



Policy on Respect, Rights, Responsibilities, Behaviour and the Bryn y Môr Way

Mabwysiadu'r Polisi / Adopted Policy

Dyddiad cadarnhau a chymeradwyo gan y Corff Llywodraethu Llawn:

Date of confirmation and approval by the Full Governing Body:

Dyddiad Adolygu gan y Corff Llywodraethu:

Reviwed by Governing body:

Llofnod Cadeirydd y Llywodraethwyr:

Signature of the Chair of Governors:

Introduction

Vision

Swansea Council's vision is to nurture school environments where every member of the school community treats each other with kindness and consideration, and fosters a sense of accountability for their actions and decisions.

At **Bryn y Môr School**, we support this vision through our own:

We aim to grow an ethos and culture that creates a happy, caring and inclusive school community that prioritises wellbeing, equality and respect. We promote an atmosphere that nurtures and celebrates our culture, heritage and love for our country and language in a local, national and global context. We aim to provide high-quality education that is balanced and broad, inspiring and engaging, sparking curiosity and pride, with the four purposes of the Curriculum for Wales at its core. We offer experiences that are flexible and dynamic, able to respond to the changing demands of our community and the world around us. This will enable everyone to reach their full potential and be lifelong learners.

Our Values



Aims

Promoting Respect and Responsibility

- Foster an environment where all members of the school community treat each other with kindness and consideration.
- Instil a sense of accountability for actions and decisions in all members of the school community.
- Support this aim through early intervention, specialist support and training, and positive reinforcement.

Encouraging Parental/Carer and Community Engagement

- Ensure all members of the school community understand the importance of caring for each other and the school environment.
- Promote responsible digital citizenship.
- Reinforce this aim through parental/carers participation, community engagement, and support from external agencies.

Supportive and Consistent Environment

- Encourage open, honest, and respectful communication among pupils, staff, and parents/carers.
- Build a supportive and collaborative school community.
- Support this aim with clear policies, procedures, guidance, training and development, and resources.

Legal Framework

This policy is guided by the following legal frameworks:

- **Education Act 1998:** The Local Authority has a duty to promote high standards in education in accordance with this Act.
- **Education and Inspections Act 2006:** Schools and governing bodies must meet their obligations under this Act, including promoting high standards and achieving the potential of every learner.
- **Equality Act 2010:** This Act protects individuals from discrimination based on protected characteristics. Schools must treat all students and staff fairly, regardless of age, disability, race, religion or belief, sex, sexual orientation, etc.

Key points of the Act for our school include:

- **Prohibition of discrimination:** No discrimination in admissions, education, or exclusions based on protected characteristics.
- **Duty to make reasonable adjustments:** Adapt curriculum and environment for disabled pupils.
- **Duty to promote equality:** Ensure equal opportunities for all pupils.
- **Duty to prevent harassment and victimisation:** Prevent harassment and victimisation related to protected characteristics.

- **Public Sector Equality Duty (PSED):** Consider the impact of policies on people with protected characteristics.
- **Examples of discrimination:** Includes refusing admission to a disabled pupil, setting higher standards based on race or gender, or punishing claims of discrimination.
- **Exceptions:** Single-sex schools may refuse the opposite sex; faith schools may prioritise members of their faith when oversubscribed.

Well-being of Future Generations (Wales) Act 2015

This Act requires public bodies in Wales (including local authorities and schools) to consider the long-term impact of their decisions, to work better with people, communities and each other, and to prevent persistent problems such as poverty, health inequalities and climate change.

For our school, this means:

- **Long-term planning:** The school considers the long-term effects on pupils, communities, and the environment in the future.
- **Focus on well-being:** The Act highlights mental health, holistic development, and eco-literacy.
- **Curriculum for Wales:** Emphasises well-being, healthy relationships, and ethical citizenship.
- **Sustainability:** Encourages the integration of sustainability into education and practices, promoting responsible resource management.
- **Collaboration and co-production:** Promotes cooperation between schools, communities, and public bodies to improve well-being.
- **Involving young people:** Engaging students in decision-making to shape their education and future.

In essence, the Well-being of Future Generations Act encourages schools to be proactive in creating a more sustainable, fair, and well-balanced future for everyone.

Ffordd Bryn y Môr



The Bryn y Môr Way

All school stakeholders fully align with the 'Bryn y Môr Way', which sets the ethos and culture to ensure the school's vision becomes a lived reality.

There is a clear emphasis in our school on **BUILDING POSITIVE RELATIONSHIPS, PRAISE and REWARD**.

