

Malpas Court Primary School

Ysgol Gynradd Llys Malpas

"Where children learn to live  
and live to learn in an ever changing world"



Malpas Court Primary School

# Positive Behaviour & Relationships Policy

Signed: *R. Llewellyn* (Headteacher)

Signed: *C Rawlings* (Deputy Headteacher)

Signed: *D Mayer* (Chair of Governors)

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## SCHOOL AIMS

*As a Rights Respecting school we are committed to embedding and promoting the principles and values of the United Nations Convention on the Rights of the Child (UNCRC). This policy enables children to enjoy Article 2, 3, 4, 12, 13, 14, 16, 19, 23, 28, 29 & 31*

Malpas Court Primary School promotes a caring and welcoming environment which enables all members of the school community to feel safe, secure, respected and supported. This culture enhances and promotes good behaviour irrespective of ethnicity, attainment, age, disability, gender or background. The development of personal qualities in all which respect equity and enhances social skills and fosters socially acceptable behaviour which are a core aspect of the school curriculum. Our overall aim is to develop the whole child and to work with children so that they acquire the knowledge, skills and experiences, which will provide them with a secure foundation for the future.

We aim:

- To provide a safe and happy school, where the children are sensitively cared for.
- For each child to achieve their full potential.
- To help pupils develop a sense of pride in themselves and a commitment to be a responsible member of the community.
- To help children understand the everchanging world in which they live and develop a respect and tolerance for others.
- To build a partnership with parents/carers and members of the community.
- To keep parents/carers informed about developments that are in the school.
- To be welcoming and offer opportunities for parents/carers to become involved in the daily life of the school.

To help us achieve these aims we need parents to:

- Ensure that their children come to school regularly, on time, alert, correctly dressed in school uniform and ready to learn.
- Take an active and supportive interest in their child/ren's efforts, progress and behaviour.
- Support the authority and discipline of the school, and to help their child/ren to achieve maturity, self-discipline and self-control.

All new parents are requested to sign and adhere to the School's Home/School agreement which incorporates the aims listed above. Our overall aim is to develop the whole child and help the child acquire the knowledge, skills and experiences which will be necessary for their future. Providing a broad and balanced education that enables every child and young person in Wales to develop a range of characteristics, as defined by the [four purposes](#).

## CODE OF CONDUCT

The following code of conduct and day to day rules are part of the schools' positive relationship policy:

- Pupils are expected to speak politely to each other, staff and visitors. Always being honest and truthful.
- Pupils are expected to take pride in their appearance, to wear the school uniform and be ambassadors for the school at all times.
- Pupils are expected to be kind, patient and tolerant of each other, actively helping those around them
- Children are expected to try their best in everything they do.
- Pupils must not disrupt the work of others.

- Movement around the school is expected to be orderly, with pupils keeping to the left-hand side.
- Foul language is not acceptable at any time.
- The school car park is out of bounds to all children.
- During lunchtimes, pupils should demonstrate good table manners and treat canteen staff with respect.
- School property is to be respected at all times.
- Cloakrooms and toilets are to be kept neat and tidy.
- Children are expected to clear away all equipment/resources and ensure tables and desk tops are clear at the end of each day. Any equipment on the floor should be picked up and put away.
- Litter must be placed in the bins provided.
- No sweets or chewing gum to be brought to school.
- No fizzy or energy drinks to be brought into school.
- No toys to be brought to school unless requested as part of the topic being studied or agreed for well-being purposes.
- Children are not allowed to wear jewellery except for stud earrings.

### General Day to Day Rules

- No pupils to arrive on the premises before 8:50a.m. except if they are attending Breakfast Club.
- Parents should not accompany their children into the building unless invited to do so.
- Parents needing to enter the building must do so via the main secured entrance and sign in.
- No running within the building.
- No toys, playing cards etc are to be brought to school except at the discretion of the Headteacher.
- Children are not allowed to play on the outdoor equipment before or after school.
- If it is a necessity to bring a mobile phone into school then it must be handed into the office at the beginning of the day and collected at the end.

