

# Ysgol Maes y Felin

“Achieve Excellence, Exceed Expectations”



Ysgol Maes y Felin  
Pen y Maes Road  
Holywell  
Flintshire  
CH8 7EN

01352 711366  
[mfmil@hwbcymru.net](mailto:mfmil@hwbcymru.net)

Mr. David Thomas B.Ed (Hons)  
Headteacher

## Positive Behaviour Policy

Date policy approved and adopted:	Spring Term (1) 2026
Reviewed by:	Governing Body
Review frequency:	Bi-Annually
Next review date:	Spring Term (1) 2028

### Accessible Formats:

This document is available in English and Welsh in Microsoft Word and PDF formats in Ariel font size 12 as standard. This document is also available in large print. To request a copy of this document in an accessible format, contact Mrs. Debbie Dickinson (01352) 711366.



## Positive Behaviour Policy

### ***Ysgol Maes y Felin Rationale***

At Ysgol Maes y Felin, we understand the close connection between wellbeing and behaviour. Through research in child development, neuroscience, and trauma informed practices, we understand the direct link between positive mental health and academic success. When wellbeing thrives, children can fully realise their potential. By fostering secure relationships, children become more receptive to learning. Therefore, prioritising wellbeing lays the groundwork for our educational approach.

We acknowledge that behaviour serves as a means of expression. We take the responsibility to listen to children's needs communicated through their behaviour while establishing clear boundaries. We empower all stakeholders to recognise their rights and obligations, leveraging this awareness to cultivate resilience and manage behaviour constructively, enabling students to engage effectively in learning. Understanding how stakeholders can provide the necessary security and relationships to address individual wellbeing and mental health needs is essential in guiding students towards independence, resilience, and lifelong learning. However, we expect everyone to uphold the highest standards of personal conduct, taking ownership of their behaviour and encouraging others to do the same.

Ysgol Maes y Felin is dedicated to ensuring that everyone adopts a Trauma and Mental Health Informed Approach, which will safeguard all members of our school community – staff, children, and parents alike. There is a substantial body of research on the impact that Adverse Childhood Experiences (ACEs) have on long-term mental and physical health. We do not endorse a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. While we maintain high expectations of behaviour for all, we provide robust support to those who may struggle to meet these expectations. These children will receive tailored plans to support their learning journey at Ysgol Maes y Felin

Our behaviour rules are

**Be Ready**

**Be Respectful**

**Be Safe**

### ***Aim of the policy***

- To create a culture of exceptionally good behaviour.
- To ensure all learners treated fairly and shown respect
- To promote good relationships
- Support learners to take control, be responsible for consequences
- Ensure excellent behaviour as minimum expectation
- Consistent whole school behaviour policy based on shared values

## Positive Behaviour Policy

### *Purpose of the policy*

To provide simple, practical procedures for staff and learners:

- Encourage children to recognise that they can make better choices when emotionally regulated
- Recognise individual behavioural norms and respond appropriately
- Teach appropriate behaviour through positive intervention and adult modelling

### *Consistency*

At Ysgol Maes y Felin, we value consistency and are dedicated to maintaining it by adhering to the following principles:

- **Consistent language;** Referring to the behaviour rules (ready, respectful, safe) when discussing behaviour. Communicating clear expectations in all conversations about behaviour.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** natural consequences are defined, agreed and applied at the classroom level. There are well established structures for more serious behaviours.
- **Consistent respect from adults:** Regardless of the incident or situation.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, staff are role models for learning and emotional maturity.
- **Consistently reinforced routines for behaviour around the site:** In classrooms, around the school, at the front office and in the playground.
- **Consistent environment:** All adults understand and understand it is everyone's duty to reinforce and model the behaviour values that we expect at Ysgol Maes y Felin

### *Expectations of adults at Ysgol Maes y Felin*

**All staff** at Ysgol Maes y Felin must:

- Know, understand and follow the positive behaviour policy
- Meet and greet all children with a smile at the door at the start of the day
- Establish and maintain agreed routines
- Use universal consistencies (see below)
- Recognise children when they are behaving over and above.
- Refer to 'Ready, Respectful, Safe' when talking about or reflecting on behaviour
- Model positive behaviours and build relationships with the children in our school community, not just in our own class.
- Respond to inappropriate or unacceptable behaviour with a deliberate calm and consistent approach.
- Correct negative behaviour in private, where possible.
- Consistently use natural consequences that fit the behaviour.

