

Rhydypenau Primary School

"Aiming High"



Positive Relationships Policy

DEVELOPMENT, MONITORING & REVIEW OF THIS POLICY

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy supersedes the Behaviour and Discipline Policy.

SCHEDULE FOR DEVELOPMENT, MONITORING & REVIEW

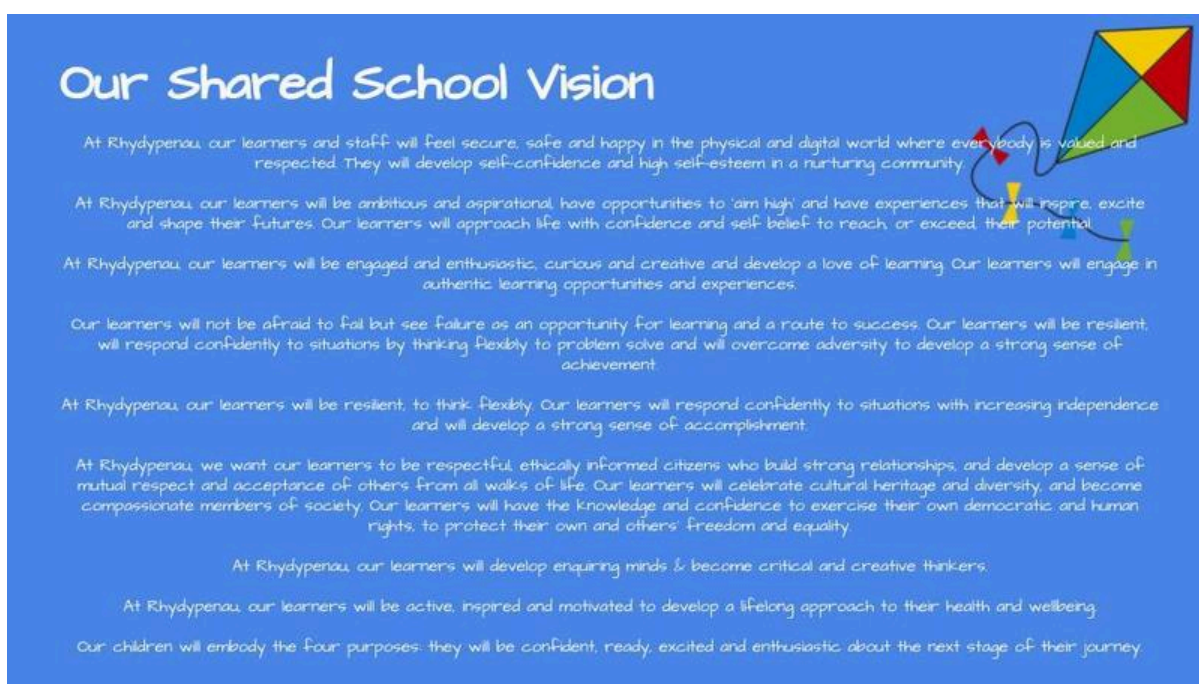
This policy was agreed by teachers:	Summer term 23
This policy was agreed and adopted by the Governing Body:	Summer term 23
The implementation of this policy will be reviewed by:	
This policy will be reviewed:	Every two years
This policy was last reviewed:	Autumn Term 2023
This policy is due to be reviewed:	Autumn Term 2025
Chair of Governors' Signature:	
Headteacher's Signature:	

Positive Relationships Policy

“It’s relationships, not programmes that change children...young people thrive when adults care about them on a one to one level and when they have a sense of belonging to a caring community.”

At Rhydypenau Primary School we believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe, secure and respected. We recognise that every child needs praise, support, recognition and affection to thrive in life.

Our vision for the future is based around the belief that our community will live with positive values and behaviours and have aspirations and skills to live happy and successful futures.



Our Shared School Vision

At Rhydypenau, our learners and staff will feel secure, safe and happy in the physical and digital world where everybody is valued and respected. They will develop self-confidence and high self-esteem in a nurturing community.

At Rhydypenau, our learners will be ambitious and aspirational, have opportunities to 'aim high' and have experiences that will inspire, excite and shape their futures. Our learners will approach life with confidence and self-belief to reach, or exceed, their potential.