### INSPIRE VALUES

The INSPIRE Values are central to our school culture and ethos. Our positive relationship policy reinforces the following values:

- I We follow **INSTRUCTIONS** and respond **IMMEDIATELY**  
 N We show that we are **NOBLE** and considerate of others  
 S We are **SELF-MOTIVATED** to **SUCCEED**  
 P We enjoy school life and overcome challenges by being **POSITIVE**  
 I We aim to be **INDEPENDENT**  
 R We care for others and show **RESPECT**, being **RESPONSIBLE** for our actions  
 E We learn **EFFECTIVELY** by being **ENGAGED** in everything we do

### CLASS CHARTER

Each class decides on their own rules known as their Class Charter, which can be reviewed at any point in the year. The Class Charter is displayed inside and outside of each classroom. There are regular opportunities for discussing good behaviour and for modelling and teaching strategies to improve behaviour for the children.

## PLAYGROUND RULES

All staff must accept responsibility for maintaining good behaviour throughout the school.

Staff on duty are aware of the INSPIRE values and praise children through the use of stickers, and 'dojo' points for promoting the INSPIRE values.

School buddies can assist staff at breaktimes and lunchtimes.

Children are not allowed to remain in the classrooms during breaktimes or lunchtimes unless they are supervised.

Wet play rules are on display in every classroom to ensure that supervision is consistent.

At lunchtimes, Staff have the responsibility for maintaining order although the Headteacher or Deputy Headteacher are available to oversee and assist. Teaching staff on the premises are also vigilant, ensuring children behave well.

## REWARDS AND PRAISE

We aim to reward and praise children for positive behaviour and effort. This happens on a daily basis in a variety of ways.

Rewards for good behaviour include:

- Certificate of Achievement INSPIRE Award – Weekly Celebration Assembly
- Class Certificates or Praise Pads at the discretion of the class teacher
- ENRICH (Experience Nurture Reward Imagine Collaborate Happiness) Friday sessions for 30 minutes every Friday afternoon
- Stickers from staff
- Dojo points and weekly prizes for individual class dojo winners
- Postcard home from SLT to recognise positive behaviour
- Headteachers award

## GOOD TO BE GREEN SCHEME

Our ethos is to notice good behaviour and give attention to children making the right choices. This is very effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing. We have a very positive attitude towards discipline, awarding children individual or class rewards such as stickers; dojos; class rewards for good effort and attitude. The main incentive for good behaviour is our ENRICH curriculum time on a Friday afternoon where children are able to select activities as a reward and possibly learn a new skill. Children who have made inappropriate choices during the week will lose privilege.

The Good to be Green scheme provides:

- a consistent and fair approach to behaviour management;
- motivates children to behave well in all aspects of school;

- promotes positive behaviour;
- recognises the need for support and consequences for inappropriate behaviour;
- a system that allows children to take ownership of their behaviour and their rewards.

#### Good to be Green principles:

- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children who adhere to the behaviour policy will be rewarded weekly with ENRICH sessions.
- Children know that there are sanctions/consequences when making inappropriate behaviour choices.

#### [What to do about disruptive behaviour in your classroom \(youtube.com\)](https://www.youtube.com/watch?v=...)

##### 1) Green Card

Most children will have a green card displayed by their name throughout the day/week. This is because they have been following the INSPIRE code consistently and have constantly promoted the INSPIRE values.



##### 2) Stop 'n' Think Card

Given to pupils who have behaved inappropriately and need support to consider more appropriate choices. This card can be reversed at the discretion of the staff member who issued the card.



##### 3) Amber Warning Card

Given to pupils who have continued to behave inappropriately during the same day, when the Stop 'n' Think card remains in place.



##### 4) Red Card

Given if a child continues not to follow the rules or they may be 'Fast Tracked' if they demonstrate highly inappropriate behaviour e.g. aggression (deliberately hurting another individual), being intentionally disrespectful, using foul language etc.