## Positive Behaviour Policy

- Identify and challenge **all learners** who are not following our school expectations
- Ensure that every child is given the opportunity to start 'afresh' for every lesson.
- Make sure that they are on time for their duties, remain vigilant and react to any incidences swiftly.

### **The Headteacher and Deputy Headteacher** must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage the use of positive praise
- Support leaders in managing learners with more complex behaviours
- Ensure staff training needs are identified and met
- Use behaviour data to target and assess school wide behaviour policy and practice
- Challenge staff who are not consistently following the Ysgol Maes y Felin behaviour policy
- Support staff in managing children with more complex or challenging behaviours
- Regularly review provision for learners who fall beyond the range of written policies

### **Parents and Carers** must:

- Ensure children receive consistent messages about how to behave at home and at school.
- Attend parent information events.
- Communicate with school

### Role of **governors**:

- The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour.
- Reviewing the effectiveness of the behaviour policy and ensuring it promotes the values set at Ysgol Maes y Felin
- 

### **Ysgol Maes y Felin expectations for the students**

Every learner is informed about the school's behaviour standards, expectations and consequences processes.

- Learners take responsibility to adhere to the school Behaviour Policy and uphold rules to foster a strong and positive school culture.
- Learners to serve as role models for each other within the school, during school trips, and in the local community.
- Learners actively participate in the restorative process.

## Positive Behaviour Policy

### Recognition for Positive Behaviour:

- Positive praise
  - Positive messages home
  - Group/class reward e.g. marbles in a jar to earn a treat.
  - Visit other staff or SLT to celebrate successes
  - Mention in the newsletter
  - Celebration Assembly
  - Opportunities to represent the school e.g. attending the commonwealth ceremony, taking part in offsite projects etc
  - The opportunity to be involved in leadership roles through school e.g. school council, eco committee
  - Top table – having lunch with the Headteacher or Deputy Headteacher

### Universal Consistencies

To ensure that every child is set up for success, we have established some universal expectations that allow the children to understand what is expected of them around the school, regardless of the adult directing the instructions.

#### Greeting

All learners should be warmly greeted on arrival by an adult.

#### Countdown:

To get the children's attention, we follow the 'countdown' method which involves counting down from 5 - 0.

5 - begin to finish what you are doing

4 - finish any conversations that you may be involved with

3 - put down any equipment that you may be using or remove any distractions

2 - body language is respectful and focused

1 - eye contact with the adult leading the countdown.

0 - listening and ready to engage with the next instruction.

#### Movement around the school

To make sure that the children are safe when they are transitioning around the school, the expectation is:

- We walk around the school quietly with indoor voices
- We follow the teacher's instructions and direction

## Positive Behaviour Policy

- We walk on the left hand side of the corridor and stairs
- We are only in the school building if we have been given permission by a member of staff.
- We move around safely by watching where we are walking and facing the right direction

### Playground Expectations

Our expectation is that the behaviour rules (ready, respectful and safe) are still applied in the playground and the adults on duty are responsible for this.

We expect the learners to follow the below expectations:

- Treat others with kindness and respect.
- Use appropriate language and tone of voice.
- Play safely and responsibly on all equipment.
- Follow instructions from supervising staff members.
- Share playground equipment and space with others.
- Resolve conflicts peacefully and without aggression.
- Line up quietly and calmly when instructed to return to class.
- Clean up after yourself and dispose of any rubbish in the bins provided.
- Report any safety concerns or accidents to a staff member immediately.

