



THE SAINTS FEDERATION

Relationship and Behaviour Policy



Organisation	The Saints' Federation
Title	Behaviour and Anti Bullying Policy
Author	School
Owner	Executive Headteacher and Governing body
Protective marking	NOT PROTECTIVELY MARKED
Review date:	3 Years or sooner if needed

Revision history

Revision Date	Revision	Previous version	Description of revision
March 2024	1.0	N/A	Policy created
May 2026	2.0	April 2025	St Mellon's CIW Primary School have joined the Saints Federation.

Signed by Chair of Governors on behalf of the Governing Body:

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Signed by the Executive Headteacher:

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Date approved:(by full Governing Body)

Date of review:

General Aims and Principles.

The aims of The Saint's Federation Relationship and Behaviour policy are to:

- Promote good behaviour and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.
- Regulate the conduct of pupils.
- Ensure that the whole school community; governors, parents, staff and pupils, understand the importance of high standards of behaviour.
- To clearly communicate the critical role that parents, and the community have in supporting the school as it works to achieve or support high standards of behaviour.
- To support the school community in aiming to allow everyone to work together in an effective and considerate way.

The outcomes achieved by pupils are significantly influenced by the standards of behaviour expected of them. In classes where there are excellent standards of behaviour, clear aims, high expectations and good relationships, there are high standards of learning and achievement.

Conversely, in classes where there are disruptive levels of behaviour, constant challenge to the authority of the teacher, low expectations and poor relationships, there are lower standards of learning and achievement.

It is a 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 community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is able to achieve their full potential.

Statutory Authority.

Section 91 of the **Education and Inspections Act 2006** introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. The Act gives school staff a clear statutory authority for disciplining pupils:

- Whose behaviour is unacceptable.
- Who break school rules.
- Who fail to follow a reasonable instruction.

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.

Expectations

The federation has a number of consistent school rules across all three sites, which are designed to be a positive means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects:

- Every member of the school community to behave in a considerate way towards others.
- Everyone to treat all children fairly and apply this behaviour policy in a consistent way.
- Children to listen carefully to instructions in lessons.
- Children to try their best in all activities.
- Children to be considerate and co-operative with every member of the class.
- Parents to support the school in the implementation of its behaviour policy.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness, respect, truthfulness and co-operation, in line with our school core values.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity to ensure the safety of the pupils. Other adults in the classroom will support the pupil to regulate their emotions.

Bullying is not tolerated in any form, and it is dealt with immediately. If a child threatens, hurts or bullies another pupil, the class teacher will record the incident using My Concern. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment to discuss the situation, with a view to improving the behaviour of the child.

Expectations of Adults

We expect every adult to:

1. Meet and greet every child every morning.
2. Model positive behaviours and build relationships.
3. Use and reinforce positive routines consistently. e.g. the way in which pupils' tidy tables, put books away, line up.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Be calm and give learners time for behaviour to be modified when going through the behaviour steps.
6. Aim to prevent before sanctions, using the PACE approach.
7. Recognise learners' emotions using emotion coaching techniques to engage in reflective dialogue with learners.
8. Praise publicly and frequently.

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best. Behaviour/Anti Bullying Policy Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet on the school yard. This may be a simple, 'Good morning' to provide a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who show St Mellons CIW Values and go over and above.

Recognition and Rewards:

Praise is an effective way to encourage children to engage in desired behaviours and should focus on the child's effort, rather than on what is accomplished, and should encourage continuous learning.

Pupils should also be encouraged to praise each other in an appropriate way that motivates individuals to make positive choices:

1. Always define the appropriate behaviour when giving praise
2. Praise immediately following the desired behaviour
3. Relate the praise to effort
4. Encourage perseverance and independence
5. Do not praise continuously or without reason
6. Be sincere when praising

Rewards are used to encourage children to acquire skills and develop appropriate behaviour. Rewards should be immediate, consistent, achievable and fair.

At the Saints Federation, we understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At the Saints Federation, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Learning and Effort	Dojo	For effort and successes in their learning. 1 DP – good effort / achievement

