

Ysgol  
Gynradd Nant Celyn



Nant Celyn Primary  
School

# Relationships and Behaviour Policy

July 2025

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## 1. Rationale

Behaviour is a key feature of school life about which there should be a clear, shared understanding between Headteacher, staff, governors, parents/carers and pupils. At Nant Celyn Primary School we recognise that the majority of our pupils behave in an exemplary manner and we are keen to ensure that such behaviour is recognised and rewarded appropriately and highlighted as 'behaviour to aspire towards' by other pupils. This policy therefore has been developed to ensure that a consistent approach towards positive behaviour management is applied across the school providing effective praise and support for the pupils in our care.

### **1.1 The United Nations Convention on the Rights of the Child**

Rights are things every child should have or be able to exercise. These rights are listed in the UN Convention on the Rights of the Child. All the rights are connected to each other and all are equally important. At Nant Celyn Primary School, the following rights are supported by this policy:

- All adults should do what is best for you
- You have the right to give your opinion, and for adults to listen and take it seriously
- You have the right to find out things and share what you think with others
- You have the right to choose your own friends and join or set up groups
- You have the right to privacy
- You have the right to be protected from being hurt or mistreated, in body or in mind
- You have the right to a good quality education
- Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people
- No one is allowed to punish you in a cruel or harmful way

### **2. Aims and expectations**

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school 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. It aims to set out clear expectations of relationships, behaviours and communication.

This policy aims to teach, through the school curriculum values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.

Children are encouraged to take responsibility for their own behaviour. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour by providing a range of rewards for children of all ages and abilities. It also seeks to make clear the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

#### **2.1 Objectives**

- To develop children's self-discipline and self-control.
- To enable children to be on task with their learning.
- To encourage the individual child to recognise the rights of others.
- To promote the values of honesty, fairness, kindness, inclusion, community and respect for others.

Good behaviour is necessary for effective learning and teaching to take place. We need a code of conduct and rules by which the school community lives. This code must be explicit and clearly communicated to all members of the school community.

### **3. Related Documents**

- Anti-Bullying Policy
- Additional Learning Needs Policy
- Home–School Agreement
- Equalities Scheme and Strategic Equality Policy
- RSE Policy

### **4. School Expectations of Good Behaviour – The School Rules**

Children are expected to behave in a way that makes it possible for everyone to learn. The following rules apply to all members of the school community in all areas of school life:

In Nant Celyn, we...

- Treat others as we would want to be treated
- Are polite and listen to each other and adults
- Work hard
- Keep ourselves and others safe
- Try our best
- Are one community

These whole school rules apply to all members of the school community and are complemented by our OPAL provision to support relationships and behaviour during lunchtimes. The primary aim of our relationships and behaviour policy however, is not to have a system that enforces rules, it is a means of fostering positive relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the whole school community in aiming to allow everyone to work together in an effective and considerate way.

At Nant Celyn Primary School, all children are treated fairly and all school staff apply this behaviour policy in a consistent way. A copy of the rules along with the full list of rewards and sanctions is to be displayed in every classroom.

## **5. Nant Celyn Primary School Positive Behaviour Plan**

### **5.1 Promoting Good Behaviour**

Research shows that the use of positive 'proximity praise' is highly effective in improving the behaviour of peers, and therefore it is important to try and catch children being good. All members of staff can give verbal or written praise as often as possible throughout the school day enhanced by the use of stickers and notes home when necessary.

We use our Relationships and Behaviour Policy to recognise and reward consistent good behaviour for children in Reception to 6 and also as an aid to allowing children to correct their behaviour where necessary (see also 'inappropriate behaviour'). We promote the individuality of staff and children and classes may have their own prizes and rewards in place, alongside our whole school policy.

## 5.2 Outstanding Effort:

Rec - Year 6 will have class Dojo accounts, specifically for the reward system. Individual pupils can be awarded 'Monster Points' through the Class Dojo in recognition of extra effort. These can be categorised by the class teacher (to include a 'used Welsh' dojo point) and are recorded in the online classroom.

Each class will work toward an agreed prize or treat and it is important that this goal is referred to regularly. Class teachers may either choose a target total of Dojo points or if preferred, a different visual representation of effort may be used (ie filling a jar with marbles). Teaching staff must set a sensible target with a reasonable timescale to ensure that the prize or treat is perceived as being achievable and something worth aiming for by the children (suggested two targets per half term).

