ETHOS, BEHAVIOUR AND ATTITUDES

Bryn Deri Primary School

2025-26

A community developing happy, confident, caring, creative children with a positive attitude towards life and learning

A POLICY FOR ETHOS, BEHAVIOUR AND ATTITUDES

A Rights Respecting Positive Whole School Response

The right to ***not*** be harmed and to be looked after and kept safe (Article 19)
The right to learn and go to school (Article 28)
The right to become the best that you can be (Article 29)

Vision Statement

A community developing happy, confident, caring, creative children with a positive attitude towards life and learning

The values we promote in all members of our community:

- **Respect** each other by being polite and considerate at all times;
- **Empathy** by listening to and appreciating other people's point of view
- **Honesty and integrity** by always telling the truth and doing our best
- **Responsibility** by taking responsibility for our own actions;
- **Kindness** by sharing, and offering assistance, support and comfort where it is needed;
- **Curiosity** by being curious about the world and searching for answers;
- **Perseverance** by developing resilience and overcoming challenges;
- **Determination** by ensuring that we continue to work together to be the best that we can be.

Aims

At Bryn Deri we aim to;

- To create a safe, caring, harmonious and positive school environment for teaching and learning where all members of the school community matter and the ideas that they communicate are equally valued
- To create the conditions in which pupils' self-esteem is high and their needs are recognised
- To develop self-discipline and responsibility by teaching the pro- social skills necessary to use their responsibility wisely and with compassion
- To teach pupils to show respect, care and consideration for themselves, others and the curriculum through fostering positive relationships
- To create the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect between all members of the school community
- To create an environment where the needs of **all** are met so that everyone can give of their best.

'A Happy Child is a Learning Child'



What we **need** from each other in order to give of our best
Respect, Support, Co-operation, Understanding, Trust, Clarity and Positivity

Diamond Rules
In order to fulfil our vision and aims the school has three simple rules known as the Diamond Rules:

Show Respect and Good Manners at All Times
Care for Everyone and Everything
Follow Instructions with Thought and Care

Introduction

"Behaviour is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences".

Good behaviour is based on mutual trust, respect and an awareness of the needs of others. At Bryn Deri Primary School, we see good behaviour as conduct, which assists the school to fulfil its function i.e. the full development of the potential of all pupils.

Behaviour Management

At the heart of the Elton Report (1989), lies recognition that an effective school has a clear and accepted ethos. Establishing a Whole School Policy is an important step in this direction. In order that an Ethos, Behaviour and Attitudes Policy may function effectively, it is imperative that **all** personnel involved with the school know the rules of the school and understand the reasons for these rules.

At Bryn Deri we foster a Restorative Approach to behaviour, which offers a positive way of thinking about addressing discipline and behaviours issues in school. Positive attitudes to life and learning are developed and there is a focus upon building, repairing and maintaining positive relationships.

A Restorative Approach

Restorative Approaches are value based and needs led. They foster an ethos that identifies strong mutually respectful relationships and a cohesive community as the foundation on which good teaching and learning can flourish. In such a community young people are given responsibility for decision-making on issues that affect their lives and learning.

Table 1. Below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

Authoritarian Approaches	**Restorative Approaches**
The focus is on:	*The focus is on:*
Rule-breaking	Harm caused to individuals
Blame and Guilt	Responsibility and Problem Solving
Dictatorship	Dialogue and Negotiation
Punishment to Deter	Repair and Apology
Impersonal processes	Interpersonal processes
As a result;	*As a result;*
The needs of those affected are often ignored	The unmet needs behind the behaviour are addressed
Accountability = getting punished	Accountability = putting things right

Schools that foster Restorative Approaches find that relationships are stronger and learning is more effective.

