



Relationships and Behaviour Policy 2026–2029

Policy Statement

At Bryn Awel Primary School we are committed to creating a safe, inclusive and nurturing learning environment where all pupils feel respected, valued and supported to succeed.

Our approach to behaviour is rooted in positive relationships, restorative practice, emotional well-being and high expectations. We believe that behaviour is a form of communication and that children learn best when they feel safe, understood and connected.

This policy reflects Bryn Awel's commitment to:

- The RAISE curriculum values
- Rights Respecting Schools
- Curriculum for Wales
- Whole School Approach to Emotional and Mental Well-being
- Trauma-informed and relational practice
- Welsh Government guidance on behaviour, well-being and inclusion

This policy should be read alongside:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- ALN Policy
- Equality and Inclusion Policy
- Positive Handling Policy
- Class Dojo Guidance and Behaviour Appendices

RAISE Values and Golden Rules

At Bryn Awel our behaviour expectations are underpinned by our RAISE values:

Resilience – supporting pupils to regulate emotions and persevere through challenges.

Aspiration – encouraging all learners to achieve their full potential.

Independence – enabling pupils to take responsibility for choices and behaviour.



Success – celebrating positive relationships, effort and achievement.

Effort – promoting kindness, empathy and positive contributions to school life.

Our three golden rules are:

- Ready
- Respectful
- Responsible

These expectations apply across all aspects of school life.

Trauma-Informed and Relational Practice

At Bryn Awel Primary School we recognise that behaviour is a form of communication.

We understand that children may experience difficulties with emotional regulation, relationships, anxiety, trauma, attachment, neurodiversity or additional learning needs which can affect behaviour and well-being.

Our approach is rooted in:

- Positive relationships
- Emotional safety
- Consistency
- Empathy
- Restorative practice
- High expectations

Staff seek to:

- Regulate before reasoning
- De-escalate situations calmly
- Support pupils to reflect on behaviour
- Help children repair relationships
- Teach self-regulation skills
- Provide predictable routines and boundaries

While we maintain high expectations of behaviour, we are committed to responding in ways that preserve dignity, strengthen relationships and support children to succeed.

Rights Respecting School

As a Rights Respecting School, we recognise the rights of all children in line with the United Nations Convention on the Rights of the Child (UNCRC).



This policy supports:

- Article 2 – Protection from discrimination
- Article 12 – Respect for children's views
- Article 19 – Protection from harm
- Article 28 – Right to education
- Article 29 – Developing every child's talents and abilities

At Bryn Awel:

- Everyone has the right to feel safe.
- Everyone deserves respect.
- Everyone has a responsibility to contribute positively to our school community.

Promoting Positive Behaviour

At Bryn Awel we believe positive behaviour should be recognised, encouraged and celebrated.

Strategies include:

- Verbal praise
- Restorative conversations
- Celebration assemblies
- Positive relationships
- Class rewards
- Well-being support
- Dojo rewards
- Golden phone calls
- Certificates and recognition

The Class Dojo system is used consistently across the school to celebrate positive choices and communicate with parents. Full operational details are included within Appendix 1.

Responding to Behaviour

When behaviour concerns arise, staff will respond calmly, consistently and proportionately.

Staff will:

- Listen to pupils
- Seek to understand underlying causes
- Use restorative approaches
- Support reflection and repair
- Reinforce expectations



Restorative questions may include:

- What happened?
- What were you thinking and feeling?
- Who has been affected?
- What needs to happen now?
- How can we move forward positively?

Consequences may include:

- Verbal reminders
- Reflection time
- Temporary loss of privileges
- Restorative conversations
- Parent communication
- Support plans
- Senior leadership involvement

In some circumstances, pupils may access a supported internal exclusion or reflection provision as part of a graduated response to behaviour concerns. This may involve completing work in a supervised space away from their usual classroom for a short period of time.

Internal exclusion will always:

- Be proportionate and time limited
- Be supervised by staff
- Include appropriate learning opportunities
- Aim to support regulation, reflection and successful reintegration
- Be communicated with parents/carers
- Consider the pupil's well-being, ALN and safeguarding needs

Consequences are intended to support learning, accountability and relationship repair rather than punishment alone.

Graduated Support and Additional Needs

Some pupils may require additional support to regulate emotions and manage behaviour.

Behaviour difficulties may indicate unmet emotional, communication, sensory or learning needs.

Where appropriate the school may:

- Implement well-being support



- Develop Individual Development Plans (IDPs)
- Use Pastoral Support Plans (PSPs)
- Seek advice from external agencies
- Provide targeted interventions
- Make reasonable adjustments

Support will always be planned collaboratively with pupils, parents/carers and relevant professionals.

Serious Behaviour Incidents

Serious incidents including aggression, discriminatory behaviour, unsafe conduct or behaviour that places others at risk will always be addressed promptly.

In serious cases:

- Parents/carers will be informed.
- Senior leaders will be involved.
- Risk assessments may be reviewed.
- Additional support may be implemented.
- A period of supported internal exclusion may also be considered where appropriate.
- Fixed-term exclusion may be considered in line with Local Authority and Welsh Government guidance.

In the most serious incidents, permanent exclusion may be considered where there is significant risk to the safety, well-being or learning of others, or where all other graduated responses and support strategies have been exhausted.

Permanent exclusion will only be used as a last resort and in line with Welsh Government and Local Authority guidance. Decisions will consider:

- Safeguarding responsibilities
- The pupil's well-being
- Additional Learning Needs
- Equality duties
- The safety and well-being of the wider school community
- Appropriate support and reintegration opportunities where applicable

Bullying Behaviour

Bullying behaviour is addressed through the school's Anti-Bullying Policy.

At Bryn Awel we recognise the difference between:

- Bullying behaviour
- Friendship difficulties



- One-off incidents
- Relational conflict

All concerns are taken seriously and investigated appropriately.

Online Behaviour

Online behaviour that impacts pupil well-being, relationships or safety within school will be addressed appropriately.

Pupils are supported to:

- Use technology safely
- Show respect online
- Report concerns
- Develop digital resilience

This section should be read alongside the school's Online Safety Policy.

Communication and Partnership with Families

Strong home-school relationships are central to our approach.

Parents and carers are informed of successes and concerns through:

- Class Dojo
- Meetings
- Phone calls
- Reports
- Celebration systems

We value collaborative partnerships with families to support pupils emotionally, socially and academically.

Monitoring and Review

This policy will be monitored by senior leaders and governors through:

- Behaviour data
- Well-being information
- Exclusion data
- Attendance patterns
- Pupil voice
- Parent feedback
- Staff discussion

The policy will be reviewed every three years or sooner if guidance changes.



Conclusion

At Bryn Awel Primary School we are committed to fostering a caring, respectful and inclusive community where all children feel safe, valued and supported to thrive.

Through our RAISE values, Rights Respecting ethos and relational approach, we aim to help all pupils develop the skills, confidence and resilience needed to become successful learners and responsible citizens.

Appendices

Appendix 1 – Class Dojo Rewards and Sanctions Guidance

Appendix 2 – Behaviour Posters and Golden Rules Displays

Appendix 3 – Home School Agreement

Appendix 4 – Internal Exclusion Procedures