At our school, we implement the 'Bryn-y-Môr Way', which consists of **four principle clear rules** that set our expectations for how we behave and treat others. This approach promotes positive relationships, enabling people to work together with the shared goal of helping everyone build healthy relationships.

This policy supports the school community in working together effectively and considerately.

This policy is designed to promote good behaviour. Teachers have the right to teach, and pupils have the right to learn in a classroom free from disruptive behaviour — a classroom that reflects the teacher's own behavioural expectations and fosters an atmosphere where pupils' self-esteem and self-regulation skills can thrive.

The school uses a visual behaviour management system through Class Dojo to support positive conduct. Sanctions are applied appropriately to uphold school rules and maintain a safe, supportive learning environment, complemented by the Zones of Regulation approach. Each week, pupils are recognised for their achievements through the 'Star of the Week' award, which celebrates academic success. In addition, the 'Gwnewch y Pethau

Bychain' award honours pupils who embody the school's core values in their everyday actions. A special weekly award, 'Leading the Way', is given to pupils who have gone above and beyond in demonstrating the Bryn y Môr way. These pupils are nominated by their peers or staff for exceptional contributions to school life.

Using positive reinforcement to encourage good behaviour and foster an approach to engagement, belonging, and relationships that support whole-school wellbeing. At our school, we do this through the use of **Restorative Practice** and the 'When the Adults Change' mindset, helping pupils understand the cause and effect of behaviours and build better relationships with adults and peers.

Behaviour Principles

These behaviour principles are outlined in Swansea Council's Respect, Rights and Responsibility Policy for schools, and we share them with Swansea Council and all other schools in the county that have adopted these principles.

Respect

- Pupils should show respect for themselves, others, and property. This includes treating peers, staff, and the school environment with dignity. It is recognised that some pupils may need support to achieve this.
- Every learner has the right to learn in an environment free from disruption. Parents/carers are expected to be treated as equal partners in their child's education and, in turn, to respect the professional expertise of school staff.

Rights

- Pupils should recognise their rights to be treated with respect, kindness, dignity, and understanding — and to respect the rights of others in the same way. It is acknowledged that some pupils may need support to achieve this.
- Every pupil has the right to learn and should work collaboratively with peers and staff to achieve success and foster a supportive learning environment.
- School staff have the right to expect to work in safe environments.

Responsibility

- Pupils should be supported to take ownership of their learning by attending regularly and engaging in learning opportunities. It is acknowledged that some pupils may need support to achieve this.
- Pupils are expected to make choices that ensure their own safety and the safety of others.
- School staff are committed to guiding pupils to take responsibility for their actions and to provide an engaging learning environment.

School and Governing Body

To achieve the aims and principles of this policy, the following expectations are established:

- We will implement and adhere to consistent policies and procedures to develop a culture of Respect, Rights, and Responsibilities.
- Ensure that agreed policies and procedures are visible and accessible to all members of the school community.
- Foster and reinforce positive relationships.
- Ensure that a member of the governing body focuses on pupil wellbeing.
- Provide training and development for staff and pupils (where appropriate, e.g. Autism Champions).
- Engage with parents/carers and the community in a professional, empathetic, and welcoming manner.
- Encourage open communication between home and school to ensure pupil success.
- Ensure support from external agencies. At our school, we work with a number of external agencies that can provide help, support, and guidance. We encourage families to take advantage of this support as it can improve opportunities for children and young people and help them achieve their best. Partnership working with external agencies is supported by the Local Authority.
- The expectation across all Swansea schools is that incidents are recorded and that parents/carers are informed. At our school, we do this by recording serious incidents — such as physical or verbal assaults, theft, swearing, and dangerous behaviour — on our 'My Concern' recording system.
- Our school strives to maintain a safe, caring environment that shows respect for all members of its community. It is important to recognise the difference between physical contact, physical intervention, handling, and restraint, in order to support a safe and effective approach to physical intervention. At our school, we use strategies that include:
 - **De-escalation techniques:** These identify behaviours that may escalate and demonstrate a range of strategies to prevent, slow down, and de-escalate the behaviour.
 - **Physical contact:** Physical contact is an essential part of a young child's development and can provide comfort and care. In primary school settings, it is not unusual for a child to seek physical comfort through touch, such as a cuddle or holding an adult's hand. It is important to understand clear boundaries regarding codes of conduct, respectful relationships, communication, and professionalism.
 - **Physical intervention:** Physical intervention may be used to separate pupils, de-escalate difficult situations, or simply to escort children away from dangerous

situations. Physical intervention is considered a last resort for staff in all school settings, to be used only when other de-escalation methods have failed and there is an immediate danger present. The primary aim of any physical intervention is to ensure the safety of the individual in crisis, the staff, and others around them. The level of physical intervention used should be the minimum necessary to safely manage the situation, as outlined in the Welsh Government's guidance on safe and effective intervention.

