

Castle Park Primary School

Church Road, Caldicot NP264HN

Relationships and Behaviour Policy

Castle Park Primary School is committed to ensuring that all members of our school community feel safe, valued and respected. Our pupils have a right to reach their full potential in a safe, secure, caring and happy environment based upon a set of shared values. We are a hard-working school that promotes an environment where everyone can live and work together in a supportive way.

Aims

The aim of our Relationships and Behaviour Policy is to promote good behaviours for learning by leading children towards high levels of self-esteem and self-discipline. We recognise that positive relationships are at the heart of all behaviours for all members of our school community. At Castle Park Primary School we aim to foster a positive approach to behaviour. We have a clear set of rules, rewards and consequences which were formulated with our pupils. Behaviour expectations are clear and opportunities are used to support children to enable self-regulation.

Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the strategies employed.

Specifically, we aim to:

- Create a culture of belonging in which every child feels important and a part of our school community
- Provide a rich and stimulating curriculum and learning environment that is nurturing and inspiring so that our pupils can thrive.
- Support social and emotional development by building positive relationships through the curriculum and school values (CARE)
- Be clear about our expectations of behaviour for learning (Ready, Respectful, Safe)
- Use consistent strategies to allow children to self-regulate and take responsibility for their own learning and behaviour
- Develop a school ethos that meets the United Nations Rights of the Child framework

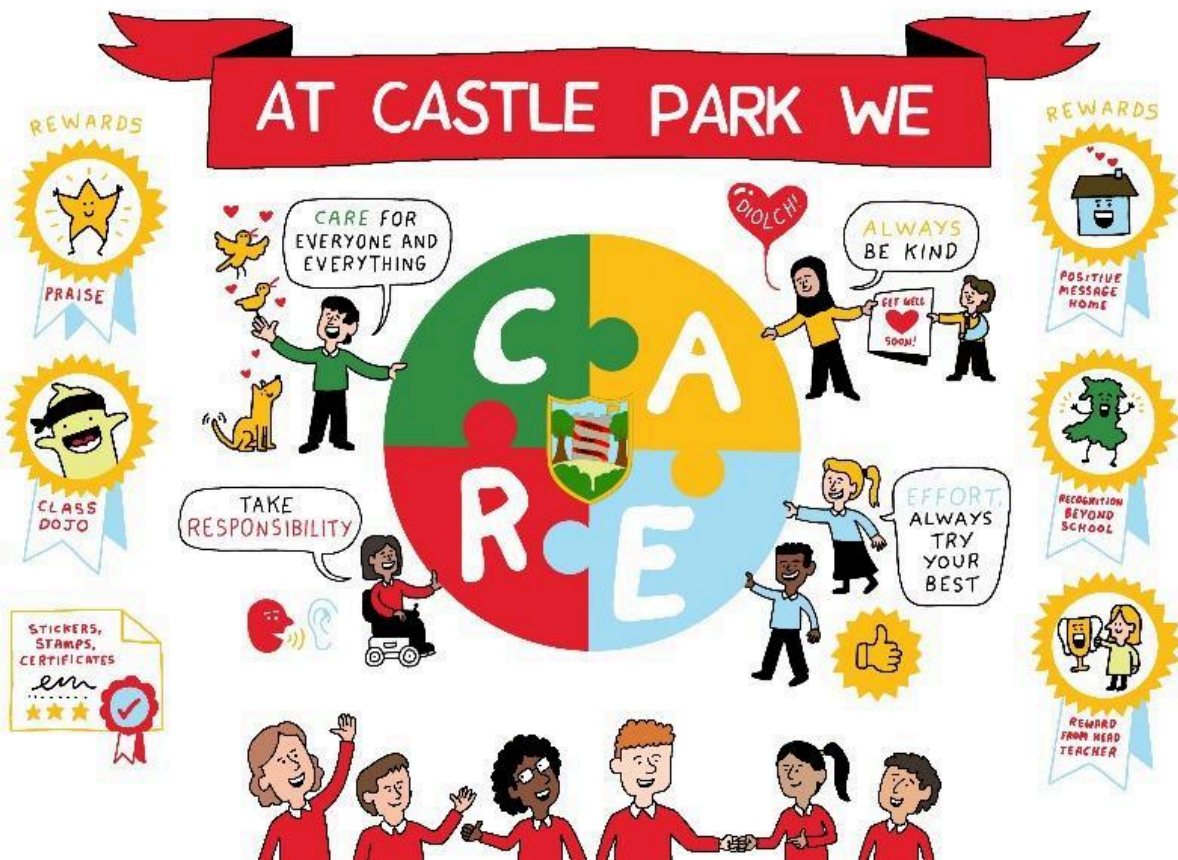
For our policy to be effective it must be fully understood and acted upon by all staff and applied consistently. It will be made explicit to staff, pupils, parents and governors and supported by a positive ethos in the school.