### Intervention Pathway

To deliver our behaviour pathway, we are committed to making sure we, the adults, are following the below:

Using a gentle approach

Always using the child's name

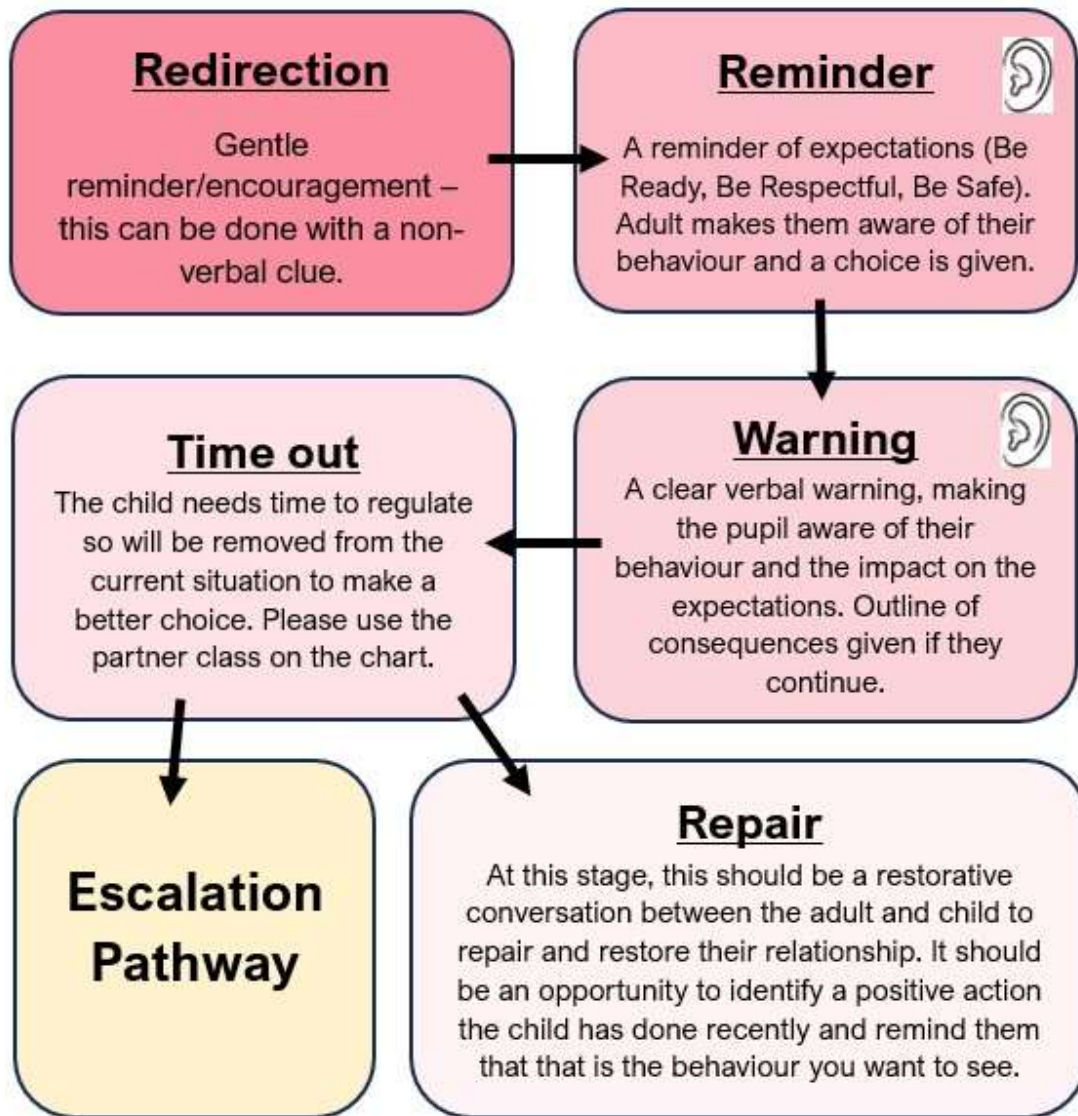
Being on the child's level

Maintaining eye contact

At Ysgol Maes y Felin, we believe that a child should have ownership over their choices but to empower them to make the right choice, it is essential that they are given the time to process what choice they are going to make. During each stage of the intervention pathway, the child is given some time to consider their choices and self-regulate. If a child finds self-regulation difficult then additional support may be given by an adult to support their choice making and understanding of the situation.

Every adult working at Ysgol Maes y Felin is responsible for following each step and no step should be forgotten nor should escalation result in a step not being followed. However, if it is extreme behaviour then the steps may not be appropriate. In these circumstances, an adult should contact a member of the Senior Leadership Team for guidance and support.

