



The Federated Primary Schools of the Upper Afan Valley

Positive Attitudes to Learning Policy

Approved May 2026

The Federated Schools of the Upper Afan Valley have developed a 'Positive Attitudes to Learning' policy, that underpins and support the schools' approach to behaviour management. This policy has been designed in collaboration with all stakeholders and represents the community it serves.

The Federated Schools of the Upper Afan Valley employ a 'relational approach' to behaviour management. Our approach fosters a positive, respectful, and inclusive environment where strong, trusting relationships between staff and pupils are at the core.

We focus on understanding the underlying causes of behaviour, promote empathy, and encourage open communication rather than relying solely on rules and sanctions.

By us prioritising connection over correction, our pupils are more likely to feel valued, safe, and understood, which in turn supports their emotional development, self-regulation, and engagement with learning.

Over time, this leads to improved behaviour, stronger social skills, and a more cohesive school community where children are empowered to make positive choices and resolve conflicts constructively.

Aims and Objectives:

1. To build trusting and respectful relationships between staff, pupils, and families that promote a sense of belonging and emotional security within the school community.
2. To understand and respond to behaviour as a form of communication, recognising the underlying emotional, social, or developmental needs that may be influencing a child's actions.
3. To develop pupils' emotional literacy and self-regulation skills through consistent modelling, dialogue, and restorative practices.
4. To create a consistent, supportive school culture where high expectations are balanced with empathy, compassion, and positive reinforcement.
5. To reduce the use of punitive measures by prioritising proactive strategies, early intervention, and restorative approaches to conflict resolution.
6. To empower staff with the skills and confidence to manage behaviour through relational practice, reflective dialogue, and trauma-informed approaches.
7. To engage families as active partners in supporting positive behaviour and emotional well-being.
8. To promote inclusion and equity, ensuring that behaviour policies and practices are fair, transparent, and sensitive to the diverse backgrounds and needs of all pupils.

Core Behaviour Values

The Federated Schools of the Upper Afan Valley have adopted three core behaviour values - **Ready, Respectful, and Safe** which provide a clear and consistent framework for promoting positive behaviour across all areas of school life.

These values are embedded in daily classroom practice through clear expectations, consistent language, and regular reinforcement. Staff model these behaviours in their interactions with pupils and each other, creating a supportive and respectful learning environment.

Lessons and routines are structured to encourage pupils to take responsibility for being ready to learn, showing respect to others, and making safe choices.

Visual prompts, assemblies, and restorative conversations further reinforce the importance of these values, helping to build a shared understanding and culture of mutual respect and accountability throughout the school.

Positive Recognition - Individual

Individual positive recognition includes:

- Verbal praise.
- Positive wristbands.
- Positive notes.
- Stickers.
- Message sent to parents via SeeSaw.
- Text message sent to parents via T2P.
- Achievement certificates.
- Positive postcards.
- Attendance certificates/vouchers.
- Positive phone calls to parents.
- Helpwyr yr Dydd.
- Positive feedback in workbooks – tickled pink.
- Work going on class display.
- Time with senior leaders.
- Opportunities for greater responsibilities.
- Special outings/visits.
- Sporting opportunities.

Positive Recognition - Whole class

The whole class 'recognition board' rewards the entire class. It motivates the children to learn a new behaviour or to work on a problem behaviour. It shows children how important it is to work together to achieve a common goal.

Staff are expected to use the 'recognition board' as an incentive for whole class positive behaviour. Positive recognition can be:

- Free time/choice.
- Sporting opportunities.
- Creative opportunities.
- Play board games.
- Extra play on the yard.
- Access to technology.

Behaviour Management Pathway

As The Federated Schools of the Upper Afan Valley, we show children that we care enough to let them know that certain behaviour is not acceptable. We teach them that inappropriate behaviour carries with it very real consequences.

Please see the behaviour management pathway overleaf.

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Behaviour Management Pathway

STEP 1: Provide pupil with verbal reminder of expected behaviour.
Maximum of 2 reminders.



STEP 2: Teacher to have one-to-one discussion with pupil discreetly, reminding them of expected behaviour.



STEP 3: Pupil to sit in partner class for "Thinking Zone" time.
Restorative discussion with teacher on return.

**Nursery pupils - 2 minutes*

**Foundation Phase pupils - 5 minutes*

**Key Stage 2 pupils - 10 minutes*

STEP 2 & 3:

**Pupil can be offered a cold drink or snack to support regulation.*

**Regulation activities in line with IDP (ALP) or PHPs to be completed.*

Visuals **MUST be used to support understanding.*

****Once STEP 3 has been reached you can go back to STEP 1, but you can only reach STEP 3 up to two times in one session.***



STEP 4: Pupil to miss 15 minutes of playtime. Restorative discussion with teacher on return.

****If a pupil misses 15 minutes of playtime and reaches STEP 4 again on the same day, they will go straight to STEP 5.***

STEP 4 & 5:

- *Pupil can be offered a cold drink or snack to support regulation.
- *Regulation activities in line with IDP (ALP) or PHPs to be completed.
- *Visuals **MUST** be used to support understanding.



STEP 5: Pupil to meet with AHT or HT for discussion. Parents to be informed of action by class teacher.

***If a pupil meets with AHT or HT twice or more in one week, they will go straight to STEP 6.**



STEP 6: Pupil's parents to be invited for a meeting to discuss pupil behaviour with AHT or HT.

- Behaviour plan to be created and will last for 2 weeks.
- Targets will be set for pupil to achieve.
- Behaviour record will be sent home at the end of each day during this period.

***If pupil behaviour continues to reach STEP 5, then STEP 7 and 8 will be followed.**



STEP 7: Pupil will possibly be internally excluded. Behaviour recorded on My Concern. (Maximum of 3 behaviour incidents)



STEP 8: Pupil will possibly receive a fixed term exclusion. Behaviour recorded on My Concern.

Early Intervention

Pupils who display persistent 'challenging behaviour' will be referred to the Headteacher/Assistant Headteacher and ALNCo immediately, following the behaviour management pathway. The Headteacher/Assistant Headteacher in conjunction with the ALNCo will decide if a pupil needs to have a personalised behaviour plan or be referred to the Inclusion Service; and what further action is required with agreement of parents.

Staff Responsibility

It is important that staff maintain the schools 'relational approach', not only by what they say but also by what they do.

Positive behaviour will be actively promoted by:

- Accepting responsibility for pupil behaviour outside as well as inside the classroom and building.
- Accepting responsibility for all pupils, not just those in their class.
- Sharing problems and successful strategies for dealing with them.
- Having high expectations of behaviour.
- Informing parents of behaviour when relevant/appropriate – both positive and where warnings/consequences have needed to be put in place.

Sending Children to the Headteacher/Assistant Headteacher:

All staff are actively encouraged to send pupils to the Headteacher/Assistant Headteacher to share and celebrate achievements, progress or acts of kindness.

Conclusion

The Federated Schools of the Upper Afan Valley communicate their 'relational approach' to behaviour through a variety of channels:

1. In written form, such as posters and newsletters.
2. Verbally through presentation to parents and weekly assemblies.
3. Through the conduct and interactions of staff with pupils, parents, and colleagues.
4. In the way both staff and pupils are perceived within the wider community.

All adults involved in the life of the school - staff, governors, and parents should recognise that their actions, words, and behaviour send powerful messages to our children. These everyday behaviours often convey more about the school's standards and expectations around behaviour than any formal rules, consequences, or rewards. Ultimately, they reflect and shape the ethos of The Federated Schools of the Upper Afan Valley.