Our CARE values

Our Relationships and Behaviour Policy is based around the following values and qualities which we consider to be of paramount importance and which we wish to cultivate in all members of the school.

- Care for everyone and everything
- Always be kind
- Effort – always try your best
- Take responsibility

These values and qualities were developed by our staff and pupils in 2018 and reviewed in 2025. Our CARE Values are reinforced daily and highlighted in weekly celebration assemblies.



Rights of the Child

The rights of the child are

promoted within the school with the support of the Super Ambassadors pupil voice group which is led by the Headteacher.

Article 2 - I have the right to protection against discrimination

Article 12 - I have the right to be listened to and taken seriously

Article 15 - I have the right to be with friends and join or set up clubs, unless this breaks the rights of others

Article 19 - I have the right to be protected from being hurt or badly treated

Article 28 - I have the right to an education

Article 29 - I have the right to an education which develops my personality and respect for others' rights

Article 31 - I have the right to play and relax by doing things like sports, music and drama.

Staff Responsibilities

To achieve our aims for relationships and behaviour at Castle Park Primary all staff (teaching and non-teaching) shall:

- Greet pupils, smile and show warmth and recognition, recognising that this will help pupils to value themselves and others
- Praise good behaviour and reward effort

- Know our pupils and understand their needs. School and learning cannot be a ‘one size fits all’ approach
- All staff will ensure pupils have time to talk and be listened to and will therefore build positive relationships with pupils
- Apply awards and consequences with consistency, ensuring rewards outweigh sanctions
- Communicate fully and clearly with parents, creating a positive partnership
- Be alert to bullying and discriminatory behaviours, including racism, and to act according to the school’s anti-bullying policy and responding to racist incidents policy.

Children’s Responsibilities

Alongside living our CARE values, we expect our children to be **Ready, Respectful and Safe** at all times.

Parental Responsibilities

- Support the school with the rules, rewards and consequences
- Promote positive behaviour at home to ensure continuity between home and school
- Inform the school if there has been a change in either their child’s home life or behaviour
- Initially contact the class teacher if they have concerns.
- Initially contact the class teacher if they feel their child’s behaviour, in or out of school, is impacting on the child’s emotional well-being

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 headteacher in carrying out these guidelines.

School Rules:

Our intention is that our school rules of **Ready, Respectful and Safe** are clear and memorable. The rules are meaningful in all situations and underpin the high expectations we have of learning and behaviour.




These rules are talked about regularly throughout the school day. Early in the Autumn Term each class works collaboratively to create a class charter which shows how these rules will be lived day to day. These are agreed by all class members and displayed in the classroom.



The stages and possible progression of how an issue can be dealt with is outlined below. Sometimes incidents may occur whereby stages are omitted depending upon the seriousness of the incident.





Consequences



Most pupils will thrive at school. Some will occasionally need some reminders to ensure their behaviour meets our expectations. Sometimes a pupil's behaviour will fall short of our expectations. In these circumstances there are a clear set of consequences designed to give a pupil the opportunity to reset, restore and reflect on their behaviour.