#### Sanctions (Give directions, guidance, praise and reminders first)

Stage 1	Verbal warning/Stop 'n' Think card placed next to name.
Stage 2	Amber warning card – with an explanation of why.
Stage 3	Red card – Dojo sent home to parents and miss the following ENRICH session on a Friday afternoon to complete a reflection overview with SLT.
Stage 4	Additional Red card within a week – phone call home, miss the following ENRICH sessions and an extra-curricular after school club.
Stage 5	3 red card incidents will have an internal exclusion.
Stage 6	Persistent Red cards – S.L.T. invite parents into school to discuss behaviour and consider implementing an individual behaviour plan
Stage 7	Fixed Term Exclusion.

\*The Good to be Green charts will be reset at the end of each day. Pupils can earn the right to have their Stop 'n' Think reset if appropriate behaviour is demonstrated.

### Playground Sanctions *(Give directions, praise and reminders first)*

Red cards may be issued on the playground, depending on the context, for:

- Being intentionally unkind or aggressive towards another pupil.
- Intentionally using inappropriate language.
- Not following instructions or being disrespectful.

If the Headteacher excludes a pupil, the parents are informed 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 an appeal.

Pupils with additional educational needs with behavioural and/or emotional difficulties need to be assessed and these needs met within the school situation where possible.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher, SLT and then the Headteacher. If the concern remains, they may contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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

### **SUPERVISION PRIOR TO MORNING SESSION**

It is a contractual obligation for teachers to supervise children present on the premises for the period of ten minutes prior to the morning session.

Reception to Year 6 pupils can enter the building between 8:50am and 9:00am and proceed to their classroom where the teacher will supervise. Nursery pupils will enter the building 9am and will be collected at 11:30am.

Pupils who attend Breakfast Club need to show appropriate behaviour at all times and also follow the school's INSPIRE values. The staff of Breakfast Club will inform the teaching staff/SLT/headteacher of any inappropriate behaviour or concerns.

### **STAFF TRAINING**

All staff are Child protection and Prevent trained and have undertaken 'Violence Against Women' via E-learning courses. We promote and support school-based counselling such as Circle Time, Peer Mediation and the use of SEAL and have employed an ELSA (Emotional Learning Support Assistant) and have trained THRIVE Practitioners in order to develop the emotional health and well-being of all our pupils we link with the School Counselling Service and CAMHS. We use the Restorative Approach to resolve disagreements and repair relationships. We work closely with our local community by developing after School clubs and involve the voluntary sector. All staff have had training in ACE's and understand their role in pastoral support for not only these pupils but all pupils in our care. Many staff have been trained in a range of ways to support Well-being of pupils e.g. Mini me Yoga and Tweens Yoga, Lego ABC, Attachment Theory, Mental Health Tool Kits, Mental First Aid etc. Malpas Court is a Communication Friendly, THRIVE and Nurture School we promote the Restorative approach when working with all. We focus on the 4 Purposes 12 Pedagogical Principles and many of our daily routines focus on the Skills, Knowledge and experiences under the WM set out in the

Health & Well-being Curriculum for Wales. We encourage children to understand and use the language of (Building Learning Power) BLP children understanding that they are rewarded for positive interactions with peers and staff these include being Reciprocal, Resourceful e.g. researching and collecting the resources they need for their lesson, Resilient not giving up when they find things difficult and Reflective behaviour's which help them to improve next time.

## EQUAL OPPORTUNITIES

We always take full account of the need to provide equal opportunities to children in respect of gender, race, religion, the needs of the more able/talented and those children with additional educational needs.

## PARENTAL INVOLVEMENT

If parents have any concerns about the behaviour of their own children or the behaviour of other children in the class they need to contact the class teacher in the first instance.

The school's strong links with its parents are a help in fostering mutual trust between parent/Headteacher and parent/teacher. This is beneficial when their support is required on matters of concern.

The pastoral care of the pupils by the class teachers is supported by learning assistants so that all concerned are insistent upon courteous and considerate behaviour in order that high standards can be established.

