Penygaer Primary School

Relationship and Behaviour Policy

September 2026

"I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood." (Louise Bomber 2007)

"As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context." (Louise Bomber, 2012)

Introduction

This policy should be read alongside the Local Authority Attendance and Bullying policies.

At Penygaer developing positive relationships across our school community and living our values, is at the core of our ethos and culture. Positive behaviour results from excellent relationships within a community, as well as a well-planned and delivered curriculum that inspires children to learn. Positive behaviour needs to be taught, modelled, expected and praised.

We aim to create an environment in which everyone feels safe, relationships are based on mutual respect and there is a good understanding of the needs of our learners. By creating a warm atmosphere and by removing any potential barriers to learning, we provide the foundations that enable learners to flourish as healthy, confident individuals. This can only be achieved through a consistent approach to promoting positive behaviour. The ethos of the school reflects acceptance and respect for others, irrespective of their needs, background or ability. Staff at our school recognise that behaviour is a form of communication and appreciate that learners have complex and wide-ranging needs; a child in distress may therefore exhibit behaviours that challenge us as adults.

This policy outlines the culture, purpose and management of learner behaviour at our school that aims to support the Four Purposes of the curriculum in its goal to develop young people to be:

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

The fair and consistent implementation of our policy is everyone's responsibility!

Culture and Aims

- Every child can flourish.
- Positive relationships are fundamental to positive behaviour.
- We maintain high expectations for all to 'Be Safe, Be Kind, Be Successful' however some children may need additional support and reasonable adjustments to meet expectations.
- Behaviour is a form of communication and can be an indication of a child in distress.
- Knowing our learners is key! Understanding needs, circumstances, and causes of the behaviour helps us to act in the fairest way possible for that child.
- All children and young people can be supported to change behaviours.

At our school we approach behaviour from a place of empathy and understanding, taking time to really know members of our school community, their interests, individual needs and the context that our young people are growing up in. This includes their experiences of school, family and community life.

Our culture is built on the following principles and core beliefs:

- Through quality first teaching and holistic pastoral support we can remove barriers to learning (graduated response)
- Creating a safe and nurturing environment supports resilience and reduces triggers for young people.
- Effective recognition systems increase self-esteem and achievement.
- Positive reinforcement is more likely to change behaviour than sanctions.
- The school values will guide decision making for adults and learners.
- Adult behaviours affect children's responses and behaviours.

To this end our school is committed to educational practices that are deeply embedded in the philosophy and approaches of working within an environment that has a deeply embedded restorative ethos, which also includes the practices encouraged by Trauma Informed Schools UK which include the principles of Protect, Relate, Regulate and Reflect.

Restorative Approaches

A restorative approach (RA) is an ethos and value base for working with people, rather than to or for them, wherever possible. The overarching purpose of being restorative is to focus on building up, maintaining and repairing of relationships. RA encourages a consistent mind-set, value base, and organisational culture. This is vital to embed restorative working most successfully and sustainably. A consistent relationship focused ethos makes values visible in practices.

The approach offers a choice of appropriate restorative skills and interventions to meet different needs and contexts. This includes proactive skills, engagement, and prevention techniques, as well as responsive problem-solving interventions. Social capital is built within communities by skilling people in how to problem solve well themselves, without always needing external formal punishments.

Restorative approaches embrace a range of teachable and learnable simple methods but always maintain the same value base. This includes equality and inclusion, non-judgement, accountability and responsibility, restoration, empowerment, accessibility, openness and mutual respect.

In criminal justice, restorative "justice" brings those harmed by crime, and those responsible for the harm, into communication safely, enabling everyone affected to play a part and have their say in repairing the harm and finding a positive way forward. The whole body of restorative skills and processes includes the reactive restorative "justice" techniques, such as restorative conferencing, for those who are harmed and their harmers, but has developed restorative practices further. It recognises the parallel need to build in positive engagement and communication processes for people and their communities and proportionate bespoke levels of intervention.

The aims of restorative approaches are to:

- nurture, develop and repair relationships proactively
- build up a sense of positive community, connection and belonging in families, communities, agencies and localities
- encourage a greater sharing of responsibility and accountability to meet needs
- problem solve through inclusive engagement
- improve emotional literacy, empathic behaviours and develop pro-social skills
- provide a strong community shared ethos and core foundation for responsive restorative justice work
- increase social capital and coproduction by skilling communities to connect and problem solve themselves

Source: Welsh Restorative Approaches Partnership (WRAP)

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers.

Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm, emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

Staff 'interactively repair' occasions when they themselves move into defensiveness.

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 talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

All children have easy and daily access to at least emotionally available adult and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Relational interventions specifically 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 interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions. The

emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Provision of skills and resources to support parents and staff in meaning empathetic conversations with children who want to talk about their lives. This is 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 given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

Aims of our Relationship Policy

Through this policy we aim to:

- build a values-based community.
- foster excellent relationships between all members of our community.
- ensure a thorough understanding of needs and circumstances.
- ensure expectations and strategies are widely known and understood by all.
- set high expectations and provide support for learners to achieve these.
- calmly and proactively diffuse and de-escalate situations.
- implement holistic, integrative and consistent approaches across the whole school.
- recognise behaviour that goes over and above.
- promote restorative approaches.
- ensure awareness of the boundaries and consequences.
- ensure learners learn without barriers and limitations.
- ensure participation in school life is not restricted by behaviour.
- promote equality, equity and celebrate diversity.
- help learners develop life skills, encouraging self-confidence, self-regulation, and independence.
- develop and reinforce the principles of good citizenship.
- ensure that the use of restrictive physical interventions is only ever used as a last resort and staff have the opportunity to attend the appropriate training so that they can understand the importance of de-escalation and are confident and competent to do so. The school endorses methods taught by TEAM TEACH as safe and supportive techniques appropriate for the needs of our learners. Any

use of reasonable force in schools must follow the guidance provided by Welsh Government, 'Safe and Effective Intervention - Use of reasonable force and searching for weapons' March 2013.

Roles and Responsibilities

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, children, parents and governing body members.
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school.
- ensure that there are consistent nurturing practices across the school.
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority.
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Additional Learning Needs (ALN).

In our school, all pupils are expected to:

- Respect themselves and others
- Listen to and follow instructions
- Be kind, fair and polite
- Ignore distractions
- Behave safely

These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

- Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind.
- Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed.
- All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable.

- Parents/carers will be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour.

We aim to set high expectations for all pupils inside and outside of the classroom, and all pupils are expected to conduct themselves in a manner that meets these expectations:

1. Ready to learn
2. Respectful to staff and peers
3. Safe

Pupils who are Ready to Learn:

1. Arrive to school and all lessons on time
2. Are fully equipped for the school day
3. Work hard in every lesson and engage with all tasks
4. Show excellent effort in lessons and extra-curricular activities

Pupils who are Respectful:

1. Wear uniform correctly and with pride
2. Are polite to all staff and their peers
3. Remain silent in lessons when teachers or their peers are speaking

Pupils who are Safe:

1. Walk around school calmly and quietly
2. Keep their hands and feet to themselves
3. Enter and exit classrooms calmly and quietly
4. Follow all teacher instructions
5. Switch mobile phones off and keep them inside their bags

Relationships are KEY

ESTABLISHING GOOD RELATIONSHIPS

Research has established that a good relationship is a significant factor in promoting positive behaviour. This prevents difficult situations arising in the first place and provides a cushion when challenges do arise. Relationships develop through what is said and not said, and the messages that are given about values and expectations.

Specific actions in developing inclusion and good relationships can be summarised as follows:

- Greeting by name and knowing our learners.
- Offering comfort in distress.
- Finding positive qualities and strengths of EVERY child.
- Giving regular positive feedback that is specific, genuine and brief.
- Showing belief, trust and support to meet high expectations.
- Avoid discussing learner's difficulties or behaviour in front of them. (unless part of the intervention)
- Avoid discussing our own difficulties in front of learners.
- Show acceptance of the person but not their behaviour.
- Model and focus on what should be done as opposed to what should not.
- Using 'I' statements rather than 'you' statements which comment on behaviour.
- Not labelling – never referring to a child as naughty, difficult, challenging.
- Giving choices which give the student some control and promote self-efficacy.
- Ensuring experiences which guarantee success –however small.
- Ensuring that there is fairness – giving each their turn.
- Framing behaviour in terms of equity rights, e.g. "You are not allowed to hurt another student, and other students are not allowed to hurt you."
- Trusting learners by giving responsibility.
- Never making unfavourable comparisons or put downs.
- Avoiding self-fulfilling prophecies.
- Doing everything possible to avoid sanctions that are about exclusion.
- Welcoming students back if they have been absent.
- Speaking about the student positively to others.

The aims of this policy will be met by everyone.

