Llandaff City Church In Wales Primary School

Relationship and Behaviour Policy

Policy Statement

At Llandaff City Church in Wales Primary School, we believe that fostering positive relationships and a supportive environment is essential for effective learning and personal development. Our vision states that *'Using their God-given talents, our pupils will serve others, grow and realise their potential, and live out the Gospel values'*. Our Relationship and Behaviour Policy is trauma-informed, underpinned by the United Nations Convention on the Rights of the Child (UNCRC), and is guided by a restorative approach, focusing on building understanding, empathy, and community, while also ensuring that clear expectations and repair for undesirable behaviours are established. **Appendix 1** offers a one-page overview which can be used as reference for all staff, agency staff and student teachers.

At Llandaff City Church in Wales Primary School, one of our core aims is to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. where all adults act as role models and provide the visible consistencies of expected behaviour. We adopt a positive approach to managing behaviour and this is a whole school approach Our approach is mirrored on the Paul Dix – 'When the adults change, everything changes' model.

The school has 3 rules - **Be Ready - Be Respectful - Be Safe**, and these form the basis of our expectations for everything we do, including behaviour. Our approach to behaviour focuses on what the children should do rather than 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. 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.

This policy should be read alongside Welsh Government guidance including Exclusion from Schools and Pupil Referral Units (2024), the Additional Learning Needs Code for Wales 2021, Inclusion and Pupil Support, Keeping Learners Safe, and Rights, Respect, Equality.

This policy should also be read in conjunction with 'Weapons in Schools and Educational Settings in Cardiff'. And 'Exclusions Guidance' (Cardiff Council). The Violence Prevention Lead for Llandaff City Church in Wales Primary School is the Headteacher.

Related Legislation and Guidance

https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru

https://www.gov.wales/additional-learning-needs-code-wales-2021

https://www.gov.wales/inclusion-and-pupil-support

https://www.gov.wales/keeping-learners-safe

https://www.gov.wales/rights-respect-equality-guidance

Aims of the Policy

1. **Promote Positive Relationships:** Encourage a culture of mutual trust, respect, kindness, and cooperation among pupils, staff, and the wider community.
2. **Encourage Self-Regulation:** Help pupils develop the skills to manage their own behaviour and make positive choices.
3. **Support Restoration and Accountability:** Use restorative practices to address conflicts and undesirable behaviours, fostering an understanding of impact and responsibility.
4. **Ensure Clarity on Expectations:** Clearly outline the behaviours that are expected and the possible repair for actions that disrupt the learning environment.

Expectations of Behaviour

All members of the school community are expected to:

- Treat others with respect and kindness.
- Listen to and support one another.
- Follow instructions from staff promptly and respectfully.
- Take responsibility for their actions and their impact on others.
- Respect school property and the environment.

These expectations are applied while pupils are in school, on any school business, e.g. school trips, and where behaviour outside school may impact in school.

Restorative Approach

When conflicts or undesirable behaviours occur, we will adopt a restorative approach that involves:

1. **Understanding the Impact:** Encouraging pupils to reflect on how their actions affect others.
2. **Open Dialogue:** Facilitating conversations between affected parties to promote understanding and empathy.
3. **Repairing Harm:** Supporting pupils in making amends and restoring relationships.
4. **Reinforcing Positive Behaviours:** Recognising and celebrating positive behaviour to encourage its continuation.

Pastoral Advice

Pastoral advice forms the major part of the disciplinary framework of any school and involves every adult working within that school. Much of the counselling that takes part in our school will be of an informal nature and all adults have an important role to play. Understanding and building relationships with our children is paramount and it should also provide an awareness of any underlying problems our children may have.

At Llandaff City Church in Wales Primary School we recognise the growing challenges some of our children face each day. Where necessary, the pupils can be supported through strategies such as Zones of Regulation, Thrive and Lego Therapy.

Acknowledging and Recognising Positive Behaviour

At Llandaff City Church in Wales Primary School we acknowledge and celebrate pupils who demonstrate our school values as outlined in our Vision and also the 3 school rules of '*Be Ready, Be Respectful, Be Safe*'. Actions might include praise and encouragement, stickers, values postcards, house points and names on the *Above and Beyond* Board which is in every classroom. On a Friday we hold a Champion of the Week Worship during which each class teacher chooses a champion of the week.

Repair for Undesirable Behaviour

While we emphasise a restorative approach, it is important to have clear methods of repair and reflection for behaviours that undermine our school values.

Repair for behaviours must always be proportionate to the situation, the events preceding the behaviour and meet the needs of the pupils involved.

These may include:

- **Verbal Warning:** A reminder of expected behaviour and an opportunity to correct it.

- **Reflection Time:** Time taken to think about the behaviour and its impact, either in a designated area or with a member of staff.
- **Restorative Meeting:** A facilitated discussion involving the pupil, those affected, and a member of staff to address the behaviour and agree on steps to repair relationships.
- **Parental Involvement:** Involving parents/ carers in discussions about behaviour when necessary to support the child's development.
- **Temporary Removal from Class:** In instances of severe disruption, a pupil may be temporarily removed to ensure the learning environment is maintained.
- **Formal Consequences:** For repeated or serious incidents, further actions may include referral to senior staff, behavioural support plans, or other appropriate interventions including pastoral support programmes (PSPs), internal exclusion, fixed term or permanent exclusion.