At Rhydypenau, our learners will be engaged and enthusiastic, curious and creative and develop a love of learning. Our learners will engage in authentic learning opportunities and experiences.

Our learners will not be afraid to fail but see failure as an opportunity for learning and a route to success. Our learners will be resilient, will respond confidently to situations by thinking flexibly to problem solve and will overcome adversity to develop a strong sense of achievement.

At Rhydypenau, our learners will be resilient, to think flexibly. Our learners will respond confidently to situations with increasing independence and will develop a strong sense of accomplishment.

At Rhydypenau, we want our learners to be respectful, ethically informed citizens who build strong relationships, and develop a sense of mutual respect and acceptance of others from all walks of life. Our learners will celebrate cultural heritage and diversity, and become compassionate members of society. Our learners will have the knowledge and confidence to exercise their own democratic and human rights, to protect their own and others' freedom and equality.

At Rhydypenau, our learners will develop enquiring minds & become critical and creative thinkers.

At Rhydypenau, our learners will be active, inspired and motivated to develop a lifelong approach to their health and wellbeing.

Our children will embody the four purposes: they will be confident, ready, excited and enthusiastic about the next stage of their journey.

The United Nations Convention on the Rights of the Child (CRC) is at the heart of Rhydypenau Primary school's planning, policies, practice and ethos. As a right-respecting school, we not only teach about children's rights but also model rights and respect in all relationships.

School Values

The school values are promoted and embedded in the daily life of the school. Throughout the school, pupils relate well to each other and show respect for others' ideas and views. They exhibit excellent attitudes to learning, which is a key factor in ensuring they make good progress. Throughout their learning, children discuss and debate issues and explore ideas in a climate of mutual respect and trust.



Aims of the policy

- To raise self-esteem and help children to build a positive self image
- To support all members of the school community in building positive relationships
- To work collaboratively to create a caring and supportive environment
- To recognise and praise good efforts
- To respond appropriately to individual needs and encourage children to do the same for others
- To provide a stimulating and enriching curriculum that demands full participation
- To ensure consistency throughout the school

This policy has been created with close consideration of the Welsh Government Guidance - Challenging Bullying: rights, respect, equality (statutory guidance for governing bodies of maintained schools, 2019) and Section 89 of Education and Inspections Act, 2006.

This policy should be used alongside the Anti-bullying Policy and Positive Handling Policy. It also interlinks with broader school policies such as Safeguarding, Attendance, Online Safety and the Health & Safety Policy.

In addition to this, the Health and Wellbeing area of Learning Experiences should be considered alongside this policy (Curriculum for Wales, 2022)

At Rhydypenau Primary we believe that:

- Everyone has the right to be happy and safe
- Every learner has the right to learn

Our school guidelines are:

- I will respect myself
- I will respect other children
- I will respect all adults
- I will respect my surroundings
- I will try to repair any relationships that I have harmed.

To aid the implementation of the above aims, the following school rules have been agreed:

- We try to be kind, to look after one another and to be polite to each other.
- We look after all our own possessions and respect school property and the property of others in the school.
- We walk quietly and sensibly around the school, acting with care and consideration.
- We listen to whoever is speaking and we speak politely to others.
- We play safely and consider others in the playground.
- We try to do our best at all times.

We believe there should be fundamental rights for all who work and learn at Rhydypenau Primary School:

- It is everybody's right, regardless of their gender, race, religion, sexuality and ability, to learn and teach to the best of their ability
- It is everybody's right to be physically and psychologically safe on the school premises
- It is the right of everyone in the school community to have their voices heard, to be listened to and to know where to go to share their concerns
- The school will access support from specialist teams, social workers and other specialists.

The school expects every member of the school community to accept responsibility for their behaviour and behave in a considerate way towards others.

We treat all children fairly and apply this policy in a consistent way. We do however acknowledge that there may be different considerations required in effectively managing behaviour in pupils from different protected characteristics such as gender, race, gender reassignment, disability and those with additional learning needs.

Gender - We acknowledge that there may be different challenges experienced between the two genders and that gender may be a motivating or contributory factor to any behavioural issues.

Race - We acknowledge that racist bullying can have an effect on the behaviour of pupils - please see Bullying Policy for details of four step approach to bullying. Any racist remarks

should be investigated, written up and reported to the Deputy Headteacher who is responsible for collating all such incidents, in line with recent NAFW legislation.