Equal Opportunity Summary

Bryn Deri is a fully inclusive caring school.
In accordance with the 2010 Equality Act, our school is committed to equal opportunities regardless of Race, Gender, Gender Reassignment, Disability. Sexual Orientation, Religion or Belief, Age, Marriage and Civil Partnership, Pregnancy and Maternity.
Our school endeavours to treat everyone equally favourably and with respect

Accessibility

Our school will endeavour to treat every child, parent or staff member “equally favourably” and not discriminate against those with disabilities. See “Policy and Practice in the Light of the Disability Discrimination Act.” and Strategic Equality Policy and Plan

Implementation

1. The ethos of the school should be grounded in the quality of relationships at all levels: between all staff, between staff and pupils, staff and parents and between pupils. Such relationships are characterised by mutual respect and empathy by the valuing of each person's perspective, a willingness to listen and understand, and by a positive view of teachers as professionals and pupils as learners.

2. Good models of adult behaviour, should ensure that there is constant encouragement to develop self-esteem, self-discipline and autonomous adherence to high standards

   'If you are not modelling what you teach then you are teaching something else.'

3. The school's leadership should set a good example with clear aims and high expectations which are matched by constant vigilance and a willingness to provide support and to encourage the professional development necessary to ensure that current needs of pupils, staff and parents are met and high standards are maintained

4. The school should make full use of the strengths available to it through the wider partnership: its links with parents, with the local community and with the various supporting agencies which should be used to meet needs of all effectively and help maintain high expectations

5. Restorative relationships permeate all classrooms activities creating opportunities for pro-social skills to be learned and practiced within a well-planned curriculum, to ensure high quality teaching and learning. Lively and stimulating teaching is almost always associated with good behaviour. Pupils, as well as being intellectually challenged should have opportunities for taking initiatives and for accepting responsibility for their actions.

   'If we want young people to take more responsibility for their learning and their behaviour then we need to give then more responsibility as early as possible and develop their skills to be able to use the responsibility wisely and with compassion.'

School Rules & Class Instructions:

It is important that all pupils are aware of the rules that help school life run smoothly and ensure respect for people and property.

Our School Diamond School Rules are:

- Show Respect and Good Manners at All Times
- Care for Everyone and Everything.
- Follow Instructions with Thought and Care.

At the start of every school year each class compiles their own class instructions to ensure that the diamond rules are met and the needs of all are heard. These are referred to if and when social mistakes are made.

Across the curriculum, the Health and Wellbeing Area of Learning and Experience, in addition to Collective Worship and the cross-cutting themes of RSE, Human Rights and Diversity, will be used to focus on strategies for positive relationships and behaviour in pursuit of the four purposes of the curriculum. At the beginning of each year, every class will focus on the UNCRC Rights of the Child and create a class charter to be referred to throughout the year.

Strategies to Promote Positive Relationships and Behaviour

1. Explain the rules to the pupils and why they are needed.
2. Be consistent and fair when applying the rules.
3. Provide a listening ear and listen without interruption or judgement
4. Show empathy whilst holding to account

BE POSITIVE, not negative (e.g. we should say, "Walk" and not "Don't run" etc in English or Welsh as appropriate.)

Some Possible Rewards

- Staff finding opportunities to praise.
- Teachers' personal reward system.
- Class Dojo Points
- Visual reward/sticker charts
- Praising good behaviour and attitudes to learning in the presence of other staff & pupils.
- Sharing of good work or behaviours for learning with the HT who will write appropriate comments
- Celebration of good work/effort during whole school gatherings
- Exhibition of pupils' work for Parents and Visitors
- Being allowed to partake of favourite activities
- Teacher/Head teacher/Lunchtime Supervisors award stickers
- Weekly certificate presentation in Gwener Gwych assembly
- Being given particular responsibilities

When Things go Wrong

When things go wrong; when academic, behavioural or social mistakes are made or people are impacted by others' behaviour we agree to;

Adopt approaches to actively develop positive behaviours to resolve conflict, consider the feelings and needs of everyone and plan ways forward to mend relationships that may have been harmed.
Use a restorative approach to repair the harm, which has been caused.
Demonstrate respect and empathy for those responsible whilst holding them to account.
We will do this by;

- Listening to and valuing equally each unique perspective without pre-judgement
- Seeking to understand each point of view and respond to needs and unmet needs
- Showing empathy and consideration of individual emotions
- Working together to find ways forward agreed by all parties and refraining from imposing solutions