## Positive Behaviour Policy



## Positive Behaviour Policy

### Escalation Pathway

In the rare occasions that the behaviour pathway has not resulted in a positive outcome and an escalation is necessary, staff should follow the below steps:

It is important to note that if a child's behaviour has escalated and they are now on the 'escalation pathway' then the parents will be informed.

Steps	Actions
<b>Step 1:</b> Phase Leader <b>Support</b>  <i>If the child has ALN then please consult with the ALNco.</i>	<p>To make sure that the adult and child relationship is protected, the Phase Leader will support the adult but not take over at this stage.</p> <p>The Phase Leader may take the class so the adult can continue leading the behaviour intervention or be present whilst the behaviour intervention is happening.</p>
<b>Step 2:</b> Phase Leader <b>Intervention</b>  <i>If the child has ALN then please consult with the ALNco.</i>	<p>If the Phase Leader support has not been successful and learning time is being lost then the student will continue to complete their work alongside their Phase Leader. This will be for a maximum period of 30 minutes and will take place outside of the classroom.</p> <p><i>However, the Phase Leader will make a judgement about whether the child is regulated and is ready to return to the classroom after 30 minutes. If the student is not ready then they will stay with the Phase Leader until they are ready to return to class.</i></p>
<b>Step 3:</b> Deputy Headteacher <b>Support</b>  <i>If the child has ALN then please consult with the ALNco.</i>	<p>If a further escalation is necessary, the Deputy Headteacher will support the Phase Leader with the behaviour intervention but not take over at this stage.</p> <p>The child will be reminded of the impact of their behaviour and what the consequence will be due to learning being lost.</p>
<b>Step 4:</b> Deputy Headteacher <b>Intervention</b>	<p>Deputy Headteacher will take over the behaviour intervention and they will lead a further discussion about the behaviour.</p>
<b>Step 5:</b> Headteacher <b>intervention.</b>	<p>Final stage, refer to the Head Teacher.</p>

## Positive Behaviour Policy

### ***Restorative Conversation***

At Ysgol Maes y Felin we believe restorative conversations with students are crucial for fostering a positive and supportive learning environment. We believe that they not only allow the students to reflect on their behaviour but it is also an opportunity to repair the relationship with the adult involved in the incident.

Restorative conversations encourage empathy and understanding by promoting active listening and perspective-taking. Learners start to appreciate each other's viewpoints and experiences, fostering a sense of community and mutual respect within the classroom. These conversations emphasise taking responsibility for one's actions and their consequences. Instead of simply imposing punishments, restorative approaches encourage students to reflect on the impact of their behaviour and to take steps towards making amends or finding solutions.

Overall, restorative conversations are not just about addressing problems when they arise but also about nurturing a positive and inclusive learning environment where all students feel valued, supported, and empowered to grow academically, socially, and emotionally.

A restorative meeting between the child and adult will often be a quick chat to discuss and repair the incident:

- What happened? (Neutral, dispassionate language)
- What were you feeling at the time?
- How have you felt since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in future?

*If any actions need to be addressed to prevent this incident in the future then please record this.*

In some circumstances, a restorative conversation may involve a more formal meeting with SLT/ parents

### ***Tracking & Recording Behaviour***

We use CPOMs as our School Management Information System (MIS) and we will upload and record all incidents that have resulted in communication with parents/carers. Where incidents happen in school, these will be communicated to parents either verbally (and recorded on CPOMs) or in writing via email.

### ***Extreme behaviour & Exclusion***

Please see Exclusion Policy

## Positive Behaviour Policy

### External Support

In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us. Agencies involved could include:

School nurse – provides access to support the health of every child by triaging each case that is referred

CAMHS – An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.

Early Help – A Local Authority service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

Local Authority Experts.

This list is not exhaustive and the needs of the child will dictate which support is required. Parents/carers will be informed and their views and consent sought should the school refer to one of the above agencies.

### Reasonable force:

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Although any member of staff may be required to physically intervene with a student who is endangering themselves or others we would expect accredited staff to take over as soon as possible (Team Teach qualification). At Ysgol Maes y Felin, we do not use restraint as a routine part of our positive Behaviour Policy. It should only ever be used in extreme circumstances.

### Targeted Offer

For some pupils, alongside our universal provision, they may require further targeted support to manage themselves and their behaviours. This group of pupils may have additional needs or going through a 'rough patch' due to external factors and/or specific needs.

