

Fairfield Primary School



Relationship and Positive Behaviour Policy

**‘Living, Working and Playing
Together’**

A Whole School Approach: Trauma Informed and Relational

At Fairfield Primary School, we believe that relationships are at the centre of everything we do. We aim to create a learning environment where everyone feels valued, secure, motivated, and able to learn, with pupil wellbeing being key to the development of each individual.

We have adopted a **Trauma Informed approach (TIS)** to behaviour. We understand that positive behaviour within set boundaries is the foundation of all learning, but more importantly, we recognise that **all behaviour is a communication of an emotional need**.

Our policy is not focused on rule enforcement; it is a means of promoting positive relationships so that we can all work together. Our approach is intentional, consistent, and predictable in order to develop and sustain positive, respectful boundaries.

All those people involved in the life and work of the school will be responsible for the implementation of this policy.

Staff have matched this policy to the articles from the UN Convention on the Rights of the Child.

This policy is based on the Five Pillars of Practice:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

‘Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.’ **(Paul Dix – When the Adults Change Everything Changes)**.

‘Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.’ **(Paul Dix, 2017)**.

Our School Rules

To ensure clarity and consistency for all children and staff, Fairfield Primary School follows three simple rules:

Ready, Respectful, Safe

We look for the following behaviours associated with these rules:

1. Ready

- **Arrive prepared:** Be on time and have the necessary equipment ready for lessons and activities.
- **Be focused:** Super sitting. Pay attention and listen carefully when others are speaking.
- **Start quickly:** Begin tasks right away when asked to do so.

2. Respectful

- **Treat others kindly:** Use kind words and have a positive attitude towards other children and adults (kind hands, feet and words).
- **Listen to others:** Give others a chance to speak and listen to their opinions.
- **Care for property:** Use equipment and the environment carefully and keep it tidy.

3. Safe

- **Move safely:** Walk and move around in a way that prevents accidents and is not disruptive. Use your proud walk.
- **Protect yourself and others:** Be mindful of your actions and make choices that keep you and those around you from getting hurt and make choices that help keep you safe.
- **Act online responsibly:** Use the internet and social media in a safe and appropriate manner.
- **Report worries:** Inform an adult if you see or experience anything that makes you feel unsafe, uncomfortable or worried.

These rules are displayed around the school and are referred to throughout the school day. They support the pupils' understanding of behaviour expectations and provide a common language for everyone.

Core Principles

1. Positive Relationships & 'Connect Before Correct'

We believe that children learn best when they feel safe and connected to the adults around them. When dealing with behaviour, we prioritise the relationship. We **'connect before we correct,'** ensuring the child feels seen and heard before we address the behaviour. This helps to de-escalate situations and allows the child to regulate their emotions.

2. Positive Noticing

We actively look to notice and praise positive behaviour. We encourage high standards of work and behaviour through praise and positive reinforcement. We focus our attention on the behaviours we want to see more of, rather than highlighting the negative.

3. Consistency and Teaching Teams

Consistency is safety. As a staff, we work together to create an environment where negative emotion from adults is all but absent—keeping steady is the key. Teaching teams (Teachers and Support Staff) must have a plan and strategy:

- **Agree approaches** that work in specific class context. (e.g. Meet and greet the children at the beginning of each school day)
- **Set the culture together** so expectations are identical regardless of which adult is present.
- **Model the positive behaviour** we expect and build positive relationships.

Self-regulation

There are several layers in place to encourage children to self-regulate their behaviour in a positive way. We commit to thinking that 'all behaviour is communication' and what is the child trying to communicate. The context of the situation is to be always considered. They may also need to seek the support of key adults who have a strong rational currency with the child. A child is not to be defined by their behaviour and it should be explained to the child that they have made a wrong choice. The choice is linked actions and not the child. Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the child.

Additional Support

We recognise that some children may need extra support, perhaps due to trauma, specific learning needs or difficult life circumstances or events. For these pupils, we have specific interventions in place to ensure they feel safe, secure, and ready to learn.

In a very few cases where behaviour may appear poor, for most of these pupils there are reasons which could include trauma, specific learning needs or difficult life circumstances or events. These pupils are developing positive relationships with trusted adults and where necessary the school has risk assessments and/or IDPs in place. These pupils may have individual behaviour support plans which supplement this relationship policy. In some cases, the school works closely with agencies such as Engagement service, Inclusion service and external agencies such as Children Services and Team around the Family.

Support strategies may include:

- **Morning 'Meet and Greets':** For some children, a key adult will meet them at the start of the day to check in, connect, and ensure they are regulated before entering the classroom environment.
- **Regulation Activities:** We provide scheduled opportunities for regulation, which may include sensory breaks, movement activities, or quiet time, helping children manage their emotional state throughout the day.
- **One Page Profiles:** These are reviewed by the class team on a half termly basis and provide specific interventions/plans/strategies to support individual children.
- **Emotionally available adults** – these act as key person/coach for children with emotional or social needs. They help children improve outcomes by unblocking barriers to learning and / or behaviour. Examples of inventions include Elsa, change of face, the Haven and emotional support following negative/distressing experiences.
- **Bespoke Plans:** Where necessary, we implement individual plans tailored to the specific needs of the child.