		<p>2 DP – outstanding effort / achievement</p> <p>These will be collected weekly by year 6 monitors and celebrated in Friday's Celebration Assembly. Dojo are converted into House points.</p>
Learning Attitudes/Creative habits of mind	Sticker and certificate	<p>These awards will celebrate efforts / achievements in learning. Teachers will award the sticker and send the child to another member of staff to show them their work or talk about how they have completed.</p> <p>Class teacher will write a certificate and bring it to the assembly on Friday and read it aloud. To be written in the second person to address their achievements.</p>
Learning and Achievement	Head of School/Senior Leadership Team Stickers	<p>Teachers and LSAs may send a child to the Headteacher or a member of the school's Senior Leadership Team for positive reinforcement of desired behaviours. This will be acknowledged with praise and a sticker, which should alert parents to their child's positive behaviour.</p>
Learning and Achievement	Weekly Celebration Assembly	<p>Teachers to read certificates awarded to the children and explain the learning or achievement, etc.</p> <p>Any other recognitions to be celebrated, including sporting achievements.</p>
Values and Behaviours	Weekly celebration rewards	<p>All staff can select pupils who have gone 'over and above' in terms of the school's values and their behaviours over the course of the week.</p> <p>Certificates will be awarded</p>

		in Celebration Assembly each Friday.
Values and Behaviours	Positive text home	<p>These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week.</p> <p>There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Visitors will also be given them for when they recognise 'over and above' behaviour.</p> <p>'The positive text enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.</p>
Attendance	Weekly attendance raffle and termly certificates.	<p>Highest attending class for week receives 10 minutes extra play.</p> <p>100% attenders for term receive certificate.</p> <p>100% attendance for year receives prize in end of year assembly.</p>

Managing Behaviour

Engagement with learning is always our primary aim at the Saints Federation. For most of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to have a change of environment for a short period of time to help regulate, but steps should always be followed with care and consideration, taking individual needs into account. A child should not be 'sent out' of a classroom but should be supported to regulate their behaviour in a safe space appropriate to their needs using the emotion coaching techniques (see appendix 1) e.g. these situations should always be supervised.

All staff make a conscious effort to 'catch them being good', we praise the behaviour rather than focus on the undesirable behaviours. This is a system whereby we try to modify children's behaviour by giving them a clear set of guidelines to follow.

If children follow the rules, they will be rewarded. By doing this it is hoped that children will enjoy the rewards and hope to repeat the experience. Children will be shown that rewards will always follow good behaviour.

Alternatively, there will be consequences for poor, anti-social or disruptive behaviour with a universal understanding of everyone's needs.

When a child breaks a rule, they are informed that they have chosen to break the rule, and they are encouraged to reflect on this behaviour and consider how to modify their behaviours in line with the school rules.

At the beginning of the school year, all children devise appropriate and agreed class rules, alongside taught rules to adhere to throughout the academic year. Taught rules will relate to expected social behaviour; general school rules applied for everyone's welfare; rules applying to their work; and rules relating to the way they interact with others including their fellow pupils and adults.

The rules they devise will be a general set of class-based rules which will help guide them to appropriate strategies to deal with class-based issues. These may deal with interaction with the teacher / support staff or with fellow pupils e.g. Be polite; only one person speaks at a time; saying please and thank you. Class based rules will be age relevant. Teachers will ensure that they are consistent in applying the rules.

Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at the Saints Federation deal with behaviour through shared high expectations. As a school we encourage children to demonstrate positive behaviour within our classrooms and we will utilise a 'Good to be Green' system where positive efforts will be praised, and undesirable behaviour will be discouraged.

Each classroom has a 'Good to be Green' wall chart with a space for each child. Every pupil has three cards behind their name: Green, Yellow (think), and Red (Consequence).

The child's name is moved from the Green 'Ready to Learn' stage, to the yellow, 'Think' stage. At this stage they will be referred to the Phase leader and a loss of privileges may be deemed appropriate. Such privileges include reduced free time; loss of responsibilities; reduced access to activities. This allows the child to be given an opportunity to improve and make changes to his/her behaviour. Should the child change their behaviour positively following an age appropriate amount of time he or she can return to the 'Ready to Learn' stage.

Should the child continue to make undesirable decisions about his or her behaviour they can be moved to the red 'Consequence' section. Consequentially, contact with the Executive Headteacher or Head of School will be made, and home will be contacted to discuss how we can work together to support our learner's behaviour at school.

The 'Good to be Green' rules are also displayed in each classroom. The aim is to enable pupils through a visual aid to stay on the 'green card' by supporting them in following the school rules. Each day all pupils will start again with their green card displayed in the wall chart.

Where there is a serious or very serious act of misbehaviour, or anti-social behaviour, a child can move straight to a fixed term exclusion or permanent exclusion.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Staff use the steps below for dealing with poor conduct:

Steps	Actions
1. Redirection	Gentle encouragement to consider their behaviours. Non-verbal cues acknowledgement.
2. Reminder	A reminder of our rules delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminder if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3. Caution	A clear verbal warning of the yellow card is delivered making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step'.
4. Last Chance	Speak to the pupil and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention using the emotion coaching scripts: <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now.

	<ul style="list-style-type: none"> • At St Mellons, we... (refer to the school rules) • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) and have received a yellow card. • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is what I need to see today... • Thank you for listening... then give the child some 'take up' time. <p>Issue a yellow card,</p>
<p>5. Time Out</p>	<p>Sometimes some behaviours require 'Time out'. This might be a short time away from the classroom with another class/LSA/Cwtch /calm space*. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.</p> <p><i>*Pupils should not be asked to stand outside the classroom.</i></p>
<p>6. Repair</p>	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting.</p> <p>Restorative Practice: 5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right?

	<ul style="list-style-type: none"> • How can we do things differently in the future? <p>(Key questions in bold) See restorative question poster to be displayed in class Appendix 2</p>
Follow-up	<p>If a child has two or more incidents in a day requiring reflection, a yellow card would be issued, and the class teacher would inform parents.</p> <p>If a child has three or more incidents in a day requiring reflection, or if a child uses physical contact, inappropriate language or a racial comment, a red card would be issued and a member of SLT would contact parents to make them aware.</p>

Restorative Practice

The Saints Federation uses restorative practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Recording:

All members of teaching staff are trained to use My Concern (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

Serious Incidents:

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the SLT or Head of School. Parents will be informed of such behaviours.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults.

Physical Intervention and Restraints

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 041/2010, Safe and effective intervention – use of reasonable force and searching for weapons.

This relates to section 93 of the Education and Inspections Act 2006, which enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The actions that our teachers take across the federation are in line with government and authority guidelines on the 'physical intervention and restraint of children'. Staff are 'Team Teach' trained.

The role of the class teacher

All staff employed at the Saints Federation who oversee pupils have the power to discipline. It is the responsibility of the staff to:

- To treat all children in their class with respect and understanding.
- Ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.
- To treat each child fairly and enforce the classroom code consistently.
- To treat all children in their class with respect and understanding.

If a child breaks the class rules repeatedly in class, the class teacher records all such incidents on My Concern. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if a child breaks the rules for a second time, the class teacher seeks help and advice from a member of the SLT, Head of School and then the Executive Headteacher.

The school will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA Emotional Health and Well-being Team.

The school regularly reports to parents about the progress of each child in their class. Feedback is provided through parent meetings, and in mid-term and end of year reports. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Head of School

It is the responsibility of the Head of School, under the School Standards and Framework Act 1998 and the **Education and Inspections Act 2006** to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour.

The Head of School has the responsibility for giving fixed-term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School/ Executive Head of School may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

We expect that parents will:

- Be confident that the behaviour policy will be always enforced fairly.
- Wish to support the school's behaviour policy as high standards of behaviour support high standards of achievement.
- Not undermine the authority of the teacher in front of pupils.
- Take any concerns to the Executive Headteacher or Head of School.

If parents have any concern about the way that their child has been treated, they should initially contact the Head of School or Executive 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.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher and Heads of Schools in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

Exclusions may take place:

- In response to serious breaches of a school's discipline policy.
- Once the range of alternative strategies have been tried and failed.
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.
- In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004.

Only the Head of School/Executive Headteacher has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School or Executive Headteacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head of School/ Executive Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents how to make any such appeal.

The Head of School/ Executive Headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School/ Executive Headteacher.

The Governing Body has a Pupil Discipline Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Head of School must comply with this ruling.

Alternatives to Exclusion

Exclusion should not be used if alternative solutions are available.

Examples include the following:

- Pastoral Support Programmes (PSPs) for learners who are not responding to schools' general actions to combat disengagement and disaffection and are in need of longer-term intervention. PSPs are plans for learners to better manage their behaviour and should be drawn up using a multi-agency approach (including the learner and parents/carers) and reviewed on a regular basis.
- Restorative justice, which gives offending learners the opportunity to redress the harm that has been done to a victim, and enables all parties with a stake in the outcome to participate fully in the process. All professionals need to be involved in the process and all parties must consent to participate.
- Internal exclusion (also known as internal seclusion), which can be used to diffuse situations that occur in school that require a learner to be removed from class but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.
- Managed move: if a school feels that it can no longer manage the behaviour of a particular learner, the school may arrange, normally through the LA, for another school to take over the learner's education. This should only be done with the full knowledge and cooperation of all parties involved, including the parents/carers and the LA, and in circumstances where it is in the best interests of the learner concerned. Parents/carers should never be pressured into removing their child from school under threat of a permanent exclusion, nor should learners be deleted from the school roll to encourage them to find another school place. Regulation 8 of the Education (Pupil Registration) (Wales) Regulations 2010 details the only lawful grounds for deleting a learner's name from the school roll.

Fixed Term Exclusions

At the Saints Federation, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption.