Sexual Education / Gender Reassignment - We acknowledge that different challenges are experienced by pupils of different sexual orientation or gender reassignment and that bullying can have an effect on the behaviour of pupils from this protected characteristic.

Disability -We acknowledge that pupils with disabilities or ALN may experience different challenges and specific strategies may need to be employed to identify and manage behavioural issues where disabilities and ALN are the underlying root cause.

Our school is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and Senior Leaders
- School staff and external agencies

Right Respecting Approaches

At Rhydypenau Primary School, we are committed to fostering an environment that values and upholds the rights of every child. We are proud to introduce a rights-respecting approach into our policies, recognising the inherent dignity and worth of each learner, Rhydypenau Primary School aims to align our practices with the principles of the United Nations Convention on the Rights of the Child (UNCRC) to nurture their strong sense of belonging, and instil a deep understanding of the rights and responsibilities to all stakeholders.

Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

Article 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

Whole School Rewards

Being positive, praiseworthy and willing to celebrate good behaviour and self discipline is the main approach for encouraging good behaviour. At Rhydypenau we recognise and encourage good behaviour by using a variety of rewards, suitable to a pupil's individual requirements:

- **Verbal praise**
- **Acknowledged responsibility in class**
- **Sharing work with pupils/teachers/Headteacher**
- **House points / Class Dojos** - Children are rewarded with House Points (which is a whole school reward system) for a variety of reasons, such as listening well, being kind to others etc.
- **Achievement Award Certificates** - Teachers award certificates to children linked to the four core purposes of the curriculum, which are handed out in weekly assemblies.
- **Learner stickers** - Reward stickers are given out when children demonstrate one of the learning behaviours

Rewards are flexible and reflect the ages and interests of learners over time.

Promoting Positive Relationships in Class

We use the following strategies for classroom management.

- Plan and organise classroom to minimise opportunity for unnecessary movement and disruption
- Consider basic furniture layout
- Consider groups of pupils and consider carefully seating arrangements
- Remember the concentration span of young children is roughly one minute to each year
- Use voice effectively
- Allocate teacher attention fairly
- Make good use of questions

- Be flexible - take advantage of the unexpected rather than being thrown off balance
- Be enthusiastic - show interest in what the children have to say
- Use humour, not sarcasm at someone's expense

Class teachers discuss class rules with their classes which are agreed by the children. In this way, every child in the school knows the standards of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during 'circle time'.

Despite effective classroom management and a positive approach to behaviour management, inappropriate behaviour does occur sometimes and it is necessary to react to it. Whenever possible, it should be highlighted by focusing upon the positive behaviour produced by others, however, it should never be ignored.

The school employs a behaviour management system to enforce the school rules, and to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation and in a progressive manner.

All learners are held responsible for their behaviour. Every member of staff will deal with behaviour according to the agreed behaviour sanctions which are clearly displayed in every classroom across the school. Morning and afternoon sessions start with a clean sheet:

Stage 1 - verbal warning

Stage 2 - move to another table

Stage 3 - verbal warning

Stage 4 - move to another class

Stage 5 - verbal warning

Stage 6 - go to see head of phase who will consider whether the incident should be recorded on My Concern

Stage 7 - go to see Deputy Headteacher

Stage 8 - go to see Headteacher

In extreme cases the child may be 'fast tracked' to the Headteacher. If behaviour persists, the Headteacher or Deputy Headteacher will meet with parents to find working solutions. Strategies will be discussed and agreed with pupils and parents and progress will be monitored. Where appropriate, access to Emotional Health and Wellbeing support will be arranged. A risk assessment and/or a positive handling plan may be written if necessary. Referral for specialist advice and support from the EHW team may also be considered.

The school does not tolerate bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While recognising it is impossible to eradicate the risk of bullying, we seek to ensure that children attend school free from fear of bullying by others. For further information, see the Anti-bullying Policy.

When a pupil does not respond to our positive behaviour strategies, consequences will be used sparingly and will take account of each individual's situation, circumstance and age.. As a school, we will always strive to address the behaviour and not blame the child.