Stage	Who	Recording and communicating
<p>Reminder A verbal reminder of the school rules.</p> <p>Warning A further verbal reminder of the school rules and consequences.</p> 	<p>Any member of staff may issue a reminder.</p>	<p>Not recorded or communicated unless this is persistent in which case a special recording arrangement may be made.</p>
<p>Short Time Out Up to 15 minutes spent sat away from peers, within the classroom learning space. This provides an opportunity for the child to reset their behaviour.</p> <p>For behaviour in the playground that is not ready, respectful or safe, this means missing up to 15 minutes of play time (standing with a member of staff on the yard).</p> 	<p>Any teacher may issue a short time out.</p>	<p>Not recorded or communicated unless this is persistent in which case a special recording arrangement may be made.</p>
<p>Short Time Out x 3 in one session</p> 	<p>Any teacher may issue a short time out.</p>	<p>Recorded in class orange book which includes: Date and time, a brief description of the behaviour</p> <p>Member of classroom staff has a short restorative conversation with the pupil during a part of the pupil's break time.</p> <p>Parents are told on same day. Either in person at pick up or by telephone.</p> <p>Lunch break spent with Headteacher on Friday of the same week to discuss behaviour</p>

<p>Long Time Out Up to 1/3 of the school day spent learning apart from their classmates. This could be in a partner class or with a member of the leadership team.</p> 	<p>Any teacher may issue a long time out. A member of Senior Leadership Team should be informed via orange form.</p>	<p>expectations. Recorded on an orange behaviour form. Restorative conversation Pupil completes (or is supported to complete) a pupil reflection form and may participate in restorative work. Parents are informed by the class teacher and may be invited to meet with the class teacher. Communication is documented on Edukey.</p>
<p>Next Steps This could include: Risk Reduction Plan Referral to external agencies Pastoral Support Plan (PSP) Exclusion (fixed term or permanent)</p> 	<p>Deputy Headteacher / ALNco / Headteacher The Headteacher must make any decisions regarding exclusion.</p>	<p>Recorded on an orange behaviour / bullying/racist incident form. Pupil completes (or is supported to complete) a pupil reflection form. Parents are informed by member of the leadership team and a meeting arranged. This meeting may follow formal processes as necessary.</p>

Consequences should be worked through progressively unless a behaviour is such that it requires a more significant immediate consequence.

Level of Consequence	Example of behaviours <i>(these lists are not exhaustive and are designed to support as a guide)</i>
	<ul style="list-style-type: none"> • Not completing work to the best of your ability • Distracting others • Turning around in class • Not being ready when the teacher is asking • Not listening to others • Not participating fully • Unintentional unkindness
	<ul style="list-style-type: none"> • Failing to stop any of the above • Deliberate lateness • Deliberate unkindness • Being somewhere you shouldn't be • Physical contact causing annoyance • Dishonesty • Leaving the classroom without agreement • Walking away from a member of staff

	<ul style="list-style-type: none"> • More than 4 short time outs in one day • Continual refusal to leave the classroom when asked and supported • Inappropriate language • Defiance – rudeness or disrespect to a member of staff including attempting to argue/answer back/ignore • Reactive physical aggression • Behaviours aimed to intentionally intimidate others
	<ul style="list-style-type: none"> • Assault on a member of staff • Serious assault on another pupil • Illegal drugs • Physical assault/fighting • Inappropriate use of ICT • Harmful sexual behaviours • Bullying including serious or repeated unkindness towards another child • Stealing • Deliberate act of vandalism • Serious/directive/repeated inappropriate language/gestures • Racist (or other discriminatory) language