ALL STAFF:

All adults in our school will remember and apply the same principles as the children:

Successfully managing behaviour in the class depends upon the quality of our relationships with children. Teachers and staff recognise that we must build up trust and empathy with the children as this establishes the basis for all tasks involving future behaviour management and therefore learning.

Be Ready, Plan, Personalise and Engage

- Meet and greet children on arrival.
- Know the learner's interests, needs and associated behaviours.
- Plan/support lessons that engage, challenge and promote independence.
- Lessons are carefully differentiated, matching expectations of work to learner's ability and developmental stage.
- Personalise the learning by making reasonable adjustments where required to meet need.
- Careful management of the environment, considering conditions and triggers for behaviours.
- Understand behaviours associated with trauma.

Be Safe, Pre-empt, Prevent, Redirect and Support

- Observe individual/class behaviours, modifying the environment and make reasonable adjustments to minimise disruption.
- Prevent and de-escalate before applying sanctions.
- Be aware of and report behaviours that may have safeguarding implications or cause concern.
- Never ignore or walk past learners who are making poor/unsafe choices.
- Follow up every time, retain ownership and engage in reflective/restorative dialogue.
- Log behaviours on appropriate platforms.

Be Kind, Consistent, Calm and Listen

- Model the values and build excellent relationships.
- Listen and give learners a chance to communicate.
- Encourage and praise positive behaviours using visible recognition.
- Admonish the behaviour, not the individual.
- Remain mindful of the unique challenge each learner experiences.
- Be calm and give take up time.
- Collaborate with families and professionals.

Staff – Ready to Learn, Respectful, Safe

For our pupils to demonstrate that they are ready to learn, respectful and safe, then our staff must show a similar commitment and dedication to this and role model what each area looks like.

Staff who are Ready to Learn

1. Come to a class with all aspects of the lesson prepared
2. Have a welcome routine for each lesson so that every pupil feels noticed
3. Offer differentiated tasks for the full range of pupil needs (learning, social and emotional)
4. Set and mark pupil work in a timely manner

Staff who are Respectful

1. Call pupils by their name
2. Give fresh starts
3. Model respectful interactions with pupils, always with kindness uppermost
4. Listen to their pupils, respect their views and answer their questions
5. Avoid shaming pupils – so reprimands and sanctions are delivered in private, where possible

Staff who are Safe

1. Put clear boundaries in place to keep everyone safe
2. Maintain appropriate boundaries – and ask pupils to do the same - to ensure that everyone in the class feels safe
3. Endeavour to learn each pupil, remembering, noticing and being curious when things appear to be going wrong
4. Protect the vulnerable and are generous in judgement
5. Develop strategies with pupils for coping with test/exam stress e.g. relaxation techniques, importance of exercise, diet and sleep
6. Gauge the needs of their class and sometimes surprise them with a treat or celebration

CONSISTENCIES

In implementing this Relationship and Behaviour policy, we acknowledge the need for consistency. It is important that we understand that consistency does not mean a lack of flexibility or personalisation.

Equity acknowledges the need to treat people differently, dependent on need, in order to ensure equality.

How we ensure consistency can be defined as follows:

- Consistent culture -everybody living our school values.
- Consistent language simple and clear expectations reflected in conversations about behaviour.
- Consistent follow up ensuring "certainty" at the classroom and management level.
- Consistent modelling of responsibility and accountability.
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours.
- Consistent boundaries and consequences defined, agreed and applied at individual or classroom level.
- Consistent respect shown by adults- even in difficult situations.
- Consistent modelling of emotional control and restraint.
- Consistently reinforced routines in classrooms, around the site and in the wider community.

"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. The key is to develop a consistency that ripples through every interaction on behaviour." Paul Dix

Restorative Approaches

At our school we are committed in embracing the philosophy of using restorative approaches also known as restorative practice to create a harmonious learning environment, where pupils are supported to and are able to self-regulate their own behaviour and learning.

Restorative approaches have been found to be very effective in improving behaviour and attitude as it promotes acknowledging emotions, speaking openly and honestly, taking responsibility, understanding other people's emotions, acknowledging harm as appropriate response to conflict and in doing so creates accountability. Restorative approaches are not intended to replace the use of consequences but support the decision-making process and crucially, bring about an understanding of the need to restore the relationship that has been damaged by the behaviour.

Restorative approaches are based on four key features:

RESPECT

- for everyone by listening to other opinions and learning to value them.