Restorative Approaches can take place in a range of forms:

- A one-way conversation, with one person listening and asking questions and the other talking
- A two-way conversation, with both people taking turns to ask and answer questions
- A small meeting when one impartial person – a facilitator – poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship
- A larger, facilitated meeting involving children, parents/carers, staff or others who have an important role to play (sometimes called a Restorative Conference)
- A facilitated circle involving part or all of a class, a staff member and others who have an important role to play

When dealing with conflict pupils will be asked to reflect and then discuss 5 key questions:

- Restorative Theme 1: Unique and Equally Valued Perspectives
  - What happened?
- Restorative Theme 2: Thoughts Influence Emotions and Emotions Influence Actions
  - What were you thinking when this happened?
- Restorative Theme 3: Empathy and Consideration for Others
  - Who has been affected by what has happened and how?
- Restorative Theme 4: Identifying Needs
  - What do you need so that things can be put right and you can move on from this?
- Restorative Theme 5: Trust and Empowerment
  - What needs to happen now to repair the harm and put things right? What could ***you*** do?

What is being restored?

- Respect
- Effective communication
- Relationships or friendships
- Empathy and understanding for the other's perspective
- Understanding the impact of one's own behaviour on others
- Reparation for material loss or damage
- A sense of security
- Self-confidence
- Self-respect
- Dignity

Steps to Reflect and Restore

Sometimes behavioural or social mistakes are made which can impact negatively on learning or the wellbeing of others. Some pupils may need support to reflect on their actions and put things right. The school will

- Provide pupils with a verbal reminder of the diamond rules
- Provide positive re-direction
- Provide an opportunity to move seats within the classroom to restore respect and harmony
- Provide time out to reflect on actions, consequences and agree actions to restore respect

Where more persistent or increasingly significant harm occurs, the school will inform parents and will

- Provide opportunity to complete a 'Reflect and Restore Thinking Plan' and agree ways to move on
- Provide an opportunity for a letter of apology to be written

On occasions, some pupils will be highlighted as requiring additional support.
The school will provide temporary intervention and targets, 'Reflect 2 Respect Targets' to encourage and reward positive behaviour and attitudes.

Pupils' targets will be based around showing 'Respect' as it is Diamond Rule 1and at the core of all we do. Pupils will strive to show respect for:

1. Myself
2. Other children
3. All adults
4. My surroundings

- Pupils with target sheets will strive to gain 4 points for each session by showing respect to everyone in school
- If pupils show consistency in their efforts to improve attitude and behaviour achieving high scores throughout the weeks then intervention will no longer be required
- A copy of the child's target sheet will be sent home each week for increased communication and to help you support your child at home

Where further intervention is required, a referral to senior member of staff, ALNCo, DHT or HT will be required

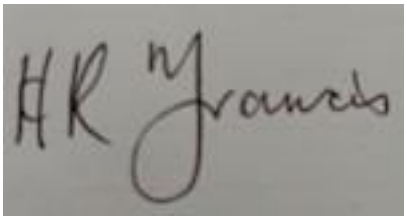
- Parents and pupil will meet to collectively agree approaches and strategies to repair the harm which may result in SMART Plan or IDP to meet the pupil needs, if it is agreed that the child has an Additional Learning Need concern *(ALN code of Practice Chapter 12)*
- The school will work with other supportive agencies such as specialist teachers and educational psychologists

In rare and extreme cases, when all other steps have been applied and failed or if the incident is deemed severe enough, the Headteacher reserves the right to issue a fixed or permanent exclusion or other alternatives in line with Welsh Government Guidance.

The school will aim to create an ethos where the focus will be upon building and maintaining positive relationships between all stakeholders to ensure that there are fewer occasions where things go wrong or harm occurs and relationships need repair in order to achieve our vision.

Arrangements for reviewing the policy

- The implementation of this policy is the responsibility of all stakeholders
- Staff and Governors will review the policy annually.

Date Approved by FGB	26-11-25
Signed on behalf of FGB	
Name (Chair of Governors)	Mrs Helen Francis
Date	26-11-25
Date of next review	Autumn 2026