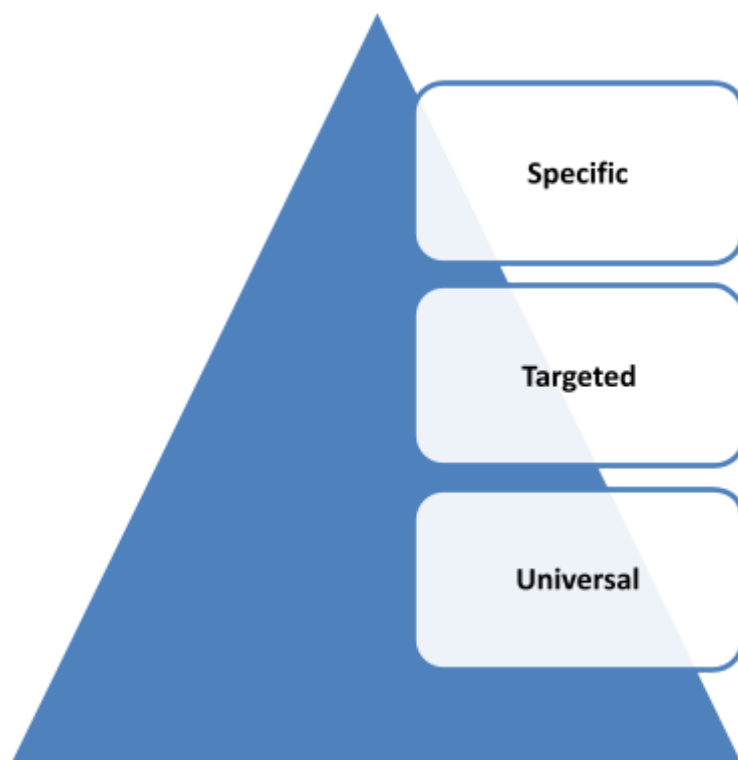
Restorative Approaches and Practices

Restorative approaches will be used to resolve conflict between individuals or groups and to repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and a resolution sought. When behaviour problems or disputes arise, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all facts have been determined. Where appropriate, each child should be given the opportunity to apologise and make friends after disputes. Time needs to put aside to repair and rebuild.

Supporting Pupils

The above stages will support positive behaviour strategies in classrooms for most children, but we recognise that a rigid approach to the steps, a one size fits all approach is not effective and we need to consider the needs of individuals and adapt our approach as such. For some children who are displaying interesting emotional behaviours the school rules, rewards and consequences system may not be effective. Relational intervention such as ELSA and nurture provision, will provide time out for PRRR (protect, relate, regulate and reflect) to enable the child to re-engage with curriculum and learning. Ideas for self-regulation through activity are in the appendices.

Children will be provided with support based on their level of need. At Castle Park we view behaviour as communication of need. Frequent behaviour not in line with expectations will be seen as an indication that the level of support may need to be increased. Decisions about the level of support required will always be made in consultation with the child, their parents/carers and external professionals as appropriate.



	What might support look like?	Who will be involved?
Universal Support	Whole school strategies as outlined in this policy. In addition, children may be supported by calm boxes, fiddle toys, short movement breaks, wobble cushions, seating arrangement, access to calm area, thoughtful seating, timers, ear defenders, weighted blanket, sticker chart	Class teacher and classroom staff
Targeted Support	Interventions aimed at supporting specific identified needs, for example ELSA, nurture breakfast/breaks, use of sensory room, lego therapy, sensory breaks and circuits, now/next and visual timetables, restorative tools including comic book conversations meet and greet at start of day, end of day reflections with an adult The pupil may have a OPP with targets for behaviour.	Classroom teacher and support staff Parents should be aware that their child is receiving targeted behaviour support and should be part of discussion and decision making about how to best support the child. ALNco may offer advice and support to class teacher.

<p>Specific Support</p>	<p>In addition to the above, pupils will be supported by specialist external professionals such as the MCC Education Support Team (EST), Space Wellbeing Service, CAMHS Inreach, Play Therapy, Education Psychology Service.</p> <p>The pupils will have a OPP with targets for behaviour.</p> <p>A pupil risk assessment and Positive Handling Plan may be in place.</p>	<p>Class teacher and ALNco.</p> <p>Deputy Headteacher/Headteacher support as necessary.</p> <p>Parents are kept involved and informed through regular communication with class teacher/ALNco.</p>

Pastoral Support Programme

If a pupil has persistent behavioural problems, it may be appropriate to implement a Pastoral Support Programme. The child will be referred to the Behaviour Support Team and a Pastoral Support Programme will be drawn up. The programme will identify causes of concern and what can reasonably be required of the pupil.

The involvement of parents is essential if a successful outcome is to be achieved.

Positive Handling

In line with LA guidelines all staff are trained in the Positive Handling strategies of the Team Teach approach and provided with regular refresher training as appropriate. This programme develops strategies and responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all. We use positive touch as a school so that we are able to physically guide, touch and comfort children. If we know of children who we may need to use the Team Teach strategies on, we will have a Risk Reduction Plan in place and agreed by all parties.

