children can flourish

At school, we value effort, hard work and good behaviour. We treat all children fairly and implement this behaviour policy in a consistent way whilst also bearing in mind the needs of individuals. The school sets boundaries of acceptable behaviour and prepares children for life beyond school. The school has high expectations of and rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

We believe that every child needs praise, support, recognition and affection. We believe that behaviour is directly linked to healthy and positive relationships. We aim to create a positive learning atmosphere by:

- Promoting good behaviour, responsibility and self-discipline
- Supporting all members of the school community in building positive relationships
- Working collaboratively to create a caring and supportive environment
- Responding appropriately to individual needs and encourage children to do the same
- Recognising and praising good behaviour and effort
- Providing a stimulating and enriching curriculum that demands full participation
- Ensuring consistency throughout the school

We define inappropriate behaviour in terms of the harm or potential harm that it causes others and in dealing with an incident we aim to find out how all sides are feeling and what they need, to be able to restore relationships. Where possible, we believe in dialogue so everyone involved has an opportunity to communicate and cooperate with each other.

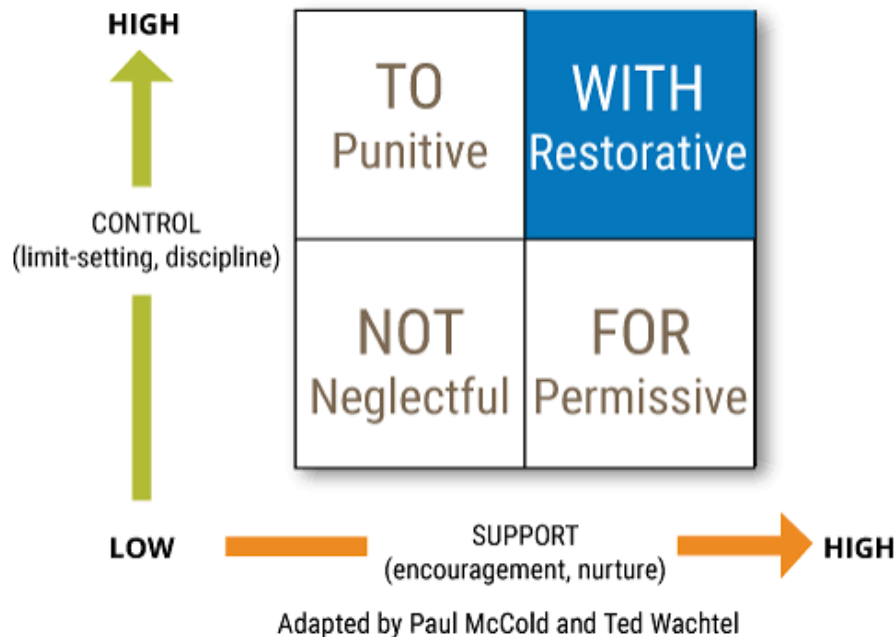
Restorative Approaches

At Ysgol Gwaelod y Garth we work consistently within a framework of restorative approaches. This allows us to build a whole-school culture based on building strong, respectful relationships and shared expectations. Ultimately, these approaches foster a more positive, respectful school culture where conflict becomes an opportunity for learning and growth. We adopt regular routines such as check-ins, circle time, identifying needs and collaborative problem-solving to help children feel heard, connected, and responsible for their actions. Our staff model restorative language, address concerns early, and support pupils to reflect and repair relationships in age-appropriate ways.

An important element of our whole-school restorative approach is developing a progressive understanding of feelings, emotions and needs. This also forms an important part of our Health and Well-being curriculum. Children are encouraged to discuss and understand how we deal with 'feelings', including aspects such as:

- Recognising, understanding and expressing their own feelings
- Recognising their own needs
- Recognising others' feelings and needs
- Showing understanding of others' feelings and needs
- Dealing with difficult feelings.

We aim for **high support and high boundaries** so that children are both cared for and held to clear expectations. We work *with* children to help them understand the impact of their choices while feeling supported to make things right. By combining consistent boundaries with strong relationships, we support pupils to develop responsibility, self-regulation, and positive behaviour choices.