Nant Celyn is a fully inclusive school and there are pupils who benefit from alternative bespoke reward systems. For these children, strategies will have been agreed with the child, recorded on an individual behaviour plan and confirmed as appropriate by the school inclusion officer. It is important that class teachers discuss behaviour regularly with all pupils outlining why some children appear to be treated differently to other pupils within the class.

At Nant Celyn, we are committed to recognising and celebrating positive behaviour and effort as part of our whole-school approach. Through our **Nant Celyn Role Models** initiative, children who consistently demonstrate kindness, respect, and a strong work ethic are acknowledged within the school community. In addition, teachers regularly send messages of positive praise via GroupEd to share outstanding effort and achievement directly with families. These practices help reinforce our values, nurture self-esteem, and build strong home-school partnerships rooted in encouragement and celebration.

NB: teaching staff are to ensure that all reward strategies are able to be applied consistently should the class be covered by another member of staff.

In consultation with all stakeholders, a communication strategy has been developed and can be found in Appendix 5. Staff will communicate with parents in a variety of ways,

## 5.3 Celebration Assembly

The Celebration Assembly takes place in the main hall each Friday and is attended by all pupils. During the assembly, children are encouraged to display their achievements attained both in and out of school including any performances (music, dance, sport etc).

Each class teacher nominates one 'Seren Yr Wythnos' (Star of the Week) and a Reader of the Week from their class who receives a certificate. The class teacher will explain why they have chosen that child.

The Welsh Spies present 'Dawn y Draig' Ffynci (Dawn the Dragon) to those staff and pupils who deserve special mention for using lots of Welsh across the week. The 'Headteacher Award' is presented to one pupil from each Key Stage following discussion with staff.

The class with the highest attendance is recognised and a prize given to that class and birthdays are celebrated for those children who wish to do so.

Some children with additional learning needs may not be able to access the Achievement Assembly; the headteacher or senior leader taking the assembly will ensure that such children do not miss out on any prizes / stickers etc.

## 5.4 Inappropriate Behaviour

Poor behaviour can have a negative impact on learning and teaching within the classroom and contradicts the UN rights of the child. There is a need to register disapproval and ensure that effective learning and teaching can take place. This is essential for the stability, security and success of our school.

Whilst unacceptable behaviour cannot be ignored, it is of the utmost importance pupils understand fully that it is the behaviour being displayed that is unacceptable and not the child.

Minor breaches of discipline are generally dealt with by the class teacher, in a caring, supportive and fair manner, with some flexibility and differentiation for pupils with an additional learning need. Pupils may benefit from time out within the classroom or from a short move to a suitable partner class. Should a pupil continue to behave in a way that disrupts learning, there is a clear sequence of sanctions through the Relationships and Behaviour Policy.

Should a child choose to display inappropriate behaviour, the following script will be used by the attending adult when requesting a certain action – ‘I’m asking you for the first time’, ‘I’m asking you for the second time’, ‘I’m asking you for the third time’. Should a child not correct their behaviour following a third reminder, the child will be issued a yellow card. The yellow card remains in place until the end of that session or when the behaviour has been corrected, whichever is sooner. Pupils in receipt of a yellow card will need to wait behind at the end of the session to have a debrief with the class teacher and to finish any work missed or discuss any additional sanction needed (teachers will use their own professional judgement and widen this range to fully support individual pupils). Teachers will track their own yellow cards to track trends and speak to parents to ensure consistent low level disruption is addressed.

Should the pupil continue to behave inappropriately, a further verbal warning will be issued. Should poor behaviour continue after the further warning, the child will be given a ‘Red Card’, the initial sanction will be either 1, 2 or 3 working lunchtimes in a designated area. (Alternate play provision will be provided).

The class teacher will complete the ‘Reason for Red’ Google form <https://forms.gle/zryxGVcUqfgnjB3X7>. Any pupil who receives a red card will be tracked by SLT and regular monitoring to identify patterns and trends is set on SLT agendas throughout the year.

The working lunch/red card sanction will be held in the spare classroom (next door to Ms Jones’ class). Children need to be dropped to the classroom and will eat their lunch there. There will be a rota of staff to supervise. During the working lunch, pupils will be required to complete work missed, complete a task set by senior leaders or compose a letter of apology.