- **The school does not support any form of physical restraint.**

Pupils

Pupils are expected to:

- Treat others with respect and kindness, follow the Bryn y Môr Way, the school rules, and their class charter (which is created by each class at the start of the school year).
- Take responsibility for their actions, demonstrating increasingly sophisticated self-regulation skills through the use of regulation zones.
- Engage positively with the school's policies and procedures.

At our school, we explain these expectations clearly to both parents and pupils. We aim for the whole school community to be a ready, respectful, and create a safe environment for learning.

We have the following procedures in place to prevent, de-escalate, and respond to incidents of inappropriate behaviour:

- Bullying and racism are always unacceptable.
- Pupils are expected to be polite and helpful at all times. Dangerous or irresponsible behaviour, bad language, and swearing are unacceptable.
- Pupils are expected to walk around the school and hold doors open for younger children and adults.
- The school should be kept as eco-friendly as possible. Litter should be placed in the bins provided around the school. We recycle cards, paper, cardboard, and bottles. We turn off electricity when not needed, keep doors closed, and turn off taps after use. We recycle food waste in the appropriate bins.
- Pupils should not bring toys or games to school unless given special permission (e.g. as part of a class project). If this rule is ignored and items are lost or broken, the school will not be held responsible.
- We are a Healthy School and aware of choking hazards, so chewing gum, sweets, and lollipops are not allowed in school.
- For safety reasons, pupils should not be in school buildings before 8:35am (unless attending Breakfast Club), after school (unless attending after-school clubs), or during break times without special permission.
- Pupils are expected to wear appropriate clothing and footwear for school. Jewellery is not permitted except for stud earrings. On PE days, pupils must wear suitable sportswear. On swimming days, they must bring appropriate swimwear. No jewellery should be worn during PE lessons.
- For safety, glass bottles are not allowed in school. As a Healthy School, fizzy drinks are also not permitted.

Parents / Carers

Parents and carers are expected to:

- Support the school's behaviour policy and sign the Home-School Agreement.
- Engage with the school community in a supportive and courteous manner. We will not tolerate violence or abusive behaviour towards staff. Parents or adults visiting the site who behave aggressively or violently will be asked to leave the school premises. If parents, carers, or adults behave aggressively over the phone, the call will be terminated. In serious cases, the adult's name may be reported to the local authority, or the police may be contacted.
- Promote responsible behaviour at home. Parents/carers are essential partners in reinforcing appropriate behaviour and supporting the school's behaviour expectations.
- If you need any support from the school, we can offer contact with the Home-School Family Liaison Officer. If you need support from external agencies, we can refer you. The Support Toolkit has also suggested useful resources:  [Support Toolkit](#)

Behaviour Exploration

All school partners are expected to understand that negative behaviour is often a response to wider issues. All behaviour is a form of communication, and it is important to explore the underlying factors behind it.

Possible causes may include:

- Difficult emotional or social experiences
- Emotional or developmental challenges
- Unstable family circumstances
- Parenting choices, such as lack of clear boundaries, inconsistent approaches, or lack of modelling of positive behaviour
- Traumatic experiences or ongoing stress
- Lack of support or understanding of the pupil's individual needs (e.g. ALN – Additional Learning Needs)

A pupil who presents challenging behaviour should be considered vulnerable rather than difficult. While negative behaviour is not acceptable, support is expected to address the root causes. Sanctions may also be appropriate, but they should be proportionate and part of a broader response that promotes understanding and positive change.

Swansea Council supports any school that takes reasonable and proportionate steps to maintain the health, safety, and wellbeing of **all** school partners — provided those steps are taken within the relevant legislative frameworks and policies.

Support Strategies Include:

- **Early Intervention and Support:**
Implementing early intervention programmes and providing support for pupils with additional needs. This begins with an inclusive and engaging curriculum and environment. It also includes graduated responses and reasonable adjustments. At our school, we do this through the use of regulation zones and graduated response processes within the school (e.g. programmes like ELSA and work with the pastoral officer).
- **Training and Development:**
Offering ongoing training and development for staff to manage behaviour effectively.
- **Parental Involvement:**
Encouraging and facilitating parental involvement in school activities and policy development, including graduated responses such as Pastoral and Proactive Plans.
- **Consistent Policies and Procedures:**
Developing and maintaining consistent policies and procedures for managing behaviour.
- **Positive Reinforcement:**
Using positive reinforcement to encourage good behaviour and foster an approach to engagement, belonging, and relationships that support whole-school wellbeing. At our school, we do this through the use of Restorative Practice and the 'When the Adults Change' mindset, helping pupils understand the cause and effect of behaviours and build better relationships with adults and peers.
- **Funding and Resources:**
Ensuring sufficient funding and resources are available to support behaviour management initiatives.
- **Specialist Support and Training:**
Providing access to specialist support and training for staff and pupils.
- **Community Engagement:**
Engaging with the wider community to support the behaviour policy.
- **Support from External Agencies:**
Collaborating with external agencies to provide additional support and resources.