It is important to understand that some pupils have additional support needs, where their behaviour is affected by particular difficulties or from personal challenges they are facing. We have high expectations for all pupils but strategies for managing behaviour will be tailored to individual needs in discussion with parents.

Examples of the behaviours that are unacceptable and which can prevent learning:

- Causing distractions which stops others from learning
- Calling out when others are trying to work
- Willfully not following instructions
- Disrespecting other children and adults
- Being disruptive in anyway
- Interfering with another pupil's property
- Being physical or aggressive towards anyone
- Vandalism/defacement to books and any property
- Getting up and leaving the classroom or work area without permission
- Use of bad language
- Any form of bullying

All behaviour is communication. We believe behaviour is directly linked to relationships and inappropriate behaviour is defined in terms of the harm or potential harm that it causes others. Restorative approaches acknowledge the feelings, needs and rights of all parties. We would define negative behaviour as harm done to the wellbeing of another person and in dealing with an incident we would want to find out how all sides are feeling and what they need to do to put things right. Where possible, we believe in dialogue so everyone involved has an opportunity to communicate and cooperate with each other.

Our focus is on collaboratively repairing harm done to relationships, rather than on blame and punishment. We understand that the person being harmed **and** the person who has harmed have similar needs, including:

- Someone to listen
- Time to calm down and reflect
- A chance to ask or a chance to explain
- A sincere apology or an opportunity to apologise
- Things to be put right
- Reassurance it will not happen again and that we can all move on.

Staff at Rhydypenau Primary School endeavour to meet these needs through the way in which they respond to incidents; showing empathy, giving time for discussion and working collaboratively to find solutions.

Restorative Conversation

Building and nurturing relationships is at the heart of a successful and happy school. In this environment, everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in any school.

Engaging with children to draw a crucial distinction between the person and their behaviour has to be both fair and firm. All staff encourage and support children to take responsibility for their actions and help to work out how to put things right.

When dealing with conflict we ask the following questions:

- What happened?
- What were you thinking / How were you feeling?
- Who has been affected?
- What do you need?
- How can we move on?

By asking these questions, we help all sides to begin to understand what is going on inside another person's head, their thoughts and feelings and what they need. It is our aim to encourage children to think about how their behaviour impacts on others and to enable the children to develop an 'inner moral compass'.

Emotion Coaching technique

Emotion Coaching is an evidence-based tool that helps children to self-regulate and manage their emotions.

Research has shown that Emotion Coaching enables adults to communicate more effectively and consistently with children in stressful situations, leading to an increase in wellbeing and readiness to learn in children and a reduction in stress in the adults who work with them. The technique promotes children's self-awareness of their emotions and generates nurturing relationships.

Research shows that emotion coached children:

- are more emotionally stable
- are more resilient
- achieve more academically
- are more popular
- have fewer behavioural problems
- have fewer infectious diseases

The impact on adults is also compelling:

- Improved staff wellbeing as increased by a decrease in staff absence
- Improved family life for children and their families.

Staff in Rhydypenau follow the following steps when working with children:

- **Step 1**

Recognising the child's feelings and empathising with them

- **Step 2**

Labelling the feelings and validating them

- Step 3
Setting limits on behaviour (if needed)

- Step 4
Problem-solve with the child

We are proud to say that all of our staff have received this training, which recognises our commitment to providing the highest quality emotional health and wellbeing provision for our learners. We have also benefited from learning about recent advances in attachment theory and child development.

Positive Handling Procedures

“I held you to keep you and others safe”

- Any positive handling is documented, as required by law. SLT must always be informed if positive handling is required. A violence at work form may need to be completed if a teacher is physically harmed by a child.
- Parents/guardians must be informed as soon as possible.
- Following an incidence of positive handling, the child will be offered a conference to discuss what happened.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98 and Welsh Office Circular 37/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. A number of staff, both teachers and teaching assistants have been trained in the use of restraint and positive handling of children.
- The actions that we take are in line with Welsh Assembly Government guidelines on the restraint of children. (See appendix to this Policy – “The Use of Reasonable Force to Control Pupils”.)
- For further information see the Positive Handling Policy

Promoting Positive Relationships at playtimes and Lunchtimes

The procedures for managing behaviour and promoting positive relationships at playtime and lunchtime are the same as those at lesson time. Any incidents should be reported to class teachers. Members of SLT are available at playtimes and lunchtimes if needed.