It is vital that the sequence of sanctions is followed consistently. Pupils should be given every opportunity to reflect upon their behaviour and to try to correct it. However, damage to school or other people’s property, leaving class without permission or prior agreement, the use of bad language or physical contact against another person may warrant an instant red card. This is at class teacher discretion however senior leaders may amend this sanction at a later stage if the instance was more serious than first suspected) – see also ‘Procedures for Dealing with Major Breaches of Discipline’.

Each sanction must be followed up with a debrief between the class teacher and the pupil

where the class teacher welcomes the pupil back to class for a fresh start. Failure to do so will reduce the ability of the class teacher to maintain a calm working environment within the classroom and will undermine the relationship the teacher has with that pupil. Class teachers are responsible for the behaviour in their class and should not seek to abdicate responsibility for behaviour management to the senior leadership team until all behaviour management strategies laid out in the policy have been followed. Senior Leaders provide support for class teachers' management of behaviour.

Should a pupil fail to agree to any sanction (i.e. refusal to go to a senior leader or to miss lunchtime), a member of SLT is to be notified who will arrange for support to be provided for the class teacher. Should a child continue to refuse to follow the direction, he / she will be escorted from the classroom and taken to a calm area and parents will be contacted to come in for a meeting.

Positive Handling will only be used as a last resort inline with the School's current positive handling policy and individual positive handling plans.

Our approach to supporting pupils who display inappropriate behaviour can be found in Appendix 2. Where a child continues to refuse to accept sanctions and behaviour continues to pose a problem, parents will be contacted and if there continues to be little or no improvement, the headteacher may consider the use of a fixed term exclusion (see also 'Procedures for Dealing with Major Breaches of Discipline').

The class teacher will keep a private record of each child's behaviour by tracking the frequency of yellow or green cards. Staff may track this in whichever format they choose, however there is an example below. Should a pattern emerge, the class teacher should consult with the child's parents. Red card pupils will be discussed each month at the Senior Leadership Meeting. Should patterns of poor behaviour become evident, parents will be invited to meet with the class teacher and a member of the senior leadership team and where necessary, individual behaviour plans will be used to support individual pupils (see also Additional Learning Needs Policy).

## **6. Lunchtime Supervision**

At lunchtime, supervision is carried out by mid day supervisors along with a rota of teaching assistants (see also play and lunchtime supervision policy). To aid consistency and in order to promote the importance of good behaviour during these times the expectations detailed above are promoted by midday supervisors in line with the positive behaviour plan of the school.

## **7. Procedures for Dealing with Major Breaches of Discipline**

On rare occasions, certain behaviours will supersede the normal Behaviour Policy. More serious breaches of discipline involve

- Verbal abuse directed at a member of staff or a pupil
  - Swearing
  - Physical abuse directed at a member of staff or a pupil
  - Deliberate damage to pupil or school property
  - Leaving the class without prior agreement
- Racism or homophobic language

In such cases the teacher or midday supervisor will send the child to the Headteacher, Deputy Headteacher or (in their absence) a member of the Senior Leadership Team who will log the incident and provide support. Often these behaviours occur as a result of a loss of temper and it may be appropriate to allow the pupil time to calm prior to investigating.

Witnesses (staff and pupils) should complete a [Red Card Form](#) to be kept as evidence of the incident. Contact will be made to home via a phone call to inform parents of any such behaviour.

If problems persist, parents will be invited into school to discuss ways in which both home and school can support that pupil towards improving their behaviour. This may result in a behaviour plan being agreed (see Additional Learning Needs Policy). Should a pupil continue to find managing their behaviour difficult, the advice of external support agencies will be sought with the permission of the parents and the following measures may be applied. Further sanctions may be considered for regular and repeated behaviour.

## **7.2 Children Fighting**

If children are fighting, the member of staff on duty is to ask the pupils to stop. Where pupils continue, the member of staff is to remove the audience and summon help (either via walkie talkie point or by sending a pupil). Once another member of staff has arrived to support, both staff (if comfortable to do so) are to use the 'Shield' to separate the pupils.

NB: it is up to the member of staff in attendance to carry out their own dynamic risk assessment prior to intervening.