The Decision to Exclude

The school will only decide to exclude a pupil in the following circumstances:

- In response to an incident that constitutes a serious breach of the school's behaviour policy,
and
- If allowing the pupil to remain in school would seriously harm the education or welfare of that pupil or others in the school.

Only the headteacher can exclude a pupil. If the headteacher is absent, a designated deputy may exercise the right to exclude, but must make it clear that they are acting in the headteacher's absence.

The decision to exclude a pupil, whether temporary or permanent, is a serious one. Generally, it is the last step in a process for dealing with disciplinary offences after a wide range of other strategies have been tried and failed. It is an acknowledgment by the school that all possible strategies have been exhausted, and permanent exclusion should usually be considered only as a last resort.

Some pupils' behaviour can be particularly challenging during lunchtime. If so, it may be possible to arrange for the pupil to go home for lunch, through discussion with the parents or carers and with their agreement. If this is not possible, provision is available to exclude the pupil during lunchtime, transferring legal responsibility for the pupil back to the parent or carer.

Pupils may be removed from class as a standalone measure, as part of the school's range of sanctions against disruptive behaviour. However, pupils should not be regularly removed from specific lessons as a way of managing disruptive behaviour unless suitable alternative arrangements have been made for the pupil's education. In such cases, the situation should be discussed with the parent or carer and the learner, and the school should regularly review the arrangements with the aim of reintegrating the pupil into lessons. Removing a pupil from specific lessons is not considered an exclusion.

However, there may be exceptional circumstances where the headteacher believes it is appropriate to permanently exclude a pupil for a first or one-off offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Using or threatening to use a dangerous weapon

For pupils with **Additional Learning Needs**, the school will make every effort to avoid exclusion where the behaviour is linked to a process under the ALN system.

The school will work in partnership with the entire education community to ensure that appropriate reasonable adjustments are in place in relation to managing the pupil's behaviour.

In extreme cases, the school may consider excluding pupils with ALN if the behaviour meets the three legal test or criteria for exclusion in Wales:

- In response to serious breaches of the school's behaviour policy – including persistent disruptive behaviour or a single serious incident that breaches the school's rules.
- If allowing the pupil to remain in school would seriously harm the education of other pupils – for example, if the pupil's behaviour significantly disrupts the learning environment.
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil or others – including safeguarding concerns or threats to physical or emotional wellbeing.

Reporting:

Exclusions will be reported to the Governors' Sub-Committee – Pupil Discipline and Exclusions. The school will follow [Welsh Government guidelines](#).

Appendices

Appendix A: Key Roles and Responsibilities in Our School

Role / Job Title	Name
Headteacher	Elin Wakeham
Designated Safeguarding Lead	Elin Wakeham
Deputy Designated Safeguarding Lead	Linda Williams
Designated Coordinator for Looked After Children (CLA)	Rebecca Harris Jenkins
Wellbeing Team	- Rebecca Harris Jenkins (Inclusion Lead) - Maggie Bassett (Pastoral Care and ELSA) - Amy Smart (MDaPh Lead and Trauma-Informed School Lead) - Linda Williams (Staff Wellbeing)
Chair of Governors	Anna Evans
Nominated Safeguarding Governor	Amy Rees Griffiths
Family Engagement Officer	Cerri Elimelech

Local Authority Contacts – Swansea

Education Directorate

General enquiries: education@swansea.gov.uk

Additional Learning Needs Team (ALN)

Email: ALNIT@Swansea.gov.uk

Safeguarding – Designated Leads

Lisa Collins: Lisa.collins@swansea.gov.uk

Helen Howells: Helen.Howells@swansea.gov.uk

Pupil and Family Services

Swansea Single Point of Contact (SPOC)

Email: singlepointofcontact@swansea.gov.uk

Phone: 01792 635700

If the case is open to a social worker

Phone: 01792 635180

Emergency Duty Team (outside normal working hours)

Phone: 01792 775501

Police

Non-emergency number: 101

In emergencies: 999