



# Ysgol Caer Drewyn/Ysgol Carrog

## Engagement and Behaviour Policy

Name of school	Ysgol Caer Drewyn, Ysgol Carrog
Address and post code	Clawdd Poncen, Corwen, Denbighshire, LL21 9RT Carrog, Denbighshire, LI21 9AW
Phone number	01490 412418 01490 430305
Email address for this policy	caer.drewyn@denbighshire.gov.uk carrog@denbighshire.gov.uk
Web link to policy	<a href="https://www.ysgolcaerdrewyn.co.uk/home.htm">https://www.ysgolcaerdrewyn.co.uk/home.htm</a> <a href="https://www.ysgolcarrog.co.uk/home.htm">https://www.ysgolcarrog.co.uk/home.htm</a>

**To be completed by the school:**

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**To be completed by Denbighshire Education and Children's Services:**

Policy developed by	Mari Gaskill Ysgol Llywelyn Nicola Griffiths Ysgol Pendref Dafydd Jones Ysgol Melyd Dylan Jones Ysgol Glan Clwyd Ceri Ranson Ysgol Brynhyfryd Tim Redgrave Ysgol Esgob Morgan Darren Taylor Ysgol Twm O'r Nant Nicola Wynne-Roberts DCC
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Version developed by	Michelle Theobald-Beaumont & Jayne Davies

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# **Ysgol Caer Drewyn & Ysgol Carrog**

## **Engagement and Behaviour Policy**

**In Ysgol Caer Drewyn & Ysgol Carrog our aim is to ensure that all learners become**

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

**To achieve the best outcomes for our learners it is essential that strong collaboration and partnerships exist between the pupil, the school and home.**

Learners learn best in a disciplined and orderly atmosphere where they are often reminded of expectations. Our rules are clear and set the standards that learners should aspire to, in and out of the classroom. Good discipline is of whole school importance and the responsibility of each member of staff at all times. A consistent and firm response from our staff to promote positive behaviour, and tackle unacceptable behaviour, reinforces our expectations of the learners.

Problems are normal whenever people interact, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Our expectations also outline the behaviour, attitude and order each member of our school community should follow at all times.

### **Our Core Beliefs**

- Behaviour can change and every child can be successful
- Positive, targeted praise is more likely to change behaviour than blaming and punishing
- Reinforcing good behaviour helps children feel good about themselves
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adult change, everything changes.

**Adult behaviours create children's responses and behaviours.**

## Behaviour management

At Ysgol Caer Drewyn/Ysgol Carrog we are committed to ensuring that effective teaching and learning takes place and good behaviour is compulsory in all aspects of school life. We seek to create a positive learning atmosphere through:

- Promoting good behaviour and discipline.
- Promoting self-respect, self-discipline, respect towards authority.
- Promoting positive relationships which are based on mutual respect.
- Promoting consistency whilst responding to positive and negative behaviour.

## Behaviour for Learning

### Be **Ready**, Be **Respectful** and Be **Safe**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adult change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has 3 simple rules: 'Be **Ready**, Be **Respectful** and Be **Safe**', which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

**Recognition** – An opportunity to reward Learners for their achievements.

- **Classroom level** – Teachers are highly skilled at identifying opportunities to praise Learners and recognise their successes. We also use tokens as class rewards to work towards a clas/house reward ( YCD)
- **Senior Leadership Team** – Learners will be asked to share work or achievements with the Headteacher and Deputy headteacher to recognise their achievements.
- **Whole school level** – Learners will be identified weekly by their teachers to receive merit certificates for outstanding attainment and endeavour in their subjects.
- **Yearly Recognition**– There will each year be a 'learner of the year award' for pupils who have made significant prolonged effort. (YCD only)
- **Home recognition** – Postcards are sent home to share success with parents when the teacher feels is appropriate.

For Learners to achieve at the highest level of which they are capable, good attitudes, parental support and the establishment of the right conditions for learning

are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for, it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level. We should all make an effort to:-

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Make a difference
- Show equality and fairness.

## Appendix A

### Engagement and Behaviour

#### **Rights and responsibilities with regard to staff**

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Safe – Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

#### **Rights and Responsibilities:-**

Ysgol Caer Drewyn & Ysgol Carrog and its staff have the right to:-

- Enforce the school's behaviour and engagement policy including rules and disciplinary measures.
- Expect learners and parents cooperation in maintaining an orderly climate of learning.
- Expect learners to respect the rights of other Learners and adults.
- Not tolerate abusive or violent behaviour.
- Involve outside agencies as appropriate.