## **7.3 Children Absconding from the Premises**

Should a pupil leave the school premises, the staff member with the pupil in view is to follow at a safe distance taking their mobile phone with them. As soon as the pupil exits the site, tell the pupil you will need to call the police and if the pupil persists in leaving, call 999. The police may keep the staff member on the phone. Do not chase the pupil. Where possible, keep school updated who will contact parents.

## **7.4 Exclusion from External Visits**

In extreme cases and in order to keep all children and staff safe, children who find managing their behaviour difficult may have to be excluded from external trips and visits if suitable adaptations cannot be made.

## **7.5 Internal Exclusion**

Internal exclusion provides an opportunity for a child to continue learning in school without causing further disruption to the learning of others. This may be a strategy employed to prevent a fixed term exclusion or to aid reintegration into school following an exclusion.

Internal exclusion is when the pupil is excluded from learning & playing with his/her peers but instead is located in a different class or with a senior member of staff. On occasions where a group of pupils require internal exclusion, the group rooms may be used to group pupils. The class teacher continues to provide the pupil with appropriate learning activities and maintains frequent contact with the child during the period and in addition, the Thrive Practitioner provides restorative materials to support re-integration. The process is intended to be very short term- a maximum of 5 days and is reviewed daily by the class teacher & deputy head responsible for behaviour.

## **7.6 Modified Day**

In order to prevent further fixed term exclusions a child may be placed on a modified day. This will be done in full consultation with parents, LA Inclusion Officer & any external agencies involved in the child's care. If implemented, modified days are reviewed

regularly with the aim of full attendance being regained as soon as possible.

### **7.7 Fixed Term or Permanent Exclusion**

For very serious breaches of discipline (eg. Repeated defiance of rules, serious damage to school property, any physical assault on a member of staff, an unprovoked or serious physical assault on a pupil), a fixed term or a permanent exclusion may be imposed (permanent exclusions in consultation with the Governing Body and Local Authority). Parents have the right to appeal to the governing body against any decision to exclude.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The chair of governors and the Pupil Discipline and Exclusion Committee of the Governing Body are to be informed of any fixed term exclusions. If the headteacher excludes a child, he/she informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The headteacher informs the local authority and the governing body of any exclusions, and about any fixed-term exclusions beyond five days in any one term.

Parents have the right to appeal against a decision to exclude and can do so via the Governor Appeals Panel. If the appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **8. Pupils with additional learning needs (see also ALN Policy)**

Nant Celyn is a fully inclusive school and the school and its governors are committed to the belief that the education provided should be designed to meet the needs of each individual pupil.

For some pupils at Nant Celyn, behaviour is recognised as an additional learning need. Pupils who present as Complex or Highly Complex will most likely be unable to adhere to the conventions of the whole school behaviour policy and additional support will be required.

The school will provide support for pupils who present as Complex or Highly Complex (including regular debrief and ongoing support) as follows:

- Behaviour chronology logs
- Individual Behaviour Plans
- Person Centred Planning Meetings
- Modified Timetables
- Modified Curricula
- Modified Days
- Positive Handling Plans

- Pastoral Support Plans
- Counselling
- Play Therapy

## **9. The use of Positive Handling**

As a last resort positive handling may be appropriate to keep children safe. Should this occur it is immediately reported to the Headteacher and recorded via school QR online form systems.

All members of staff are aware of the regulations regarding the use of force by teachers as set out in DfEE circular 10/98, relating to section 550A of the Education Act 1996; The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions we take are in line with government guidelines on the restraint of children and sufficient staff have been trained in positive handling methods through Team Teach.

(Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe)

## **10 Roles and Responsibilities**

### **10.1 The role of the Governing Body**

The Governing Body will ensure that the policies and procedures outlined within this document are appropriate. Governors will support the school where relevant in the celebration of pupil achievement and where necessary by hearing appeals from parents regarding the use of sanctions in school.

### **10.1 The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are adhered to in their class, and that pupils within the class behave in a responsible manner during lesson times & throughout the school day.

The class teacher treats each child fairly in accordance with individual needs, and enforces the classroom rules consistently. The class teacher treats all children in their class with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, discuss the needs of the child with the educational social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child, in order that a meeting be arranged to discuss how both parties can work together in addressing the child's behaviour/welfare. In instances of repeated poor behaviour, it is important that the class teacher makes first contact with parents in order to maintain a positive and respectful relationship between class teacher and pupil.

The class teacher ensures that whole school strategies are followed to

encourage good behaviour.