The decision to exclude

Castle Park Primary school recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. In

order to avoid exclusion we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity
- Use restorative conversations alongside the child to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management
- Offer an alternative curriculum and pedagogical approaches if required
- Use a relational approach to provide co-regulation and to support a child or young person to understand their emotions

A decision to exclude a learner should be taken only: in response to serious breaches of the school's Relationship and Behaviour policy and if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Only the headteacher can exclude a learner. If they are absent from school, then the Deputy Head Teacher may exercise the power of exclusion, though they should make clear that they are acting in the headteacher's absence. The headteacher cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

A decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon

On the rare occasion that exclusion is required we will:

- Follow the procedures and protocol set by Monmouthshire County Council
- Maintain contact with the child and their family throughout the process (eg. telephoning the family at the beginning or end of the day to check how they are doing and how the work set is going)
- Use restorative practice to structure reintegration meetings and reduce blame
- Place the child's (and parent's/carer's) voice at the heart of each step of the process

In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed term. Schools should also consider whether or not to inform other agencies, for example, the youth offending team and social workers.

The school can issue sanctions for out of school behaviours, and the acts of violence or aggression in or out of school can lead to school formal sanctions of exclusion either fixed term or permanent.

The school follows the: [April 2024 WG statutory Guidance Exclusion from schools and pupil referral units \(gov.wales\)](https://www.gov.wales/guidance/2024/04/2024-04-01-exclusion-from-schools-and-pupil-referral-units).

This policy also covers behaviour on school transport and offsite events arranged by the school, for example educational visits and sporting events.

This policy was updated by Mrs Wadsworth, Mrs Powell and the Pupil leadership Health and Wellbeing Committee

This policy was presented and accepted by the Governing Body February 2026

Signed (Chair person)

This policy will be reviewed every two years

Appendix 1

Key Terms and Definitions used in the Policy

ALNco: The **Additional Learning Needs Coordinator**, who provides advice to staff and coordinates support for pupils with targeted or specific needs.

CARE Values: The four core values of the school developed by staff and pupils: **Care** for everyone and everything, **Always** be kind, **Responsibility** (Take responsibility), and **Effort** (Always try your best).

Class Charter: A document created collaboratively by each class at the start of the Autumn Term that outlines how the school rules are lived out day-to-day.

Edukey: A digital system used by staff to document communication with parents and record significant behaviour incidents.

ELSA (Emotional Literacy Support Assistant): A relational intervention designed to provide time for pupils to reflect and manage emotional behaviours.

Exclusion: A last-resort sanction for serious breaches of the policy. It can be **fixed-term** or **permanent** and can only be authorised by the Headteacher.

One Page Profile (OPP): A document that outlines specific targets for behaviour and support for pupils receiving targeted or specific interventions.

Orange Book / Orange Form: Physical records used to document behaviour incidents. The **Orange Book** is used for classroom-level incidents (Short Time Out), while **Orange Forms** are used for more serious incidents (Long Time Out or Next Steps).

Pastoral Support Programme (PSP): A formal programme for pupils with persistent behavioural problems, involving the Behaviour Support Team and parents to identify causes of concern and required actions.

Positive Handling: The use of trained strategies (Team Teach) to physically guide, touch, or comfort children to maintain safety and positive relationships.

PRRR: An acronym standing for **Protect, Relate, Regulate, and Reflect**, used during relational interventions to help a child re-engage with learning.

Ready, Respectful, Safe: The three core school rules that are designed to be clear and memorable in all situations.

Restorative Approaches/Practice: A method for resolving conflict and repairing harm. It encourages those who caused harm to acknowledge the impact of their actions and find a solution to make reparation.

Risk Reduction Plan: A plan agreed upon by the school and parents if it is anticipated that staff may need to use physical handling strategies to keep a child safe.

Self-regulation: The ability for a child to manage their own emotions and behaviour. The school provides strategies and tools (like "calm boxes" or "movement breaks") to support this.

Team Teach: A specific accredited programme that trains staff in disruptive and aggressive behaviour

responses while maintaining positive relationships.