#### **Classroom Expectations.**

The 3 rules of the classroom - 'Be **Ready**, Be **Respectful** and Be **Safe**', are to be referenced regularly by the classroom teacher and teaching assistants. Learners should be questioned about the rules and asked to offer reasons why we have such rules. The rules will only remain effective if all the staff use them on a regular basis.

It is vital that we manage our expectations based on the pupil's ability and understanding.

All staff should follow the **same procedures**:

- Always start and end a lesson on time.
- Always take a daily register and make a note of any pupils who are late.
- Let pupils know if there is a seating plan
- Always state the learning objective and ensure resources are available.
- Remind the learners regularly of the expectations and consistently give praise.
- Do not leave the classroom, unless there is an emergency.

- Keep learners on task throughout the lesson and do not let them leave the classroom, unless there is an emergency.
- Identify the classroom hot spots, and strategically locate ourselves in response to this.
- To know the name of all pupils who are in our care.
- Take responsibility for discipline.
- Every day is a new start
- Every lesson is a new start.

All staff should:

- Explicitly teach behaviour
- Model the behaviour we are expecting
- Practice the behaviour
- Notice excellent behaviour
- Maintain emotional control – give yourself time to think before reacting
- Uphold your dignity to sustain a relationship with the child.
- Be calm.
- Be confident.
- Be consistent.
- Show compassion.
- Maintain a professional relationship – separate the behaviour from the child.
- Understand they can influence change and that when an adult changes, everything changes.
- Recognise that everything depends on the adults' behaviour.
- Be proactive in ensuring you keep up to date on individual pupil needs
- Share good practice and success

We should follow all of the above to ensure we don't:

- Humiliate
- Shout – it belittles others and diminishes impact
- Over-react or act impulsively
- Punish everyone in a group, or punish something you can't prove.
- Use sarcasm.
- Abuse your authority.
- Use empty threats
- Make empty promises
- Hold a grudge

## **Behaviour Management Strategy, to create a positive learning environment.**

### **1. Plan Lessons for good behaviour**

#### **○ High Expectations**

If there are high expectations for all learners, they will be more likely to succeed. You must set clear boundaries and you must re-visit them frequently.

#### **○ Differentiate**

Excellent teaching can reduce behaviour problems, but this is not always the case. Research shows that clear explanations and tasks which are matched to the needs of the learners improve attitudes towards learning.

#### **○ Good pace in a lesson**

A well paced lesson can help ensure learners are engaged and productive throughout.

#### **○ An organised learning environment**

An orderly and tidy learning environment can help promote good concentration and avoid distraction.

### **2. Staff-Pupil Relationship**

You should ensure that everyone is treated fairly and with consistency. **Every lesson is a new start.**

### **3. The teacher's passion**

If a teacher has passion for the subject, this will be conveyed to the learner.

### **4. The teacher is ready for the lesson**

If a teacher is in the classroom ready to greet the pupils and engage in eye contact, this is an advantage and gives control and control of the classroom. You should consider an appropriate seating plan for each class.

### **5. Praise**

Staff should consider using praise three times to every one reprimand, this can change an individual's attitude during a period of 2/3 weeks. **'Catch them being good'**.

### **6. Language**

Staff should always use positive language e.g. rather than saying "will you stop talking" you can say "I want everyone to listen now!", rather than "Dylan, don't turn around to talk to Bethan", you can say "Dylan, thank you, I need you to face me and focus on your work'. Try not to use uncertain questions, give polite and courteous instructions.

### **7. Be consistent**

Whatever your behaviour strategy, you must be consistent, and everyone should be treated equally.

## **Beyond the classroom**

All staff have a collective responsibility to promote positive behaviour beyond their classroom

Undirected time can contribute to a deterioration in the behaviour of learners.

We can all promote good behaviour through positive interactions at every opportunity.

We should expect to:

- Enjoy relating to one another.
- Welcome all members of the school community.
- Start a conversation at every opportunity.
- Deal with poor behaviour, to ignore is to condone.
- Set high standards of speech, manner and dress.

It is good practice to regularly discuss and review these procedures with all members of the school community.