## **10.2 The Role of Parents**

Parents can help

- By reading and signing the Home School Agreement annually
- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By attending behaviour meetings and following up agreed strategies at home
- By remembering that staff deal with behaviour problems patiently, fairly and positively

## **10.3 The Role of the Headteacher**

It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher monitors the effectiveness of this policy on a regular basis, 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 sanctions we expect parents/carers to support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the headteacher. 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 in the school's complaints policy.

### **Monitoring and Review**

This policy will be reviewed every three years by the staff and the governing body.



RESPECT - KINDNESS - FAIRNESS - HONESTY - INCLUSION - COMMUNITY

# Relationships & Behaviour at Nant Celyn

## AIMS

- ✓ Keep everyone safe
- ☀️ Recognise and reward good behaviour
- 📖 Help all children become great learners
- 👨‍👩‍👧‍👦 Work as a school community to be the best that we can be!

## WHO IS THIS FOR?

- 👦 Children
- 👩‍🏫 Teachers & TAs
- 👨‍🍳 Lunchtime Staff
- 👨‍👩‍👧‍👦 Parents
- 👋 School Visitors

## In Nant Celyn we...

Treat others as we would want to be treated      Are polite and listen to each other and adults  
Work hard      Keep ourselves and others safe      Try our best      Are one community

## OUR REWARDS

- ★ Star of the Week
- 📧 Message home
- 🎟️ Raffle Ticket
- 😊 Stickers
- 🎮 Dojo Points

## IF WE DO NOT FOLLOW THE SCHOOL RULES

**Yellow Card** - An adult will remind us of the rules, 3 reminders will lead to a red card. If we need some space to reflect after being given a red card we may have some time in a partner class.

**Red Card** - An instant red card can be given for swearing, fighting, damage to school or children's property, racism or bullying. A red card means we miss lunchtime break and our parents are informed. Red cards are tracked by Ms Smith and Mr Davies and if we have lots of red cards there will be more consequences!

## OUR TEACHERS WILL...

Make sure we understand the school rules      Be consistent and fair  
Remind us if we forget      Reward good and outstanding behaviour!



## Appendix 2

Stage	Definition/Examples
Reminders	Low level disruptions - Talking out of turn - Not following instructions immediately
<b>Yellow Card Behaviours</b> <b>(A child must have 3 reminders before being put on a yellow card)</b>	Repeated or more serious low-level behaviours such as:  - Ignoring reminders - Talking over staff - Minor disrespect (e.g., rudeness, name-calling)
<b>Red Card Behaviours</b> <b>(Work in another classroom, red card lunchtime, phone call home and Rec Card Form)</b>  <b>Red cards will be monitored by SLT monthly. 3 red cards in a month will result in meeting with parents and further consequences eg. behaviour passport/internal exclusions/FT exclusions etc)</b>	<ul style="list-style-type: none"> <li>- Escalation from Yellow Card</li> <li>- Physical contact (where no injuries have occurred eg. pushing/shoving)</li> <li>- Directed swearing</li> </ul>
<b>Internal/Fixed Term Exclusion</b>	Physical behaviour towards staff/Pupils resulting in injury Swearing Absconding

Where a child consistently reaches red, SLT will need to consider more severe sanctions to ensure that the learning of other pupils is not continually disrupted. Should a pupil refuse to complete their work or activity during the Working Lunch, additional time will be added.

Serious behaviour such as swearing, damaging property, threatening behaviour or physical aggression towards children or staff will result in an immediate red card .



Appendix 4

Nant Celyn - Incident/Behaviour Log



Name:

Date/Time	Trigger	Behaviour	Action	Staff Present	Outcome/ Future Actions

## Appendix 5

### Communication with parents overview

Behaviour Type	Who Communicates	How	When
Positive	Teacher	Sticker/message	Within the week
Exceptional positive	Teacher or SLT	Phone call, certificate, Head Teachers Award	Same week
Exceptional, constant and consistent positive	Headteacher	Nant Celyn Role Model award	Same day
Low-level concern	Teacher	Message/conversation at home time	Same day
Persistent yellow cards	Teacher	Phone call and follow-up meeting	When appropriate
Serious incident (red card)	Person issuing card	Immediate phone call	Same day
Persistent red cards	Teacher + SLT	Phone Call, meeting with parents, behaviour log + regular parent check-ins	Weekly updates