Scripts that Support Children

Labelling and validating feelings

<p>Labelling</p> <ul style="list-style-type: none"> ● Look for physical and verbal signs of the emotion being felt ● Take on the C&YP perspective ● Use words to reflect back the child’s emotion and help the child young person to label the emotion. <p>“You seem angry to me” “I can see you’re feeling angry” “I can tell you are angry...” “The way you are feeling is making you angry” “You’re angry about...” “You look kind of angry...”</p>	<p>Empathising - validating</p> <p>Affirm and empathise with the emotion, allow to calm down</p> <p>“I’m sorry that happened to you, you must feel very”</p> <p>“I can see that you get angry when that happens/when I do do this”</p> <p>“I would feel angry if that happened to me” “I would feel angry too”</p> <p>“It’s OK to feel angry about that”</p>
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Limit Setting (if needed)

<p>Limit Setting (if possible try and use limits stated positively to help maintain the sense of calm) “.....the rules are that we.....”</p> <p>“...stay in the playground, the field is far away and I can’t see if you are ok” “....Take the ball outside if you want to play with it. Something might get broken if you play with it inside”</p> <p>“.....these are the rules that we have to follow”</p> <p>“..... doing that is not OK....”</p> <p>“.....you need to play in a friendly way. Make sure Max has a turn too” “.....Be sure to ask first before you borrow something from your friend.”</p>
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Problem Solving

3 parts – exploring, problematizing, solutions (or any other version of problem solving)

a. Exploring:

“How were you feeling when that happened?”

“What did it make you feel like?”

“Have you felt that way before?”

“What were you trying to achieve by.....”

- Exploring the feelings that give rise to the problem/behaviour/situation – be specific.
- C&YP might need to think about what they were trying to achieve with their behaviour, what did they want to stop or start

b. Problematising:

“Let’s think of what you could have done instead”

“Can you think of a different way to deal with your feelings?”

“I can help you to think of a different way to cope”

“Can you remember feeling this way before and what you did”

“Have you thought about doing this instead?”

- Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions

- Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

c. Solutions

“Try and do this next time you feel like this”

“Let’s decide what you will do next time you feel like this”

“Do you think doing that would be more helpful for you and others?”

- Agreeing possible solutions – scaffolding suggestions where appropriate




Behaviour Incident Record (Orange Form)

Name of person reporting	
Name of pupil(s) engaging in the problematic behaviour (full name)	
Name(s) of any pupil(s) experiencing the problematic behaviour	
Date and time of incident	
Location of incident	
Overview of incident	
Names of any witnesses (if appropriate)	
Could this incident be a bullying incident ?	Yes / No / Unsure
Could this incident be a racist or other discriminatory incident ?	Yes / No / Unsure
Did the incident involve a possible Harmful Sexual Behaviour ?	Yes/ No / Unsure

Parents contacted? (note date/time/who)	
Details of any follow up completed by Class teacher/TA <ul style="list-style-type: none"> ● Restorative conversation ● Long time out ● Safeguarding concern reported 	
Now pass this form to Headteacher/Deputy Headteacher/Senior Leader	
Decision making by leader re. next steps (to be completed by senior leader) <ul style="list-style-type: none"> ● Safeguarding DTR ● Prevent referral ● Group discussion with pupils involved ● Restorative intervention ● Details of action agreed with pupils ● Parent letter/meeting ● Parents advised SPACE wellbeing ● Referral to MCC support eg. EST/ Ed Psych / School nursing / Vulnerable Learner Lead ● Referral to external agencies including CAMHS inreach ● Exclusion ● PSP ● Risk Assessment 	<p>Racist incident confirmed? Yes/No/Inconclusive Bullying incident confirmed? Yes/No/Inconclusive Harmful Sexual Behaviour identified? Yes/No/Inconclusive</p>
Planned monitoring/further follow up to take place	
Review	

Pupil Reflection Sheet

My name	
The date	
What happened?	
Where did it happen?	
How did it end?	
Who were the key people involved?	

What was happening at the time?	
What were you thinking? 	
What did you say? 	
How were you feeling? 	
What would you like to happen next?	

What happened:

What I was thinking:

What I said:

What they were thinking:

What they said:

How I felt:

How they felt:

Reflecting on conflict.

I am learning to reflect on challenging situations. Emotions are ok, it is ok to be upset, or cross. I am learning to manage the response.