The behaviour around the school and the late arrival of Learners can have a detrimental effect upon your lesson and other lessons going on within the school.

The following is to be used as basic guidance for the behaviour around school. Ensure as much as possible that you reinforce the procedure below.

Learners will observe the following routines and rules:-

In areas outside of the classroom the rules of conduct expected in the classroom should remain the same -'Be **Ready**, Be **Respectful** and Be **Safe**', all members of the school community will be polite and respectful to one another, and kindness to others is expected. Moving around the school calmly will help everyone to stay safe. Including the relentless routine of smart lining up.

## **Dealing with poor behaviour**

While responding to unacceptable behaviour, staff should take note of the below advice:

- All staff should adhere to our whole school strategy for managing behaviour.
- If a learner seems to be "playing to the audience", deal with them away from the audience.
- Convey to the learner that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a learner that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour, the more effective it is likely to be.

- Sanctions aimed at a learner rather than at the behaviour, should be avoided at all costs. Sarcasm, embarrassment, fear etc, will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.
- Sanctions should always: Make it clear that unacceptable behaviour affects others and is a serious offence against the school community; Avoid being applied to a whole group for the activities of individuals; Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times
- Remember it is usually not personal.

**Sanctions need to be in proportion to the offence.**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

**Our Behaviour Pathway**

- Reminders x 3
- Time Out/Calming Time (In class/another class/designated space)
- Repair Follow up/reparative conversation

**Malicious allegations**

If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

## **Appendix B**

### **Engagement and Behaviour**

#### **Rights and responsibilities with regards to learners**

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Safe – Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

#### **Learners have the right to:**

- Be treated with respect and listened to.
- Be taught in an environment that is safe and conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.
- To use relevant school procedures i.e. complaints, if you feel a situation has not been resolved satisfactorily.

#### **Learners are expected to take responsibility to:**

- Meet the behaviour expectations of our school.
- Conduct themselves around the building in a responsible manner and show regard to others.
- Arrive on time to lessons.
- Bring equipment appropriate for the lesson.
- Follow reasonable instructions given by staff, obey rules and accept sanctions.
- Behave in a respectful and polite manner to all.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the school environment.
- Demonstrate collective responsibility and respect for the school environment.
- Act as representatives of the school when away from the building.
- Not bring inappropriate items to the school.
- Never harm, denigrate or bully other Learners or staff.

**Items not permitted:-**

- Mobile phones (unless prior arrangement is made with head teacher in exceptional circumstances)
- Music devices, games devices or any device not directly necessary for learning in school
- Headphones are not permitted unless for auditory sensitivity
- Fizzy drinks/energy drinks are not permitted in the school.
- Sweets and items deemed unhealthy by the school
- IT equipment other than that issued or approved by Ysgol Caer Drewyn/Ysgol Carrog and inclusive of cameras and recording equipment.
- Cigarettes/tobacco/e-cigarettes/vapes.
- Illegal items or other drugs/substances.

**Learners will be expected to:-**

- Adhere to the school uniform policy.
- Eat only in the hall and designated outside eating areas.
- Respect property belonging to others.

**Advice to learners:-**

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible in a named envelope/wallet.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Use bags for school which are a suitable size and strong enough to carry your equipment.

**Travelling to and from the school**

- While learners are travelling to and from the school they are representing the school and must act in a manner that does not damage the school's reputation.
- Learners should respect the people and property in the local community and behave in a safe and responsible manner.
- Learners who access school transport and who misbehave while travelling to and from the school may be subject to sanctions contained in the Denbighshire School Transport Policy.

## **Behaviour outside the school**

We value our learners' experiences, both inside and outside of the school, and as such we will expect our Learners to behave in a manner that promotes Ysgol Caer Drewyn/Ysgol Carrog.

## **Malicious allegations by Learners**

If an allegation is made against a Teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Learners that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

## **Unacceptable Behaviours**

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through the system of stepped sanctions in order to be dealt with more quickly by a member of the SLT, a letter will be sent home to parents regarding any of the below behaviours. There is a slip on the letter for parents to confirm they have read and understood the content.