RESPONSIBILITY

- taking responsibility for our own actions.

REPAIR

- developing a process within our school community so that its individual members have the necessary skills to identify solutions that repair harm, whilst maintaining and restoring positive working relationships. Which aim to reduce the incidence reoccurring.

RE-INTEGRATION

- working through a structured, supportive process that aims to find a positive resolution to the problem that is supported and agreed by all parties and allows young people to reengage with their learning.

LEARNING ENVIRONMENT

There are clear expectations that form part of our Teaching and Learning Policy, which include classroom layout, health and safety, displays and resources.

With regards to promoting positive behaviour some key environmental expectations include:

- Behaviour expectations and school values clearly displayed.
- To implement the Good to be Green Policy.
- Space to ensure learners are as regulated as possible and have the opportunity to reflect/self-regulate in class where needed. (multipurpose reading corner)
- The classroom is set up to promote responsibility and independence e.g., labelled resources.
- Recognition systems visible e.g., recognition board and class tokens
- Visual timetables/now and next boards clearly visible
- Careful seating plans (ensuring sensory needs are being met)
- Displays encouraging pupils to ask for help and stay safe e.g., info on bullying, online safety, where to get help etc)
- Displaying learners work to increase confidence and self-belief.
- Worry monsters/boxes to support learners to talk about their emotions.

Our school also takes into consideration of the use of lighting and music to support a climate for learning and considers environmental triggers and sensory needs of all learners.

DE-ESCALATION Our school places a significant emphasis on de-escalation and the importance of working pro-actively in adopting positive behaviour techniques and strategies, which aim to support young people through the process of co-regulation.

We use a person-centred approach, which aims to understand and meet the needs of individuals before difficulties arise.

We aim to ensure that staff are provided with regular training and support to ensure that they feel confident and have the skills to preventing situations from escalating. This includes being able to recognise an individual's early behavioural signs (physical, emotional, communicative) and being able to devise support strategies that prevent situations from escalating.

A Responsive approach to behaviour

Proportionate and productive consequences.

Providing the appropriate emotional support and reinforcing boundaries are not mutually exclusive. Consequences, if applied in the right way, should support a child to better understand the school rules/values and never be about 'punishment'. Staff should consistently praise behaviour they want to see and prevent negative behaviours through our preventative response. For many learners, a gentle reminder is all that is needed. Many 'whole school' strategies supporting high quality teaching will prevent escalating behaviour.

When considering the use of consequences, staff will ensure that they always deliver any consequences calmly and with care. In considering whether a consequence is reasonable, staff must consider whether it is proportionate in the circumstances of the case and consider any special circumstances including the learner's age, additional needs and any religious requirements affecting them.

All staff in our school follow a few simple rules when considering the application of consequences.

DO	DONT
• Take a moment for yourself- sometimes even us adults will have an emotional response to the behaviours, we may need some take up time to manage our emotional reaction before we respond. • We approach every situation with empathy, with consideration for the young person's needs, context and circumstance. • • Be fair and proportionate in our response.	• We will not issue a consequence when upset or angry- it will not encourage proportionately. • We never publicly name or shame learners who are not complying with the rules- it will only escalate a situation. • • Issue consequences which are not in line with the policy or seek to remove learning/enrichment opportunities. This will only be issued if the child poses a risk to the safety of themselves or others and in consultation with SLT.

Safe Spaces

Engaging with learning is always our primary aim. Although we recognise that there are occasions when pupils may find it necessary to access some time/space to reflect and/or manage their emotions. In these instances, we like to offer pupils the opportunity to experience some 'Time In' a safe space. This aim of this space is to support a pupil with the emotional regulation process. We understand that this may be due to sensory/other needs.

This could be accommodated within the classroom wherever possible. Some circumstances may warrant the pupil spending time outside of the class and usually be part of a planned behaviour/emotional support response. This could be a planned short time away from the classroom with an emotionally available adult in a quiet/calm space which will vary from site to site e.g. a separate classroom/intervention space, sensory room or outdoor space. We recognise that this is the time to provide support for the learner by helping them to regulate and reset e.g. movement break, walk and talk, co-regulation etc.

How long they have within this period of 'time in' support will be based entirely on the circumstance and /or needs of each individual. If a pupil is receiving this level of support, then this will be recorded in the appropriate documentation. i.e. Positive Behaviour Plan, Risk Assessment etc.

Support from leadership team.