Restorative approaches aim to repair harm and rebuild relationships rather than simply assign blame or punishment. They encourage children to understand the impact of their actions and take responsibility in a supportive, solution-focused environment. Our response to challenging or inappropriate behaviour involves building relationships and repairing harm. We aim to acknowledge the feelings, needs and rights of all parties. We understand that the person being harmed and the person who has harmed have similar needs. They may need:

- Someone to listen
- Time to calm down and reflect
- A chance to ask or a chance to explain
- A sincere apology or an opportunity to apologise
- Things to be put right and be able to move on

Staff at Ysgol Gwaelod y Garth try to meet these needs through the way in which we respond to incidents, giving time for discussion, showing empathy and working collaboratively to find solutions. When dealing with conflict we ask the following questions:

1. What happened?
2. How were you feeling? What were you thinking at the time?
3. Who has been affected?
4. What do you need?

5. What needs to happen now?

By asking these questions we help all sides to begin to understand their own and others' thoughts, feelings and needs. It is our aim to encourage children to think how their behaviour impacts on others and to enable the children to develop an 'inner moral compass'.

A School that Respects Rights

Ysgol Gwaelod y Garth is a 'Rights-Respecting School.' The school recognises the commitment of the United Nations Convention on the Rights of the Child, which places it at the core of the school's plans, policies, ethos and actions.

- **Article 12** - I have the right to be listened to and taken seriously
- **Article 19** – I have the right to be protected from being hurt or badly treated
- **Article 28** - I have the right to an education
- **Article 29** - The right to be the best that can be
- **Article 37** - Right to be treated fairly

Acceptable behaviour

We expect all members of the school community to behave appropriately at all times, to show respect and manners towards others, to speak politely and offer help where necessary. We expect everyone to try their very best and to work hard.

We try to:

- Create a positive, harmonious environment with high, realistic expectations.
- Ensure fair treatment for all, regardless of age, sex, race and ability.
- Encourage relationships based on kindness, respect, honesty, tolerance and understanding of others' needs.
- To develop informed principled citizens who have an understanding of rules, rights and responsibilities.
- Look after the environment and the natural world.
- Encourage everyone to be kind.

The behaviours we would like to see at school to ensure that we have a happy school where all children can thrive are:

- Kindness and thoughtfulness
- Respect for others and all property
- Etiquette, politeness and use of appropriate language
- To help those in need and to care for our school
- Try hard and do our very best
- Communicate respectfully
- Listen to each other
- Kind hands, feet and words.

Where standards of behaviour are not acceptable, the school seeks to be **firm, fair, clear** and **consistent**:

- **firm** in that action is taken; the pupil is made aware that their behaviour is unacceptable and serious incidents are dealt with accordingly.
- **fair** in that the nature of the action relates to the behaviour and also allows for individual circumstances.
- **clear** in that pupils and parents understand the expectations.
- **consistency** in that clear guidelines are given to staff to promote consistency in dealing with cases of misconduct and that actions are used consistently.

To be effective, all staff must enforce the policy thoroughly and consistently. Our school policy for behaviour and discipline must be always reinforced both inside and outside the classroom by all staff.

Bullying

We are committed to ensuring that all members of our school community feel safe, valued and respected. Bullying is not tolerated at Ysgol Gwaelod y Garth and will always be taken seriously. We recognise bullying as behaviour that is repeated, intentional and targeted, where there is an imbalance of power that makes it difficult for the person experiencing the behaviour to defend themselves. Bullying may be physical, verbal, emotional, social, prejudice-based or online (cyberbullying).

In keeping with our restorative ethos, we understand that incidents of bullying cause harm to relationships, well-being and the right of every child to feel safe and learn successfully. Our response therefore focuses on stopping the behaviour, supporting those affected, helping children understand the impact of their actions and repairing relationships wherever this is appropriate and safe to do so.

When concerns about bullying are reported, the school will:

- Listen carefully to all parties involved.
- Take all reports seriously and investigate promptly.
- Provide support for any child who has experienced bullying.
- Work with children who have displayed bullying behaviours to help them understand the impact of their actions and make positive changes.
- Use restorative conversations and meetings, where appropriate, to repair harm and rebuild relationships.
- Implement proportionate sanctions where necessary, in line with this policy.
- Keep parents informed of significant concerns, actions taken and agreed next steps.
- Monitor the situation to ensure that the behaviour has stopped and that all children feel safe.

While restorative approaches form a key part of our response, the safety and well-being of children will always be our first priority. Restorative meetings will only be used when appropriate and when all parties are ready to participate. Repeated or serious incidents may result in further interventions and sanctions in line with this policy.