- Unacceptable behaviours may include:
- Violence (i.e. physical contact made with the intention to harm)
- Defiance/rudeness/abuse towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Biting
- Vandalism to the building/classroom/objects e.g. ipads

## **Exclusion (Fixed Term & Permanent)**

Exclusion is an extreme step and will only be taken in cases where:

- Long term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

## **Appendix C**

### **Engagement and Behaviour**

#### **Rights and responsibilities with regard to parents and carers**

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Safe – Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Collaboration and consistency between parents and the school will lead to improved outcomes for your child.

We believe that all parents have a right to be heard, understood and respected. However, school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour.

#### **Parents and carers are expected to:**

- Support the school.
- Adhere to all school policies and procedures.
- Work in partnership with staff to ensure good behaviour.
- Maintain communication.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.
- Resist discussing any concerns in front of your children or other parents.
- Avoid using social media as the front line for complaints or make reference to staff or the school in a negative manner.
- Adhere to acceptable standards of behaviour at all times.
- Get children to school on time and collect on time at the end of the school day.

### **Malicious allegations made by parents**

If a parent makes an allegation against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Parents that are found to have made malicious allegations are likely to have breached the Unacceptable Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, or contact the police if there are grounds for believing a criminal offence may have been committed.

## Appendix D

### Restorative Conversation

#### Intervention Scripts

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow them to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

#### How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able'.
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

#### Refocusing the conversation:

When learners try to argue, shift the blame, or divert the conversation you can either:

*Calmly and gently repeat the line you have been interrupted in.*

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce or...

*Use an appropriate refocusing line to bring the conversation back to the script.*

This allows that student to feel as though they are being listened.

Learner	Adults
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'

'I was only ...' 'You are not being fair.' 'It's boring.' 'You are a ... (name calling).'	'Maybe you were...and yet...' 'Yes sometimes I may appear unfair...' 'Be that as it may...' 'I am sorry that you are having a bad day.'
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### **Get out line**

If the conversation is becoming unproductive, try:

'I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation.'

### **Restorative Meeting**

A restorative meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child's characters. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Restorative will give you a platform to build relationships that change and improve behaviour for long term.

### **A good Reparation meeting is often structured in 5 steps:**

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour
4. What have you thought since?
5. How can we make this right now?

## Appendix E

### Our Behaviour Blueprint

Our Rules	Visible Adult Consistencies	Above & Beyond Recognition	Relentless Routines
<b>Be Ready</b>  <b>Be Respectful</b>  <b>Be Safe</b>	<b>Daily meet &amp; greet</b>  <b>Calm, consistent and fair</b>  <b>First attention to best conduct –</b> catching children 'doing the right thing'	<b>Merit Certificates</b>  <b>Good news postcards and calls</b>  <b>SLT praise</b>  <b>House tokens (YCD only)</b>	<b>Eyes on me</b>  <b>Smart lining up</b>

#### Stepped Sanctions

This process will be followed unless reasonable adjustments are being made in individual pupil cases. Any reasonable adjustments would be included in their individual behaviour plans, OPP's and/or pastoral plans/IRS etc

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

#### 1. Reminders (x 3):

- a **reminder** of the 3 school rules, delivered privately wherever possible.  
Repeat if reasonable adjustments are necessary.  
Take the initiative to keep things at this stage.
- a clear verbal **caution**, delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
- Speak to the student privately and give them a **final opportunity (last chance)** to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. (This may also include talking to them at breaktime for 1-2 minutes on the playground).

#### 2. Time Out/Calming Time:

- Time out/calming time might be a short time outside the room, outside the office or at the side of the playground or

in another classroom . It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. (The staff member dealing with the incident can choose the most suitable place for the time out.)

### 3. Follow up:

- Use restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.
  1. What happened? (neutral, dispassionate language)
  2. What were you feeling at the time?
  3. What have you felt since?
  4. How did this make people feel?
  - 5. Who has been affected/hurt/upset?**
  6. How have you been affected?
  - 7. What should we do to put things right?**
  8. How can we do things differently in the future?

The number of questions to be used must depend on the age of the child. Those in bold should be used with the youngest children.

**Remember it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**

### 4. SLT

If the above steps have been followed and the child is refusing/unable to calm down and/or follow the rules a member of SLT will speak to the child about their behaviour and help them to reflect on their actions and resolve any negative behaviour in a constructive manner.

