

Ysgol Gyfun Gwent Is Coed

Relationships, restorative and positive behaviour policy



Rationale

Many research studies have demonstrated how important the learner-teacher relationship is to a young person's well-being and academic achievement in school and so, in conjunction with the Local Authority, we have developed the following evidence-based policy. In addition to the encouragement and training we provide to our members of staff, we encourage parents and children to support these relationships and the principles outlined in the policy.

Vision and Principles

Ysgol Gyfun Gwent Is Coed is founded on restorative principles, and we prioritise building, maintaining and, where needed, repairing healthy relationships. We are an inclusive school with the ethos and vision of building a comfortable, caring, collaborative community.

In order to ensure that all learners have the opportunity to fulfil their potential in every way, Ysgol Gyfun Gwent Is Coed puts an emphasis on very good behaviour in lessons and during the learners' free time.

We have high expectations of all members of the community; we understand the importance of working together in order to build positive relationships to ensure good behaviour and to support everybody's wellbeing and progress.

- We believe it is important to work together to restore relationships if harm is caused to individuals and/or the community, or if harm is caused to the learning of others.
- We will always respond by taking the needs and context of individuals into account. This includes any additional learning needs that learners may have.
- Restorative processes, (here defined as the recognition of the inter-connectedness of all within a school community and, from this, the ability to both accept and take responsibility for words and actions) are an integral part of improving behaviour and fostering positive relationships – it is not either restorative or punitive approaches, but rather, we use the different restorative options (conversation, meeting, conference) hand in hand with any consequences deemed necessary.
- The Restorative process is one that can take years, and for the learner who finds it most difficult to be restorative, learning these skills is most valuable.

Roles and Responsibilities

The Governing Body

The full governing body is responsible for reviewing and approving this policy jointly with the SLT, and they will monitor the effectiveness of the policy over the school year.

The Senior Leadership Team

The SLT is responsible for reviewing this policy, in conjunction with the governing body. The SLT will ensure that the ethos of the school prioritises positive relationships and therefore encourages positive behaviour.

Staff

The staff are responsible for:

- building positive and respectful relationships with all learners
- implementing this policy consistently, following the guidance in the 'Relationships, restorative and positive behaviour' booklet
- modelling positive behaviour
- implementing a person centred approach to dealing with the behavioural needs of specific learners

Learners

Learners are expected to:

- be tolerant and mindful towards others
- be polite and respectful to all members of the school community
- behave responsibly and safely, appreciating and caring for the school environment
- always try their best and allow others to do the same
- take pride in their appearance and wear the correct school uniform as a signal of connection with the school community
- follow the school's routines and norms

Parents/Carers

Parents/Carers are asked to:

- Encourage their child to behave well and to support (through words) and model (through actions) the healthy relationships the school prioritises
- inform the school of any changes in circumstances that could affect their child's behaviour
- discuss any behavioural concerns (usually communicated via negative points on Classcharts) with their child's Wellbeing and Progress leader

Routines and Norms

The routines and norms of our school are clear and consistent across our school community and are implemented by all teachers. Classroom routines and norms will support learners in understanding what is needed in order to have successful lessons and make good progress. They will make school life more predictable, and therefore more secure, for everyone. Teachers promote and plan for classroom routines and norms when preparing for lessons.

At Ysgol Gyfun Gwent Is Coed, we commit to:

- greeting learners in a positive and friendly manner at the start of lessons
- ensuring that all learners sit in a specific seat and that a starter activity is provided for learners to complete at the start of lessons
- sharing clear learning intentions and success criteria with learners
- checking progress throughout the lesson
- creating and maintaining a positive learning environment

Rewards

The School considers rewarding learners as one way of building and maintaining relationships via personal recognition of a learner's efforts, promoting positive behaviour and raising self-esteem. All staff are responsible for rewarding learners, as outlined below.