The routines and provision in place at playtimes endeavours to minimise negative incidents. Children are always taken out to the playgrounds by teachers and are collected by their teachers at the end of playtime.

Playground games

There are many playground games that the children have access to at playtimes. They are encouraged to play traditional games such as skipping games and to socialise with a range

of children. Adults are available to join in the games with children and SWOGs are available to set up and lead game areas to motivate and encourage. There are a range of resources that children can play with every day.

A number of children will have undertaken 'Peer Mediation' training. During playtime and lunchtime there will be pairs of peer mediators on duty. It is their role to 'look out' for any one who may need their support. In peer mediation, pupils talk face to face in a safe and supportive discussion led by trained peer mediators. The process is organised, structured and systematic and is aimed at producing positive actions and outcomes. Peer mediation does not take the place of normal consequences when high level behaviour has occurred.

Peer mediation is not:

- About deciding who's 'wrong' or 'right'
- About apportioning blame
- About focusing on the past any more than is necessary to help pupils work out a way forward
- About offering advice.

Mediators support pupils to work out a way forward which is mutually acceptable.

The following issues can be mediated by children:

- Arguments
- Teasing
- Name-calling
- Conflict with peers
- Verbal exchanges
- Misunderstandings

Situations that should not be mediated by children:

- Issues that involve sensitive information
- Issues that involve the police
- When the dispute involves an adult
- When one or both parties have a history of physically aggressive incidents
- Racist issues

Support for pupils

For full details on Rhydypenau's graduated response, please see Appendix 1.

Waves of Well-being

Wave 1 Class Level

Emotion Coaching, Circle Time, Values/PSE sessions, positive reinforcement,

Wave 2 Small group support

Lego Therapy

Junior Award Scheme for Schools (JASS) Years 4 - 6.

Talkabout

Wave 3 Individual Support

Increase in roles and responsibility, Social/topical Stories, Talkabout (self esteem development), ELSA (Emotional Literacy Support Assistant), Time to Talk, Access to Peer Mentors, Drawing and Talking Therapy, Referral to THRIVE

Roles and Responsibilities

Governors:

- To ensure the legal framework is followed
- To implement the Positive Relationships Policy through the Head Teacher
- To make and keep up to date, the school's policy with regards to behaviour
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one
- To include a summary of the content and organisation of behaviour in the school prospectus.

Headteacher/Deputy Headteacher:

- To implement the Positive Relationships Policy
- To liaise with the Governors on teaching, wellbeing and care, support and guidance in school
- To liaise with parents
- To ensure the policy is reviewed at least every three years
- To disseminate information to staff
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

Class teacher:

- To implement the Positive Relationships Policy
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties
- To work closely with the ALNCo and outside support.

Emotional Health and Wellbeing Specialist Teacher:

- To give support throughout the school, when appropriate.

Parents/Carers:

- The school promotes an 'open door' policy for parents. Parents are encouraged to discuss any matters of relevance with teachers as and when they arise. Teachers can be contacted through SeeSaw during work hours
- Parents may be invited to work with the ALNCo and other members of staff to support a child's need
- Parents may be asked to join meetings to discuss a child's needs around relationships and behaviour - it is important we work together to support the child's needs
- Parents may be informed of support services e.g. Cardiff Family Advice and Support and encouraged to accept help from outside agencies.

See Appendix 2 for how parents/Carers can help.

Appendix 1

Graduated Response for Additional learning Provision

Provision which is in addition to or different from what is normally made available in a mainstream school is considered additional learning provision (ALP). ALP will of course be an enhancement of what is available at a routine/universal level and will be related to whole-class teaching.