If the behaviour results in a more formal consequence, it should be recorded on MyConcern with all pupils involved linked.

Use of Exclusion

Where possible, and in the first instance of behaviours that significantly breach this policy, pupils will be temporarily internally excluded. This exclusion will be to a designated area within the school, with appropriate supervision/ support, or to another class on a temporary basis. Break periods will be allowed.

Where a serious breach of this policy has occurred, or where other approaches have been unsuccessful in deterring undesirable behaviours, the headteacher may decide that a fixed term exclusion is necessary. In this instance the parents/ carers will be informed and a letter issued providing the required details of the exclusion. Parents/ carers are expected to attend a reintegration meeting upon return to school.

In the rare instance that there is a very serious breach of this policy or following an increasing number of fixed-term exclusions, the headteacher may choose to request a permanent exclusion. At all points, Local Authority advice will be sought and the final decision whether to support the exclusion will be made by the governors' Discipline Committee.

This policy should be read alongside Welsh Government guidance including *Exclusion from Schools and Pupil Referral Units (2024), the Additional Learning Needs Code for Wales 2021, Inclusion and Pupil Support, Keeping Learners Safe, and Rights, Respect, Equality.*

Llandaff City Church in Wales Primary School is committed to inclusion and views exclusion as a sanction to be used only as a last resort and in accordance with statutory guidance and legal requirements.

Positive Handling/ Restraint Techniques

Where a pupil's behaviour is judged to be dangerous to themselves or others, or significantly damaging to property or equipment, school staff trained in the Local Authority Team Teach method of positive handling/ restraint techniques may intervene using a hold or restraint at an

appropriate level in accordance with the Local Authority policy. Any such action would follow a verbal warning of the action about to be taken and fully witnessed by another member of staff. Following the need for restraint a Personal Handling Plan (PHP) will be created for that child in consultation with parents/ carers.

Conclusion

Llandaff City Church in Wales Primary School is committed to creating a safe, inclusive, and positive environment for all pupils. By fostering strong relationships and maintaining clear expectations, we aim to support each child in their personal and academic growth while addressing behaviour in a constructive and restorative manner.

Monitoring and Review

This policy will be regularly reviewed to ensure its effectiveness and alignment with our school values. Feedback from students, staff, and parents will be sought to inform future improvements.

Chair of Governors: Mrs Elizabeth Elias

Head Teacher: Mrs Gen Hallett

Policy Created: November 2026

Next date of review: November 2028

Appendix 1

Llandaff City CiW Primary School
POSITIVE BEHAVIOUR PROCEDURES

Visible Adult Consistencies

1. The teacher is at the classroom door each morning to meet & greet every child in their class.
2. We all meet & greet each other with "Bore Da", "Prynhawn Da" or "Shwmae" and a big smile.
3. We remember to say, "Please/Os gwelwch yn dda" and "Thank you/Diolch" and use good manners.

Our Motto:
Serve, Grow, Live

We show we are part of Team Llandaff by following
3 RULES:

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

We acknowledge and notice ***'Above and Beyond Behaviours'*** in every class through:

1. 'Above and Beyond' recognition board, acknowledging when pupils have *served, grown and lived* like the saints.
2. House points (focused on work and positive attitudes to learning).
3. Weekly certificates given in Collective Worship.

Steps	Script 1	Script 2	Script 3
Reminder of expected behaviour with reference to 3 Rules ***1 – Warning (there and then)*** **2 - Reflection with scripted intervention (adult with child)** **3 - Reflection with scripted intervention (SLT or phone call home)**	*'I need you to....' You're at step 1.* *Make the right choice.*	*'You've reached step 2, so you and I need a conversation.'* (This could take place at another appropriate time) Make the right choice. W = I **w**onder..... I = I **i**magine..... N = I **n**otice..... *'Do you remember...?'* (a time when the child made good behaviour choices etc.) Discuss any actions, e.g. apologies.	*You've reached step 3 so we need a conversation* (possibly with SLT) W = I **w**onder..... I = I **i**magine..... N = I **n**otice..... **Conversation with guardians** Discuss any actions, e.g. apologies which should take place.

Incidents which happen outside the classroom should be reported to the Class Teacher (or SLT if class teacher is not available) who makes the final decision on whether step 2 or 3 has been reached.
If reflection is done during a break time, children must be supervised in class/or walk with staff member on yard. (Call for SLT if needed to help with cover for this).
At the end of the day, record any incidents that reach step 3 on My Concern (Accident form to be completed for any physical/violent behaviour towards staff). Any physical aggression or contact between pupils must also be recorded on My Concern.
If step 3 is reached, this must be followed up with a phone call home. In some cases, staff may need to also do this with step 2, depending on the child, the type of incident and frequency of incidents. With significant incidents it is possible a child goes straight to Step 3.
Please note – any form of restrictive practice must be recorded on Physical Intervention form and uploaded to My Concern – consult with SLT if unsure.