Any of the following unacceptable behaviours will result in a letter home to the parents

- Violence (i.e. physical contact made with the intention to harm)
- Defiance/rudeness/abusive towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Biting
- Vandalism

## **Appendix F**

**Information for staff to use with pupils with regard to the 3 school rules –**

**‘Be Ready, Be Respectful and Be Safe’:**



3 Rs.pptx



3 Rs at  
lunchtime.pptx



3 Rules.docx



Eyes on me.docx

**List of relevant policies: All available through the DCC website:**

- Policy for dealing with unacceptable customer behaviour
- Schools managed transfer policy
- Learner Transport Policy
- Collective Grievance Policy
- HR policies

**School based policies:**

- Child Protection/ Safeguarding in Education
- Use of Reasonable Force & Physical Intervention
- Preventing Misuse of Substances Policy: Primary schools
- Complaints

### **All Wales Child Protection Procedures**

<http://www.childreninwales.org.uk/policy-document/wales-child-protection-procedures-2008/>

### **North Wales Safeguarding Board Website that has all the individual policies and guidance which includes the resolving professional differences e**

<https://www.northwalessafeguardingboard.wales/policies-and-procedures-children/>

## **Appendix G**

### **ACE (Adverse Childhood Experiences) list**

- **Child maltreatment**
  - Verbal abuse
  - Physical abuse
  - Sexual abuse
  
- **Childhood household includes:**
  - Parental separation
  - Domestic violence
  - Mental Illness
  - Alcohol abuse
  - Drug abuse
  - Incarceration

(<http://www.wales.nhs.uk/sitesplus/888/page/88517>)

## Appendix H

We are currently exploring the different elements of relationships within the school to support the interactions between all.

### **A Relationship Policy (for all school staff)**

**Our school is invested in supporting the very best possible relational health between:**

Parent and child  
Child and child  
Child and school staff  
Parent and school staff  
School staff  
School staff and Senior Leads  
School staff and external agencies

**To this end our school is committed to educational practices, which Protect, Relate, Regulate and Reflect.**

#### **Protect**

- Increased 'safety cues' in all aspects of the school day, e.g. in primary schools meet and greet at the school entrance and in secondary schools at the classroom door.
- School staff trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathic, playful and curious (proven to shift children out of flight/flight/freeze positions).
- School staff to ensure that interactions with children are socially engaging not socially defensive, in order to decrease chances of children relating defensively (fight/flight/freeze).
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms, shaming (proven to be damaging psychologically and neurologically).
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness.
- The implementation of pedagogic interventions that help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable children to have easy access on a daily basis to at least one named emotionally- available adult, and these children know when and whereto find that adult. If the child does not wish to connect with this adult, an alternative person is found.



- School staff adjusting expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who keep 'triggering' into alarm states in the main playground given access to a separate calmer smaller playground).
- Provision for children of a clear, confidential and non-shaming system of self-referral for help/talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

#### **Relate**

- All school staff trained in emotional coaching and in relating to children in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- A whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking',

## Regulate

- The implementation of interventions designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.
- The emotional well being and regulating of staff is treated as high priority in order to prevent burn-out, stress-related absence or leaving the profession, through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

## Reflect

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions/giving lectures).
- The provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.

- Within the context of an established and trusted relationship with a member of staff ('working alliance'), children are to be provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for children e.g. art/play/drama/music/sand-play/emotion worksheets).
- PSHE (personal, social, and health education) informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions) relationship health: family, parenting, intimate relationships and tools for how to do life well. Curriculum content to enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- Staff trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences through empathic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives
- A behaviour policy, which is based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair. (e.g. restorative conversations).

(Please note that the term *children* refers to both children and teenagers)

## **Appendix I**

Example of a letter to be sent home to parents if they have participated in any of the unacceptable behaviours listed within this policy

Date: \_\_\_\_\_

Dear Parent,

It has been brought to my attention that \_\_\_\_\_ behaviour fell below the expectations of the school. During

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We do not tolerate this type of behaviour at the school and \_\_\_\_\_ has been given a very stern warning and she/he has lost/will lose \_\_\_\_\_. It has been clearly explained that this behaviour is not acceptable at school.

We hope that you will be able to talk to \_\_\_\_\_ about their behaviour and that these actions both from school and home will stop any further problems arising in the future.

Please complete the slip below and return to school.

Yours sincerely

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I have read the information concerning \_\_\_\_\_ behaviour.

Signed:

Date: