

Ysgol Gynradd Cogan Cogan Primary School



Positive Relationships Policy

“Positive relationships in schools are central to the well-being of both students and teachers and underpin an effective learning environment.” Sue Roffey.

1. Policy Statement:

Cogan Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The Governing Body and staff at Cogan Primary school believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community. Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

2. At Cogan Primary we aim to:

- Foster excellent relationships between all members of our Cogan community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.

- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.

- Use restorative approaches.

- Build a community which values and models kindness, good humour, tolerance and empathy for others.

3. Purpose of the policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms;
- Positively reinforces behavioural norms;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive interventions.

4. Fundamental principles:

All members of our school community have the right to:

- feel secure and safe
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our policy are:

- Unconditional positive regard for all pupils;
- A no shouting policy;
- A focus on choice: we refer to good choices (which lead to positive consequences) and choices which are poor (which lead to agreed consequences).

4.1 The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour rules of Ready, Respectful, and Safe
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Using 'Pausing to be' and 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encouraging pupils to be proud of their school.
- Using activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging everyone to be responsible for their own behaviour and goals and have a sense of collective responsibility.

5. Rights of the Child

The UNCRC is at the heart of our values at Cogan Primary. The Articles from the UN Convention on the Rights of the Child that apply to this policy are:

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 28 (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

6. Education Endowment Framework (EEF) 'Improving Behaviour in Schools' 2018

The report by the EEF has identified the following elements of successful positive behaviour within a school:

1. Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly.

- Understanding a pupil's context will inform effective responses to misbehaviour.
- Every pupil should have a supportive relationship with a member of school staff

2. Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour.
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.
- Teachers should encourage pupils to be self-reflective of their own behaviours.

3. Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4. Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5. Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

6. Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

This is reinforced by Paul Dix in his 5 Pillars of pivotal practise:

1. Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations
2. First attention to best conduct – rewards, recognition, praise, motivation, engagement
3. Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues,
4. Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation
5. Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships

Consistency of approach

“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 but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix – When the Adults Change Everything Changes.

Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for “the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.” (Dix, 2017)

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring “certainty” at the classroom and Senior management level.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour.
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced routines for behaviour around the site: in classrooms, around the site and at the school reception.

The aims of this policy will be met by everyone consistently observing our 3 agreed rules.

These are:

- 1. Be ready**
- 2. Be respectful**
- 3. Be safe**

By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success.

5.1 All staff will:

- Meet and greet children on the school yard at the beginning of each school day.
- Hand children to parent/carer/older sibling at the end of the school day.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Be a visible presence to encourage appropriate conduct.
- Celebrate staff and learners whose efforts go above and beyond expectations.

5.2 Parent /Carers will:

- Encourage their child's independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make their child aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Inform the school of any events that may have an impact on their child's wellbeing.

6. Recognition and rewards for effort

We recognise and reward learners who go "over and above" our standards. Although we have weekly and monthly Proud to Present awards our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Classroom level

- Stickers
- Class Dojo Points.
- Raffle tickets

- Mention/Note/phone call to parents.

Whole School level

- Weekly P2P Winners
- Monthly P2P Winners linked to the AoLE for the month.
- Criw Cymraeg Winner
- Early Years/Lower Primary Class of the Month.

What Positive Behaviour looks like in Cogan Primary School.

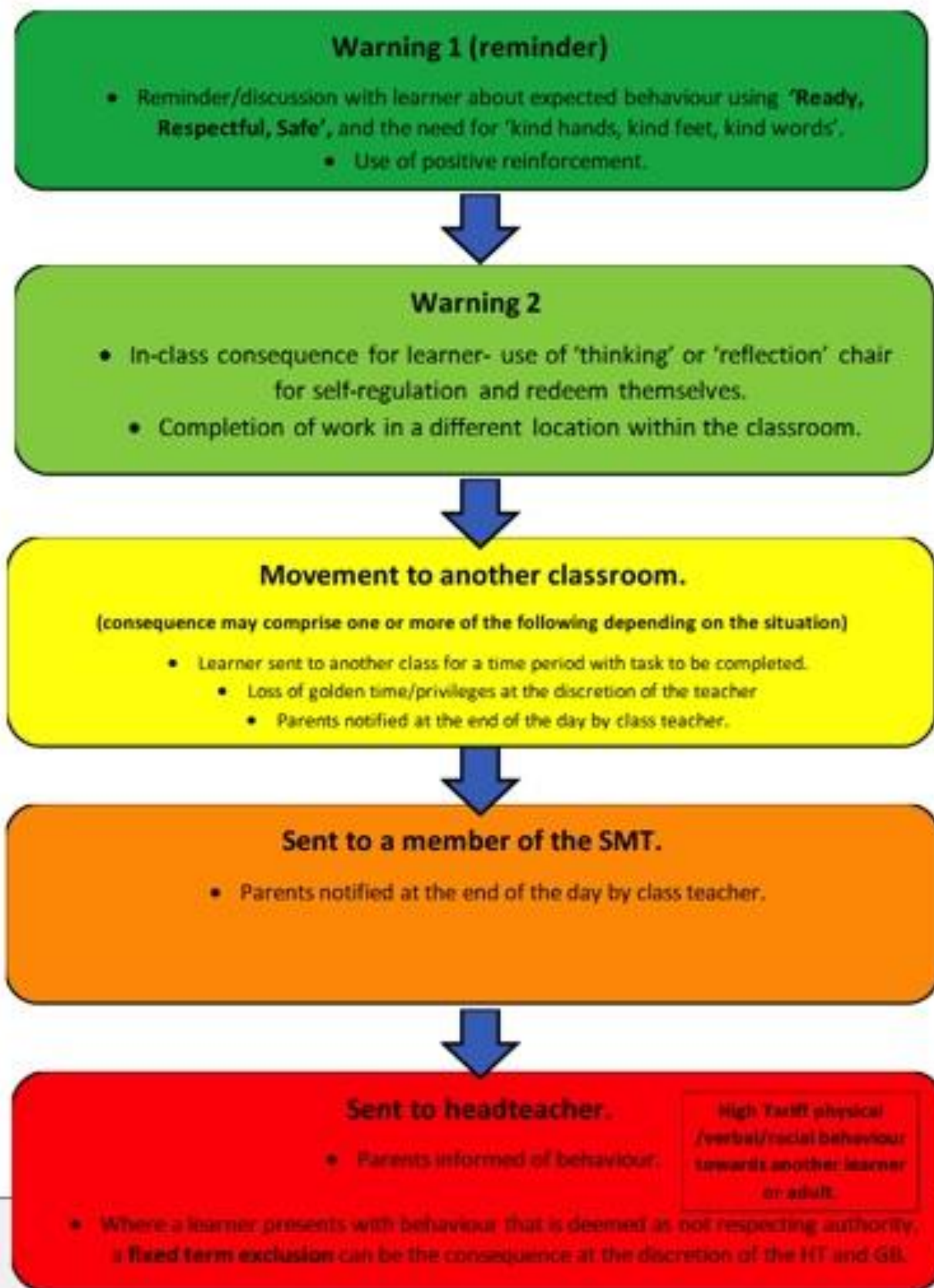
(This has been created collaboratively between the Learning Squad and School Council)

Location	Be Ready	Be Respectful	Be Safe
Classroom	<p>...to learn.</p> <ul style="list-style-type: none"> • Super sitting. • Llygaid yn edrych, Clustiau yn gwrando (eyes looking, ears listening) 	<p>...to each other.</p> <ul style="list-style-type: none"> • Kind hands, feet and mouth • Looking after our school resources 	<p>...wonderful walking.</p>
Playground	<p>...to run, play, learn, exercise and have fun.</p> <ul style="list-style-type: none"> • Dressed appropriately. • Drop equipment calmly and stand in silence when you hear the first whistle. • Walk quietly to your line when you hear the second bell 	<p>... to each other and the environment.</p> <ul style="list-style-type: none"> • Have kind hands, feet and mouth • Look after our school resources • Make sure we put all litter in the bin 	<p>...use equipment appropriately.</p> <ul style="list-style-type: none"> • Do not climb on areas that aren't allowed or unsafe. • No leaving school property.
Assembly	<p>...to listen to the speaker.</p> <ul style="list-style-type: none"> • Walk in silently in Year group order. • Llygaid yn edrych, Clustiau yn gwrando (eyes looking, ears listening) • Super sitting 	<p>...to the speaker.</p> <ul style="list-style-type: none"> • Listen in silence • Sit still • Put hands up to ask questions. 	<p>...have kind hand, feet and mouth.</p>
Hall/P.E	<p>...for instructions</p> <p>Doing things first time.</p>	<p>...to the game, follow the rules.</p> <p>Looking after our school resources</p>	<p>...use equipment appropriately.</p>
Lunchtimes	<p>... wait your turn.</p> <ul style="list-style-type: none"> • Queue up one behind the other. • Clean your area 	<p>...to the staff and each other.</p> <ul style="list-style-type: none"> • Use your manners and do not push in. 	<p>...have kind hands, feet and mouth.</p>

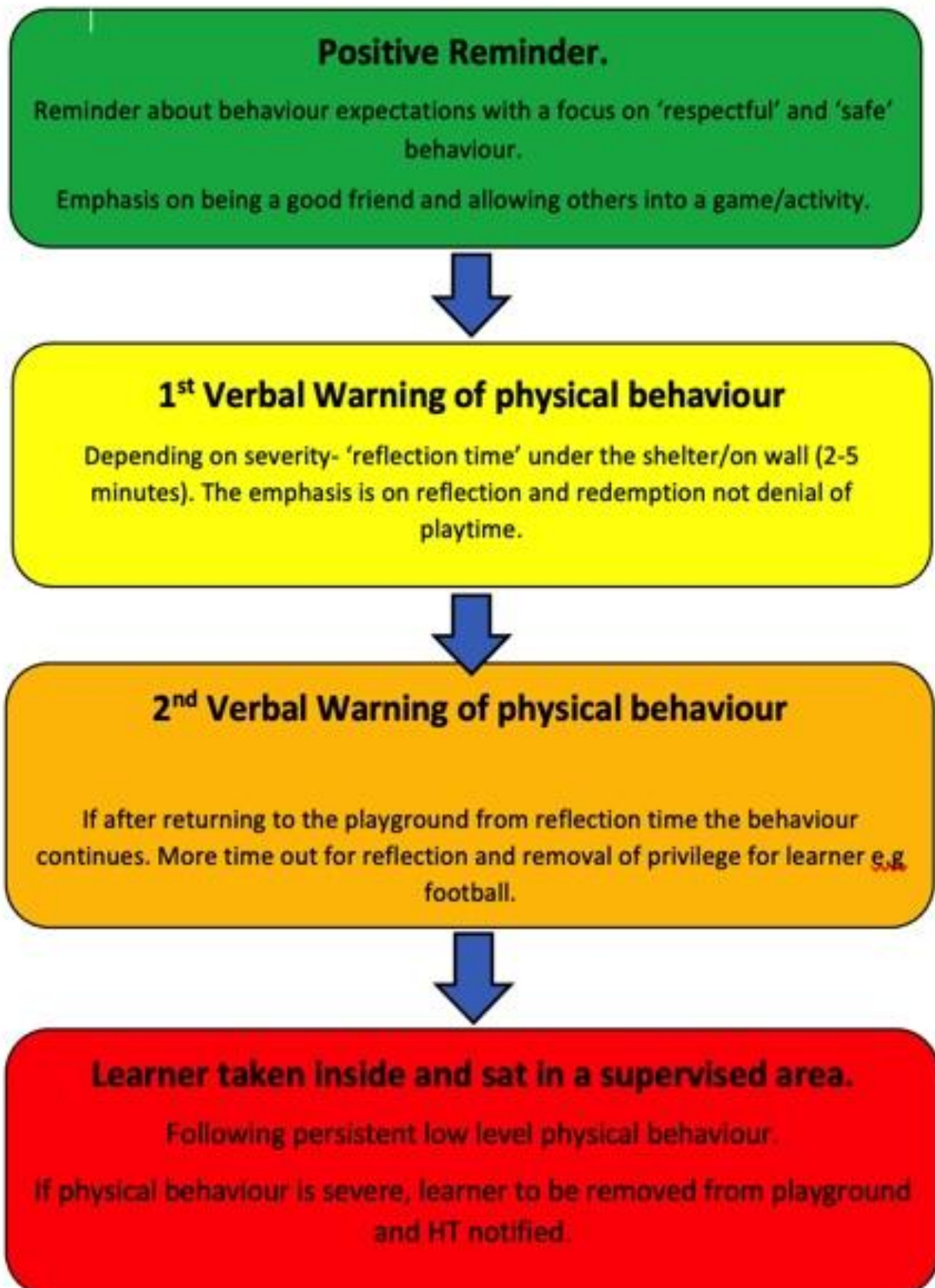
Behaviour Consequence Flowcharts.



Consequence Flowchart: Classroom



Consequence Flowchart: Playground



Consequence Flowchart: Assembly



Positive Reminder

- Children are expected to enter and exit the hall in a respectful manner. Walking in and out silently in respective class lines.
- Once sat, children are expected to show they are being 'ready, respectful and safe' by listening to the adult in the front of the hall.



Warning

- Reminding that this is their last warning and will be moved to sit on a bench if it continues.



Learner asked to sit next to an adult.

Following repeated poor behaviour the learner is asked to sit next to an adult.



Asked to leave assembly hall and move to a supervised classroom.

Following persistent poor behaviour learner is asked to leave assembly hall and move to a supervised classroom. Class Teacher to speak with parents if required.



Procedure for dealing with alleged racist incidents involving learners

Based on the above definition, for the purposes of this procedure, racism may refer to hostility or prejudice based on, colour, ethnicity or place of origin.

1. Incident reported to school by staff or parent/carer or pupil.
2. 'My Concern' report created by member of staff receiving report which is then submitted for triage and investigation by school safeguarding officers.
3. SLT/ Designated Safeguarding Person begins the investigation.
4. Accounts taken from all involved including witnesses.
5. Headteacher and parents/carers informed of investigation.
6. Decision made once all the evidence collated. All enquiries made will be recorded on to the 'occurrence' created on My Concern
7. Appropriate sanction/support given:
 - a) Lack of understanding – the pupil may be directed to an empathy task to reflect on the harm caused. Therefore, exploring where their prejudices come from.
 - b) Due to the harm or distress caused by the incident/s, there is a sanction in line with the school's anti-bullying policy as well the behaviour/relationships policy.
8. Parents/carers informed of the outcome of the investigation.
9. Restorative conversations take place with all parties involved.



Policy- Positive Relationships

This is to confirm that the Governing Body of:

Cogan Primary School
Ysgol Gynradd Cogan

has accepted the attached policy at the Governing Body Meeting held on:

July 2025

Signed: K John
Chair of Governing Body

Date: 25/07/25