Universal Provision

Positive whole school and classroom ethos including:

- Calm classroom environments
- Communication friendly practice
- Well organised resources
- Whole class visual timetable

Good quality classroom teaching and learning including:

- Positive, consistent communication
- Pupil Centred Practice
- Clear instructions (short, concise, visual)
- Multi-sensory teaching strategies
- Listening and attention strategies

Effective differentiation including:

- Achievable tasks fostering success
- Resources to support/scaffold learning, such as word mats, letter mats, number lines, writing frames, key words, sentence starters, visual/symbol reinforcement
- Good home-school communication
- Appropriate and focussed use of TA (if available)
- Regular access to training for all staff on effective whole school practice and inclusion

Targeted Provision

Individualised approach to elements of whole-school and classroom practice, including:

- A focus on individual pupil wellbeing and promoting independence
- Consideration given to unstructured times and support given to scaffold social interaction and/or alternative opportunities are made available such as clubs, mentors, support to understand games

Good quality teaching focussed on individual pupils through:

- Appropriate interventions accessed by pupils which have entry and exit data
- Suitable adaptations made when transitioning between class groups or Progression Steps

Effective individualised differentiation of working including:

- Tasks broken down into achievable steps, fostering success for the individual
- Tailored resources to support/scaffold learning, such as individual visual timetables, individualised reward systems, access to a quiet space

Establish home-school communication including:

- PCP meetings, through which school maintain open dialogue with parents about pupil progress
- Individual home-school communication strategies agreed and in place
- School offer signposting for support where needed
- Requests for support/EP consultations shared with parents and consent granted before submitted to the LA

ALN

High quality, differentiated teaching for learners with ALN

Long term targeted interventions and support for learners with ALN

Effective systems for monitoring the progress and achievement of learners with ALN and their inclusion in the everyday life of school

Arrangements for involving specialist professionals when it is appropriate to do so (such as children's services, therapy services, medics, specialist teachers, educational psychologists and third sector organisations)

Arrangements for reviewing the effectiveness of interventions used to support learners with ALN

Well established and regular home-school communication including regular PCP meetings and IDP review meetings at least annually, to engage with families and a range of professionals involved with the pupil (such as children's services, therapy services, medics, specialist teachers, educational psychologists and third sector organisations) to plan multi-disciplinary response to pupil's persistent and complex needs

School engages with external professionals, implement advice and have established mechanisms for monitoring and evidencing impact
Specific training for complex health needs (if required)
Specialist equipment to support access to the learning environment (if required)

Targeted interventions for wellbeing

Time to Talk

Structured programme created to teach and develop social skills and improve oral language skills for children aged between 4-6 years old. It supports children to develop the basis of interaction with the help of Ginger the Bear who is a core feature in all of the activities.

Talk About

Structured programme for teaching and measuring social skills. It uses a hierarchical method of teaching social skills by developing self-awareness and self-esteem before processing body language. It also covers conversational skills and friendship assertiveness.

Drawing and Talking Therapy

An attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies. Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.

Peer Mentoring

A positive resource that creates a culture of listening, empathy and support. Mentors provide valuable support and are able to help with low level school-based issues and personal matters. Mentors are trained to listen well, provide support and encouragement, be non-judgemental and reflective and are excellent role models.

ELSA

An Emotional Literacy Support Assistant can deliver sessions covering such things as social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

Social Stories

Use of social stories to identify triggers and the means of overcoming them. These are especially useful for those pupils who may have difficulties with social communication.

Lego Therapy

Lego therapy is a play based piece of intervention which focuses on developing collaborative play skills. It works on key areas of social interaction, such as; turn taking, listening, initiation, eye contact, problem solving and sharing. In addition to this it works on language concepts such as; size, prepositions and colours. Within a therapy group an adult will set the 'ground rules' with children and facilitate if necessary. Each child is given a role to contribute towards the success of the Lego model being made. Language and complexity of Lego models can

be easily adapted to meet the need of the group.

Appendix 2

How Parents and Carers Can Help

Positive behaviour management works best when home and school work together. Poor behaviour can hinder a child's progress and disrupt the progress of other children.

Please reinforce achievement with praise and interest when:

- ✓ Your child tells you about what they have done in school
- ✓ Teachers tell you about good work/behaviour
- ✓ Your child brings home stickers or certificates
- ✓ Your child brings home something he/she has made in school

Please support the school when unacceptable behaviour is reported by:

- ✓ Discussing the situation with your child and talk about the behaviour you expect
- ✓ Reminding your child of school guidelines and school rules
- ✓ Praising improvement when it has been reported to you

If you have any questions or concerns, please do not hesitate to contact your child's class teacher.

Voice levels

Children are encouraged to use an appropriate voice level for different situations. These are modelled by staff and reinforced regularly.

- Partner voice
- Group voice
- Class voice
- Outside voice