Support for staff

- We acknowledge that some behaviours/incidents can cause staff distress and/or upset. It is essential they speak to their line manager for support and where necessary BE1 and AC1 forms need to be completed. Staff can also contact Westfield Health for support.

- Training – staff will receive annual training on TIS approaches and the school's approach to behaviour.

Scripts and Language: PACE and WINE

To ensure we are consistent and supportive, staff use specific scripts and frameworks when speaking to children. This creates safety and predictability.

The WINE Structure

When a child is distressed or dysregulated, we use **WINE** to understand their needs:

- **Wonder:** "I wonder if you are feeling..."
- **Imagine:** "I imagine that must be really hard..."
- **Notice:** "I notice that you are..."
- **Empathy:** Show you understand their feelings.

The PACE Approach

We use **PACE** (Playfulness, Acceptance, Curiosity, Empathy) to build connection:

- **Playfulness:** Keeping the tone light where appropriate to reduce shame.
- **Acceptance:** Accepting the child's feelings and internal experience, even if the behaviour is unacceptable.
- **Curiosity:** Asking open questions without judgement.
- **Empathy:** Showing we care about their distress.

Further detail and support on how to use the PACE approach with examples and consistent scripts can be found at:

<https://cavuhb.nhs.wales/files/resilience-project/resilience-project-logo-adjustments/pace-pdf/>

Consistent Scripts for Staff

Using a script prevents emotional reaction and keeps boundaries clear.

- **Playfulness prompts:**
 - Use a light tone of voice, like you might use when storytelling, rather than an irritated or lecturing tone.
 - Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so not to tower over them.

- Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition.
- **Acceptance scripts:**
 - “I can see how you feel this is unfair. You wanted to play longer”
 - “You probably think that I don’t care about what you want”
 - “You were letting me know that you were really scared when you ran away from me”
 - “I can hear you saying that you hate me and you’re feeling really cross. I’ll still be here for you after you calm down”.
 - “I’m disappointed by what you did, but I know you were really upset. It doesn’t change how much I care about you”.
- **Curiosity scripts:**
 - “I’m wondering if you broke the toy because you were feeling angry.”
 - “I’m thinking you’re a little nervous about going back to school today, and that’s why you don’t want to get ready this morning”.
 - “I’ve noticed that you’ve been using a really loud voice, and if you’re trying to tell me that you’re angry with me.”
 - “I’m a little confused. Usually, you love going for a walk, but today you don’t want to go. I’m wondering what’s different about today”.
 - “When she couldn’t play with you today, I’m wondering if you thought that meant she doesn’t like you.”
- **Empathy scripts:**
 - “You are SO upset about this right now. That must be hard!”
 - “It hurt so much when she didn’t ask you to play. You were probably thinking ‘Why did she do that?’ It was a real shock for you.”
 - “You wanted to have another turn so badly. You were so excited about it and it’s so unfair that we ran out of time”.
 - “It seems to you like he hates you. That must be hard. I know you like him a lot, so this is confusing”.
 - “I know it’s hard for you to hear what I’m saying.”
 - “Me saying ‘No’ has made you angry with me. I get why you don’t want to talk to me right now”.

- **Reset Expectations:** "We have agreed that (Ready/Respectful/Safe) is one of our rules. I need you to..."

"This is just a pause. I want you back in and working."

- **Offer Help:** "What do you need most right now to get back on track? How can I help you?"

"I care about you too much to let you get hurt..."

- **Plan to go back in:** "OK, breathe, we need to go again. When you go back in, I will help make it easier for you."

The 5 Steps to Behaviour

We understand that children make mistakes. If a child is struggling to self-regulate or follow the school rules (Ready, Respectful, Safe), we follow these 5 steps (although a variety of de-escalation or specific techniques may have been used before following these 5 steps):

STEP 1: Verbal

STEP 2: Reminder (R)

STEP 3: Warning (W)

STEP 4: Quiet Space / Regulation

STEP 5: Teacher Choice & Restorative Conversation

To ensure consistency of approach these rules should be applied by using the following approach:

STEP 1: Verbal A gentle, non-verbal or verbal nudge. Noticing the behaviour and giving the child a chance to self-correct without public attention.

STEP 2: Reminder (R) A clear reminder of the rules.

- "I notice you are... I need you to be **Ready** to learn."
- "Remember our rule is **Respectful**."

STEP 3: Warning (W) A formal caution that outlines the next step if the behaviour continues. This is delivered calmly and clearly.

STEP 4: Quiet Space / Regulation (Time Out in Class) This is a **no-blame** environment intended to help the child calm down and regulate. It is a "time in" rather than a "time out" in terms of support. The child has 3 choices:

1. Self-regulating space.
2. Talk, support, and reset.
3. Quiet space to do their work.

STEP 5: Teacher Choice & Restorative Conversation This is key. The class teacher knows their children best and has the authority to decide regarding the consequence. It is about using a considered response guided by the situation. Parents must be notified at the end of the day or via phone if a child reaches step 5. The incident needs to be recorded and SLT must be informed.