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Executive Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

Following a fixed-term exclusion, the pupil and parents meet the Executive Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

The aim of the school is to make every effort to support the child in avoiding a formal fixed term exclusion. When a fixed term exclusion is being considered the school will always have regard to the legal framework and guidance from the Welsh Government (Guidance 071/2015 Exclusion from Schools and Pupil Referral Units) and seeks the advice of the local authority exclusion

team. External exclusion is a last resort and is only for serious breaches of behaviour and alternative solutions have been ruled out.

The school will not carry out informal or unlawful exclusions, for example sending a child home for any period of the day to 'cool off' without following the procedures required for a formal exclusion.

If a learner is sent home, it will always be recorded as a formal exclusion. As stated in the guidance fixed term exclusions will always be for the shortest period of time and the time frame will always be fixed. The Governors Discipline Committee must meet when a learner exceeds 15 days of exclusion. The school recognises that in cases of more than a day's exclusion work must be sent home and marked.

The school is required to take due regard of the Equality Act in this, and every area of school life. The best interests of the child, in line with the United Nations Convention on the Rights of the Child, needs to be at the core of any decision to exclude.

If the Executive Headteacher decides to exclude a pupil the parents must be informed immediately by telephone and then by letter. The letter must state the reason for exclusion and the time period of the exclusion as well as the name and contact details of the Local Authority Exclusion Officer. The local authority exclusion form must be filled in and sent in immediately. Exclusion records must be kept in school and reported to the LA and WG.

Following an exclusion parents will be invited into school to discuss their child and how any behaviour problems can be addressed.

Permanent Exclusion

Welsh Government state that permanent exclusion should normally be seen as a last resort and that other than in exceptional circumstances (as listed in the guidance), a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The governors of the Saints Federation agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Pupils' Conduct Outside the School Gates

Pupil behaviour outside school, e.g. on school trips is subject to the school's behaviour policy. Behaviour in these circumstances should be dealt with as if it had taken place in school. For behaviour outside school, the Saints Federation aims to protect the reputation of the school while demonstrating care and control over learners to all members of the community. The Executive Headteacher may exclude a learner if there is a clear link between behaviour exhibited in the immediate vicinity of the school and maintaining good behaviour and discipline among the learner body as a whole. This will be a matter of judgement for the Executive Headteacher and the Welsh Government Document Guidance document no: 255/2019 Date of issue: November 2019 will be referenced should the situation arise.

Children with Social, Emotional and Mental Health Needs

Children who exhibit behavioural problems because of identified social, emotional and mental health issues are placed on the school's ALN register and provided with individual plans to support them. In these cases, the ALNCo will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other interventions, such as ELSA and Socially Speaking, as advised by the ALNCO, outside agencies, and according to advice from the educational psychology service where appropriate.

Equalities

At the Saints Federation, we recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences and as such, seek to reflect this in all our school policies. In accordance with the Equalities Act 2010 our policies and learning and teaching strategies fulfil the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

Through this policy we seek to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

At our school, we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community and this is reflected in the content of each policy.

The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, role models and opportunities that challenge stereotyped thinking.

Appendix 1

<u>Emotion Coaching</u>	
<p data-bbox="197 259 740 315"><u>Step 1: Recognise, empathise, validate the feelings and label them</u></p> <ul data-bbox="245 320 788 573" style="list-style-type: none"><li data-bbox="245 320 788 376">○ I can see that you are angry. I would feel angry too if that happened to me. It's normal to feel like that'<li data-bbox="245 376 788 456">○ 'I can see that you are frowning and you're kicking the wall and expressing a lot of energy. I would feel like that too if I didn't want to do something'<li data-bbox="245 456 788 573">○ 'I noticed you are looking around at other people's work. I think you might be feeling nervous about whether you are doing it right. Have I got that right?	<p data-bbox="815 192 1158 215"><u>Step 2: Set limits on behaviour e.g.</u></p> <ul data-bbox="863 219 1394 331" style="list-style-type: none"><li data-bbox="863 219 1394 275">○ 'These are the rules that we have to follow. Doing that is not OK'<li data-bbox="863 275 1394 331">○ 'We can't behave like that even though you are feeling annoyed because it is not safe' <p data-bbox="815 365 1209 387"><u>Step 3: Problem solve with the child e.g.</u></p> <ul data-bbox="863 392 1406 584" style="list-style-type: none"><li data-bbox="863 392 1406 448">○ 'This is not a safe place to be angry. Let's go to a safe place and then we can talk'<li data-bbox="863 448 1406 528">○ 'Next time you're feeling like this, what could you do? How do you think you will react if this happens again?'<li data-bbox="863 528 1406 584">○ 'You need to do ___ or ___ - which do you want to do?'