Parents are offered a range of formal and informal opportunities to visit school and to become involved in its work. It is hoped that in this way a common understanding can therefore be fostered on matters relating to pupils' behaviour and discipline.

## POSITIVE HANDLING

At Malpas Court Primary school we prioritise relationship/behaviour management training in our staff development programmes and School Improvement Plan and adopt a whole school approaches to relationship/communication/behaviour management. We strive to promote staff guidance on building relationships before correcting behaviour in School and use safe and effective Intervention which does include the Welsh Law and guidance on positive handling (physical intervention). Teachers and teaching assistants have opportunities to gain initial training and refresh their skills and knowledge as to the latest approaches within behaviour management. Staff have been trained in Team Teach behaviour de-escalation and positive handling techniques. Staff understand their powers for promoting good relationships which enhance good behaviour and will use Positive Handling as a last resort if required and complete the Positive Handling Incident form which is sent electronically to the Local Authority and child protection see Appendix 2 this is done within 24 hours. Our Headteacher has power to search for weapons if it is believed that a pupil has a weapon and could or has intent to cause harm. However, in this instance we would follow the recommendations by Team Teach and call the police.

At times, as only when absolutely necessary, it may be necessary for staff to physically intervene in order to ensure the child's safety or the safety of other pupils. For further information regarding Positive Handling please see Positive Handling Policy.

## CHILDREN BEYOND 'NORMAL' RELATIONSHIP & INCENTIVES/SANCTIONS

Very occasionally some children may be beyond 'normal' relational experiences with staff and do not respond to incentives and or building relationships in order to bring about change. They can often be confused with emotional or physical needs that have not been or are not being met. It is important to identify small achievable targets so that they can experience success. In this case a Pastoral Support Plan needs to be agreed which concentrates on one target of achievable behaviour which should be regularly monitored, with specific rewards that will motivate the child. In cases like this, the child will be placed on the ALN procedures and the ALN Coordinator will be informed and an IDP will be put in place and outside agency support e.g. Educational Psychology, SPACE, ISCAN, CAMHS referrals may be required. Parents will be involved in agreeing the Pastoral Support Plan/ IDP which will be consistent with the principles and practices within this policy. All staff will be informed of the needs of the child and will work together. There may be a need for a positive handling plan to be put in place for an individual, so that all staff have a consistent approach to addressing the individual's needs. This pupil may also require incident forms to be completed and recorded.

As a school we work alongside our local authority EWS and Inclusion Services and various agencies to ensure early identification and resolution of behaviour/communication problems in order to improve the welfare of children in our care.

Children who fail to respond adequately to a Pastoral Support Programme may/IDP will be referred to the LEA's Inclusion Team after consultation with the educational psychologist. Some pupils require specialist small class settings with high levels of support and very high structure and routine such as Base settings, Catch 22 and some pupils attend the Bridge Achievement Centre in order to learn strategies and reintegrate back into the mainstream setting keeping relationships with Staff in their local primary. On some occasions all parties may agree that the pupil would be best placed in a small class setting and be re-referred back to the Inclusion service.

### Partial Time Table

After discussion with all involved some pupils may be put on a partial time table which is then built up over time in order for the pupil to learn specific strategies to be able to cope full time in the mainstream environment. Many pupils with ASD, ADHD and Attachment can find full time education too much especially in the early years and during transition times.

### Exclusion

Exclusion is an extreme step; this step will only be taken in cases where;

- long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. In such cases pupils will be considered to have Additional Learning Needs. The procedures for meeting these needs are laid out in our Additional Learning Needs Policy;
- an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

If the Headteacher feels that collaboration between school and parents is not proving effective, after a Restorative Meeting or everyone agrees that the child needs to recognise the dangers to self and others they may be excluded on a fixed-term exclusion.

Should the Headteacher deem that the behaviours of the child at this final point are such that a further fixed-term exclusion is likely to be ineffective, the exclusion may be made permanent. As a school we work with the local authority and the Assembly Government on this issue and follow the correct protocol for exclusion which is a last resort.