- **Restorative Conversation:** This is essential to repair the relationship. We discuss:
 - "What happened?"
 - "What were you thinking at the time?"
 - "Who has been affected?"
 - "What do you need to do to make things right?"

Use this [restorative script](#) to structure your conversation or use the [child friendly restorative script](#).
- **Natural Consequence:** e.g., catching up on work, missed playtime to reflect.

Automatic 'Red' Behaviours

Incidents that are considered an automatic 'red' include:

- Discrimination
- Drug related (see alcohol and substance misuse policy)
- Theft
- Vandalism
- Excessive physical behaviour

These will be counted as a separate incident and will not contribute to the tracker system that has been going on for any other behaviour previously. Any step 5 behaviours will be reported to parents or carers, recorded and SLT will be notified.

Consequences are to be given by the class teacher, but automatic 'reds', second step 5s or continuous cases will involve the SLT. As each incident is individual, they will be considered on a case-by-case basis. They may also involve referrals to other agencies (e.g. Vale Family Compass, Engagement Services, Play therapy, Children's Services, Police etc...).

Bullying and Racism. There are separate policies to deal with rare incidents of bullying. We are clear about the difference between behavioural and bullying problems and have made every effort to make sure the children are clear about this difference.

Rewards and Recognition

At Fairfield, we focus on the positive. We want children to feel proud of their achievements.

- **Positive Noticing:** Verbal praise, smiles, and recognition of effort. Stickers, team points and a mention/note/phone call home will be given, and the positive behaviour will be explained.
- **Team Points:** Focuses on a specific positive behaviour the teacher wants the whole class to achieve or directly to the school rules - ready, respectful, safe. Every term the winning house wins a trophy.
- **Seren yr Wythnos / Star of the Week:** Given for a good work and positive behaviour identified by the class, celebrated in Friday's assembly.
- **Proud to Present:** A record of good work and achievements celebrated in Friday's assembly.
- **Milkshake with the Head:** The Head of School or member of SLT will invite children who have gone 'above and beyond' to share a milkshake with them on a Friday.

We recognise and reward learners who go 'above and beyond' our standards. We have numerous rewards and recognitions, but our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Monitoring and Review

This policy is a working document that supports the wellbeing of all staff and pupils at Fairfield Primary School. It will be reviewed annually to ensure it continues to reflect our trauma-informed commitment.

The Role of the Behaviour Coordinators

Mr G Jones, Doctor Edwards and Mrs L Convery

The Behaviour Co-ordinators are very important members of the school's Senior Management Team.

“The consistent application of positive behaviour policies that are agreed by all staff and effective monitoring by senior management in schools, helps to ensure an atmosphere where expectations of good behaviour are high.” (Behaviour in Wales ESTYN 71)

The Behaviour Co-ordinator has an important role to play in supporting and guiding staff in the consistent implementation of the whole school Behaviour Policy with particular reference to procedures and protocols.

The Behaviour Co-ordinator will:

- Visit classrooms to offer practical advice on classroom management and organisation.
- Suggest strategies that will help to improve the classroom behaviour of difficult pupils.
- Suggest ways of improving the confidence and self-esteem of pupils and teachers.
- Help to improve the expertise of teachers and all other staff in managing behaviour.
- Remind staff and pupils of school rules, ensuring consistency throughout the school.
- Support individual pupils when difficulties occur.
- Organise parenting programmes.
- Liaise with outside agencies in order to improve understanding of the problems experienced outside school.
- Ensure that the learning needs of the pupils are not adding to difficulties of behaviour.
- Take the lead in reviewing the school relationship policy.
- Ensure that recent innovations in behaviour strategies are considered.
- Attend relevant courses.

- Provide whole school INSET for behaviour.
- Demonstrate strategies (e.g. PACE and WINE).

The Role of the Headteacher

Mrs R Butterworth (Executive Head teacher) and Mr G Jones (Head of School)

If the head teacher becomes involved, they liaise with the ALNCo and outside agencies to discuss the needs of the individual child.

It is the responsibility of the head teacher, under the School Standards and Framework Act, 1998, to implement the school behaviour policy consistently throughout the school. and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all the children in the school.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. The role of the governors is detailed in the exclusion policy.

Only the head teacher (or acting head teacher) has the power to exclude a pupil from the school. The head teacher may exclude a pupil for one or more fixed periods, for up to forty-five days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant. **The chair of governors and the exclusion committee is to be informed of any fixed or temporary exclusions.**

If the head teacher excludes a pupil, they inform the parent immediately, giving reasons for the exclusion. At the same time the head teacher 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 appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond the five days in any one term.

The head teacher monitors the effectiveness of this policy on a regular basis. They also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

If the school has to use correctives, it is expected that parents will 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 head teacher. If the concern remains,

they should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as set out in the school's complaints policy.

Policies related to this: Anti- bullying policy / Home-school Agreement / Attendance / Restrictive Practices Policy / Equal Opportunities / Anti-Racism policy / RSE policy and Disability and Discrimination.