Rewards include:

- verbal praise for a good piece of work, for achieving targets or making a good effort
- displaying learners' work in the classroom
- written positive comments on learners' work
- awarding Classcharts merit points
- positive statements on reports and during parents' evenings
- regular positive reinforcement wherever possible
- certificates/'Stars of the week' to reward progress, behaviour and effort
- contact with parents by phone or email to recognise good and improving behaviour
- appropriate rewards given termly for progress, behaviour and effort

Actions

Whenever there is an issue to be resolved, we will first explore the restorative options below:

- Restorative conversations/conferences
- Restorative actions (such as writing an apology, when appropriate)

Consequences

When a consequence is required following behaviour considered to be anti-social and against the ethos of the school we will implement a graduated response, which includes:

- Negative points on Classcharts
- Loss of free time (break, lunchtime)
- Communication, including meetings, with parents/carers
- Having a report card with targets
- Internal exclusion
- School to school exclusion
- Fixed term external exclusion
- Permanent exclusion

Before issuing any form of exclusion, the school will conduct a full investigation and communicate the findings to all relevant parties (learners, parents, staff). As part of the investigation, we will consider the extent, duration and frequency of the harm caused and this will inform any consequences.

The final decision for all exclusions rests with the Headteacher. Please see the exclusions policy for more information.

Behaviour off-site

When a learner has behaved in an antisocial way off site while representing the school, such as on a school trip, or when travelling to or from school (see the Safe Behaviour while travelling policy), it is possible that the Headteacher will decide that a consequence is necessary.

[Brig y dudalen](#)

Communication with parents/carers

Communication with parents/carers is an integral part of supporting learners and improving behaviour. The relevant Wellbeing and Progress leader will communicate with parents/carers through phone calls, emails, meetings on Teams and face-to-face. Parents/carers will have access to the Classcharts parent app, and are encouraged to consult this regularly.

See the 'Responding to Parents' policy on the school's website for more information regarding communication with parents.

Support for learners

The school recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being disadvantaged. As a result, our approach to challenging behaviour is differentiated to meet the needs of the individual learner.

The Inclusion team will discuss a learner whose behaviour is challenging to determine if they have any additional needs that are not being met.

Where necessary, help and advice are also sought from specialist teachers, the educational psychologist, medical practitioners, LA specialists, and/or others, to identify or support specific needs.

When complex needs are identified in a learner, we liaise with external agencies and plan support programmes/support plans/risk assessments for that child. We will work with parents to create the plans and review them regularly.

Transition

Our relationship with the Primary school cluster is essential when planning support for learners and building relationships with them and their parents. Information will be passed on to relevant staff during transition meetings throughout the year. Information about relevant issues can also be shared with new placements for those learners who transfer to another school and from Primary schools.

Staff Training

Regular opportunities are given to all members of staff, and especially to new staff, to undertake training on restorative processes, building relationships and improving behaviour. This will be part of ongoing professional development for all staff.

Monitoring arrangements

This policy will be reviewed by the Headteacher and the full governing body every three years.

Links with other policies

This policy is linked to the following policies:

- Anti-bullying policy
- Safeguarding policy
- Attendance policy
- Acceptable use of technology policy
- Complaints Procedures
- Mobile Phone Policy

- Exclusions policy
- Responding to parents' policy
- Manual handling policy
- Safe behaviour when travelling policy

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Appendix I – Restorative structures

Restorative script

When helping a learner to improve their behaviour,, the following script is used to facilitate a restorative conversation:

- ❖ Wyt ti'n iawn?!/ Are you alright?
- ❖ Beth sydd wedi digwydd?!/ What has happened?
- ❖ Felly, rwyd ti wedi...!/ So, you have...
- ❖ Fe wnaeth hynny i fi deimlo'n.../ That made me feel...
- ❖ Yr hyn hoffwn i ddigwydd nawr yw.../ What I would like to happen now is...

Restorative meeting

Ask **person 1** (the 'perpetrator'): 'What happened?'

'What were you thinking and how were you feeling at the time?'

'How are you feeling/thinking now?'

'Who was affected and how?'

Ask **person 2** (the 'victim'): 'What happened?'

'What were you thinking and how were you feeling at the time?'

'How are you feeling/thinking now?'

'Who was affected and how?'

'What do you need in order to move on and feel better?'

Ask **person 1**: 'What do you need in order to move on and feel better?'

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