## Positive Behaviour Policy

Pupils within this group are likely to be disengaged in learning sporadically. They may have a targeted action plan, positive behaviour plan or require support around attendance.

### Specialist Support

For a small percentage of our pupils, the universal and targeted offer will not offer the higher level of support that the child needs. It may often serve to re-traumatise and will fail to teach them how to express their emotions in a healthy or appropriate manner.

These students will have robust plans in place to support them and nominated key worker/class teacher support. Specific adults will support these children rather than a larger range of adults. Staff offering specialist support will be trained to support children experiencing high levels of dysregulation.

We acknowledge that this group necessitates a specialised approach to behaviour management and assistance. This often involves seeking additional support from professionals such as social workers, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), and other designated specialists. The Safeguarding Leads, and wellbeing/ALN team are expected to play a significant role in supporting students who require specialised assistance.

We use key approaches that recognise:

That being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

**Behaviour is a form of communication:** The language we employ in school aligns with the terminology used by professionals working with children at both local and national levels. There is a shift towards recognising behaviour as a means of communicating emotional needs, whether consciously or unconsciously, and responding appropriately.

**Putting relationships first:** Ysgol Maes y Felin promotes strong relationships between staff, children and their parents/carers with a focus on creating a positive school culture and climate that fosters connection, inclusion, respect, and value for all members of the school community.

**Maintaining clear boundaries and expectations around behaviour.** Changing our approach to behaviour doesn't mean abandoning expectations, routines, or

## Positive Behaviour Policy

structure. To ensure our children feel secure, school should offer both nurturing support and clear structure. Children thrive on consistent routines, expectations, and responses to behaviour.

These elements are established and demonstrated appropriately within a safe and compassionate environment. We have a number of break out areas, sensory spaces and quiet corners to support children when highly dysregulated at school.

**Natural Rewards and consequences.** When supporting children with extreme behaviours, it's important to clarify natural rewards and consequences for specific behaviours without relying solely on punitive "sanctions" that may embarrass and isolate the child from their peers, school community, and family, potentially exacerbating negative behaviours further.

### Complaints Process

If a parent has any concerns regarding their child's treatment or the actions (or lack thereof) taken at Ysgol Maes y Felin, they are encouraged to initially discuss the matter with their child's class teacher. Many concerns can typically be addressed in this manner. Our teachers are dedicated to ensuring each child's happiness and progress, and they are eager to address any issues promptly to prevent escalation.

Should a parent feel that their concern remains unresolved after speaking with the class teacher, or if the concern is of a significant nature, they should reach out to the Phase Leader.

If further resolution is needed, contacting a member of the Senior Leadership Team is the next step. Most complaints are effectively resolved at this stage. In cases where the complaint is directed towards the Head Teacher, parents or carers may contact the Chair of Governors of the school.

Appendix A – Nursery approach

## Positive Behaviour Policy

Our approach in nursery is designed to create a nurturing and supportive environment where nursery-aged children can thrive. We believe that fostering positive behaviour from an early age is essential for the overall development and well-being of every child. Here are the key elements of our approach:

- We are learning new words, and the children are starting to use them. Some struggle with 'respectful'.
- We use three verbal warnings, illustrated with fingers, to make it visual for the children.
- We have restorative conversations with the children and the person or member of staff they have upset, discussing feelings like 'you have made X sad' and asking 'can you tell me what happened?' to mend relationships and restore a positive atmosphere.
- We encourage the children to say 'stop it, I don't like it!' if someone is doing something they don't like and to tell an adult.
- The third warning leads to 'Thinking Time' inside the classroom with a sand timer.
- The length of 'Thinking Time' depends on what happened; for example, if it is violent, the time would be longer.
- The second warning serves as a reminder that we need the children to be ready, safe, and respectful. We usually say 'this is a reminder' to keep it simple for the children to understand.
- If the three warnings and thinking time are not sufficient, the child has 'time out' ('thinking time') in a reception class for 10-15 minutes, depending on what happened.
- We always say 'thank you for listening' and walk away, which has been very positive.
- We give the children examples of when they have made the right choice, such as 'I remember yesterday that you did beautiful singing with Miss Poole; please show your beautiful singing today' as a rewording of 'Do you remember when... I would like X to see today.'