If a member of staff is concerned about a pupil's behaviour or there is a serious breach of rules, then a senior member of staff should be contacted immediately.

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Serious breaches can include:

- Bullying or intimidation
- Verbal aggression against pupils or staff
- Physical aggression against pupils and/or staff (spitting, biting, kicking, punching etc) • Incidences of Racism or Prejudice
- Deliberate damage to school property

Each situation will be unique and therefore considered on a case-by-case basis as part of a triage process. Leaders (in consultation with class team) will:

- Consider whether the child's needs, understanding and context contributed to the behaviour (seek more information from parents/carers other professionals if appropriate)

- Consider triggers and review and amend Behaviour plan as needed to ensure needs are being met.
- Consider our graduated response and whether further reasonable adjustments need to be made to meet needs (assess, plan, do review)
- Consider whether further pastoral support or external referrals may be required.
- Consider any undiagnosed needs or any further assessments needed.
- Consider whether consequences are fair/lawful having considered the above factors.

DISCIPLINE AND SCHOOL RULES.

School is a microcosm of society and we want to provide our children with the skills necessary to play an active and valued part in a society which has rules in place for the safety and happiness of everyone.

Underpinning all rules – temporary or permanent, school or class – is a culture of RESPECT. We communicate this through our motto 'Be Safe, Be Kind, Be Successful'.

Rules create clear expectations for the children and define what is acceptable behaviour. School rules are kept to a minimum. Children are expected to always conduct themselves in a courteous and orderly manner. These are necessary for the smooth functioning of the school and, also, for the development, benefit and safety of the pupils themselves.

School rules are regularly referred to in assemblies and by staff members and are reinforced when necessary. We use phrases like "In Penygaer Primary School we use kind hands we do not hurt …"

Some of the main rules for the safety of all pupils and staff are:-

- Pupils are expected to arrive in school accompanied by a parent or carer.
- No child is allowed outside the main school boundary without permission between 9:05am – 3:30pm and must be signed in or out by an adult known to the school.
- No knives or dangerous instruments / substances are to be brought to school.
- No climbing of walls, fences, railing, gates, drainpipes etc.

E-Safety Rules (please refer to E-safety Policy)

These ensure pupils are safe whilst using the Internet. We ask parents to support us in following the same SMART rules at home.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Our priority is to foster positive behaviour and encourage self-discipline so children in our care can develop the necessary skills to reach their full potential in school and in society. We ask for parent/carer support so together we can reinforce the importance of appropriate behaviour for the safety and benefit of everyone. We understand that it can be upsetting for parents and carers in the event of being told about their child's inappropriate behaviour but we do not do this because we are 'picking' on your child or 'taking sides' against your child, we do it because we care and want to keep everyone as safe as possible. We want your child to develop the skills and knowledge to become caring, ethical and informed citizens who are able to manage everyday life as independently as they can.

Occasions when a child's behaviour infringes on the rights and safety of others.

In such situations there are a series of procedures, with possible consequences, which are followed:

Stage 1	Discussion/ investigation of incidents leading up to this, explanation of what will happen next and recording.
Stage 2	Appropriate consequences are applied. Parents may be told/contacted about the incident by the class teacher.
Stage 3	Parents are invited to discuss their child's behaviour with the class teacher and/or headteacher. Further consideration of intervention strategies and programmes will be considered to avoid further incidents and to better manage their behaviour.
Stage 4	For learners who are not responding to school's general actions to combat disengagement and disaffection and are in need of longer-term intervention through working with the Emotional Literacy Support Assistant (ELSA) or Positive Play sessions. Personal Support Plans (PSPs) or Behaviour Support Plans (BSPs) can be drawn up using a multi-agency approach (including the learner and parents/carers)
Stage 5	A fixed term exclusion (last resort) when there is an immediate threat to the safety of others in the school or the learner concerned.

EXCLUSIONS

All exclusions from school, whether they are fixed term or permanent, follow the strict guidelines set down by the LA and the Welsh Assembly Government. It is the final act for the school and is never entered into lightly. The Governing Body is immediately informed of an exclusion as is the LAs Vulnerable Children Officer.

Following an exclusion, a Post Exclusion Re-integration Plan is put in place to ensure the successful reintegration of a pupil. (Guidance on Exclusion from Schools and Pupil Referral Units Date of Issue November 2019 guidance document no: 081/2012.

Signed: Mrs Helen Conway (Headteacher)	
Signed: Mr Richard Samuel (Chair of Governors)	