Praise and reward

We are always proud to have the opportunity to recognise the achievements of pupils and school staff in a number of different ways. Emphasis is placed on praise and positive reinforcement rather than on consequences. Staff may offer a range of rewards, including but not limited to those outlined below:

- Verbal praise and reward for achievements, effort, progress and positive attitudes towards work and others.
- Praise and reward for kindness, respect for others and helping others or the school community.
- House and Dojo points for effort, kindness, respect and a wide range of other behaviours linked to the four core purposes of our curriculum.
- Stickers and other tangible rewards.
- Weekly 'Pupil of the Week' certificates aligned with the four core purposes of our curriculum.
- Weekly 'Seren Cymreictod' certificates.
- Sharing information with parents of pupils' successes.
- Successes outside school are recognised in our assemblies.
- Reports and regular newsletters to parents.
- Draw attention to effort and kindness by highlighting success to other members of staff, including senior leaders and the Headteacher.

Sanctions

Where behaviour falls below the high standard that we expect at our school, sanctions will sometimes need to be introduced. These will always be applied within our consistent, fair and restorative approach. Restorative conversations ensure children are aware of the consequences of their actions on themselves and others. After a sanction has been 'actioned' a fresh start is expected by pupils and given by staff.

Staff may adopt a range of sanctions, including but not limited to those outlined below:

- Tactical Ignoring: Avoiding unacceptable behaviour and drawing attention to and rewarding acceptable behaviour.
- Reminder of expectations: an explanation of expectations and reminder of responsibilities and the impact of unacceptable behaviour on others.
- A 1-1 discussion with a member of staff to discuss the behaviour and its impact on others.
- A discussion with a member of the school's senior leadership team.
- Loss of Privileges: The loss of privilege should be relevant to the child and reasonable.
- Time away from class with a member of the senior leadership team.
- Fixed-Term or Permanent Exclusion: in the event of a serious incident or that the school's rules continue to be seriously broken, the Headteacher will consider whether a fixed-term or permanent exclusion is suitable. Parents will be notified immediately by phone and by letter.

We would only exclude a pupil if their behaviour is highly unacceptable e.g. continuing to use physical violence or if they undermine the discipline of the whole school. The school will always act in accordance with Welsh Government guidance on all fixed-term and permanent exclusions. (*Exclusion from schools and pupil referral units, 2024*)

The Governing Body will be notified of all exclusions. It is the duty of the Governing Body to ensure that the policy is implemented and that they monitor the number of exclusions and suspensions.

Responsibilities

The **Headteacher** has responsibility to:

- Ensure and maintain order and behaviour at all times within the school day.
- Report back to Governors on the effectiveness of the policy.
- Support staff to implement this policy and set the standards of behaviour across the school.
- Ensure the health, safety and welfare of all pupils and staff at the school.
- Keep detailed records of all reported serious incidents of behaviour.

All **staff** have responsibility for:

- Promoting an ethos of care, respect and consideration for others.
- Providing pupils with a good role model for behaviour.
- Treating each pupil fairly and with respect, compassion and understanding.
- Listen to children and be approachable.
- Avoid shame, humiliation and sarcasm.
- Establishing appropriate adult/pupil relationships where all are respected.
- Establishing an orderly and tidy environment.
- Catering for individual needs by setting enjoyable and relevant tasks
- Differentiating work so that all children have a chance of achieving success.
- Establishing high expectations towards attitude, effort, achievement and behaviour.
- It is the responsibility of the class teacher to ensure that school expectations are enforced in their class, and that the pupils in their care behave in a responsible manner during lesson time.
- Adopting high standards of classroom management at all times which includes taking preventative actions to ensure pupils have the best opportunity for success as well as responding to incidents as they occur.
- Maintaining a high standard of classroom organisation. It is important that all teachers expect good standards of behaviour in their classroom in order that the pupils may work and learn effectively.
- Ensuring the development of social skills.
- Ensuring that rules and expectations are relevant and make apparent the reason for individual school rules and discipline strategies.
- Recognising that effective teaching and learning and classroom management are an invaluable influence on the climate of behaviour within the school

- Class teachers are responsible for report to parents about their child's progress, achievements, effort, well-being and behaviour and may also contact a parent if there are concerns about a child's behaviour or well-being.
- At the beginning of the school year, it is the responsibility of classroom teachers to work with the pupils to reinforce the principles of our Positive Relationships and Behaviour policy.
- Staff will establish and consistently reinforce classroom systems to promote self-esteem and to promote positive attitudes towards learning. In this way, every child in the school knows the standard of behaviour we expect.
- Under the guidance of the ALNCo, working with external agencies, as required, to support and guide the progress of each pupil.

Responsibilities of Parents

- The school works together with parents, so that the pupils receive consistent messages about how to behave at home and at school.
- We expect parents to support their children's learning, and to cooperate with the school. This includes ensuring that their children:
 - are punctual and attend school regularly
 - have sufficient sleep every night
 - have breakfast before coming to school, unless they attend breakfast club
 - are suitably dressed for the weather and for school activities (such as PE)
- We try to create a supportive dialogue between home and school, and we notify parents immediately if we have any concerns relating to the well-being or behaviour of their children. We expect parents to work closely with us to support any needs and actions that promote well-being and positive behaviour.
- We expect parents to inform the school of any circumstances that may affect their child's behaviour or ability to learn.
- We expect all families to attend information meetings and parents' evenings to discuss their child's progress and support any recommendations and advice.
- We expect parents to support the school's expectations. Children who sense incongruity between expectations at home and school can have problems adapting to school life and can display inappropriate behaviour.
- We expect parents to encourage their children to be polite to all adults and to other children.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's well-being or behaviour.
- We expect parents/carers to promptly inform the school if concerns about bullying, well-being or behaviour persist following school intervention. Continued communication between home and school is essential to ensure that concerns are fully addressed, appropriate support can be provided, and children remain safe and able to flourish.

Governor Responsibilities

- Monitor the effectiveness of the Behaviour Policy through the school self-review processes. These include the headteacher's reports to Governors and the work of the curriculum and school committees.
- Ensure that staff development and performance management policies promote good quality opportunities to ensure that this policy is delivered to the highest standard.
- To review exclusions and managed moves, where necessary, through the Disciplinary Committee.
- To ensure that all legal frameworks are followed.
- To promote equality through impact assessments where necessary.

Children's Responsibilities

Care, respect and forgiveness are at the heart of our dealings with behavioural matters. We expect our children to:

- Accept responsibility for their actions and behaviour.
- Have care, consideration and respect for other children, adults and property.
- Be co-operative, collaborative and respectful.
- Be independent.
- Behave appropriately in different social contexts.
- Value their own achievements and take pride in the school.

The School Council provides a forum for representatives to express concerns, voice opinions or make suggestions on behalf of their peer groups.

Positive Handling

Our aim is to ensure that all pupils feel safe within the school community. If there is an occasion when we feel that a pupil is a danger to himself or others we will use reasoned methods of positive handling as an act of care rather than punishment. Only members of staff who are trained in Team Teach / Positive Handling methods may use these strategies. If it is necessary to use these strategies then we will follow the Reasonable Use of Force Policy.

Unacceptable Behaviour

We will not tolerate racism, bullying, offensive language or discrimination due to gender, age, ability, religion, sexuality or physical disability. Any form of violence will not be tolerated either from or towards our children and staff.

Prohibited Items

Pupils are prohibited from carrying or being in possession of the following items:

- Knives and sharp items of any kind
- Illegal drugs
- Alcohol
- Cigarettes / Tobacco / cigarette papers
- Vapes

- Matches/ lighters
- Stolen items
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

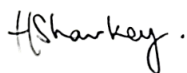
This is not an exhaustive list, however it serves as examples to items that are not allowed on the school premises. The school reserves the right to add to this list at short notice should it be necessary. Should a child bring any of these prohibited items to school internal and external exclusions may be considered.

Search on Suspicion

School staff have the power to search on suspicion when they suspect a knife or other weapon may have been carried onto the premises or may be carried on an off-site educational visit. Under common law, school staff have the power to search a pupil and their bag/ coat for any item if the pupil agrees to the search. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement to the search is informed. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item. Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search and another staff member must be present.

If the pupil is not willing to co-operate with the search, the member of staff should consider why this is and will immediately contact the parents. At which point the parents will be asked to attend the school and conduct the search. If the search is not completed an exclusion will be considered. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Further details are outlined in the 'Safe and effective intervention – use of reasonable force and searching for weapons' March 2013 Welsh Government.

Cymeradwywyd y Polisi / Policy Approved by:



Helen Sharkey
Pennaeth / Head Teacher
Dyddiad / Date: 21.10.26



Dona Lewis
Cadeirydd y Llywodraethwyr / Chair of Governors
Dyddiad / Date: 21.10.26