



Pontypridd High School

Positive Relationships Policy

June 2019

'Learning and achieving together'
'Dysgu a chyflawni gyda'n gilydd'

Positive Relationships Policy

Date of policy:	February 2018
Adopted:	27 th February 2018, Wellbeing Committee Meeting Reviewed : 13 th June 2019, Wellbeing Committee Meeting
To be reviewed:	Summer 2021
Member of staff responsible:	Emerging Leader for Wellbeing, Mrs R Enos
Committee Responsible:	Pupil Wellbeing

RATIONALE

We must all show respect and behave responsibly so that everyone at Pontypridd High School can safely enjoy their Right to Learn.

The Policy should be read in conjunction with:

The School's Aims and Ethos
Child Protection and Safeguarding Policy
Anti-Bullying Policy
Complaints Policy
Attendance Policy
Accessibility Plan
E-Safety and ICT Acceptable Use Policy
Smoke Free policy
Home-School Agreement
Uniform Policy
Equal Opportunities Policy
Substance Misuse and Offensive Weapons policy
Use of Restraint and Reasonable Force Policy

Pontypridd High School seeks to promote high standards of behaviour, safety and educational achievement among all its students. We view the setting of clear expectations and acceptable boundaries as crucial to the personal and social development of the students in our care and in the promotion of their welfare. We expect;

- all members of our community to show respect and courtesy towards each other
- parents and carers to encourage their child to show respect and to support the school's positive learning ethos including, rewards and sanctions outlined in this policy
- all students and staff to act in accordance with the agreed rules and procedures

The above expectations enable us:

- to promote a high standard of behaviour and an ethos where all members of the school are valued
- develop the self-esteem of each individual and respect for others

- to be good role models
- to create a culture of achievement based on positive relationships between the whole school community
- to help students accept responsibility for their actions in the classroom and on school premises.
- to develop a consistent approach to dealing with problem behaviour in the classroom, around the School and whilst representing the School at other locations
- to introduce a classroom code of conduct which has high expectations at its core
- to create an atmosphere where effective teaching and learning can take place both in and out of the classroom
- to ensure equality opportunities for all students.
- To enforce fair, consistent and appropriate sanctions when necessary.
- To involve parents / carers and governors wherever it is appropriate or required.
- To use counselling whenever appropriate.

As staff we are all accountable for the implementation and success of our Positive Relationships Policy. Our actions affect each other and we all have the responsibility of maintaining good order in our school community.

Because of the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the Headteacher or another member of the Leadership Team should retain a wide measure of discretion when dealing with incidents. Staff will take due regard of both the law and educational guidelines when reaching decisions and will ensure these are reasonable and proportionate.

We aim to have high expectations of behaviour and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. There are occasions when we will need to deal with poor behaviour and this policy sets out the consequences should it arise.

We understand that reasonable adjustments sometimes need to be made for different children and we will ensure that this policy is applied fairly to these children.

ROLES and RESPONSIBILITIES

The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents/carers and is non-discriminatory with clear expectations. Governors will support the school in maintaining high standards of desired behaviour of students and staff. (Appendix 9, Governing Body Statement).

The Headteacher and Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support

amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment and teaching positive behaviour for learning.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. They will also be expected to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.

All students are expected to prioritise their learning and understand the importance of respect and good manners. Good behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

All Staff are responsible for maintaining a calm, safe environment by performing duties before school and at break times. The Leadership Team provide further support by patrolling key areas of the school before school, during every break and at lunchtime. All staff are required to familiarise themselves with the Positive Relationships Policy.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child. The school will encourage parents/carers to work in partnership to help in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of this policy.

Risk Assessments

In order to ensure that appropriate support is in place and the rights of all students to learn in an orderly environment are protected, the school may carry out a risk assessment in cases when a student is considered a risk to the learning or health and safety of other students or staff. Where students are known to have been excluded, either permanently or for a fixed term, from their previous school, they will be risk assessed prior to admission to the school.

The school reserves the right to risk assess any student on roll as a result of behaviour that causes concern.

BUILDING POSITIVE RELATIONSHIPS – AN INTRODUCTION

A key purpose of this policy is to make clear the means by which we establish positive relationships within our school community. This involves a whole school approach to building, maintaining and (when needed) the repairing of relationships with all we work with – students, parents, carers, staff, governors, families, local community, and all the agencies we work with. We make every effort to achieve this using a consistent restorative approach.

WHAT are RESTORATIVE APPROACHES ?

We are proactive in building and maintaining relationships in order to create a sense of community. When relationships are positive, we are less inclined to harm each other, thus reducing the amount of conflict in our school community. We constantly reflect on what we need from each other in order for us to be our best. We will always endeavour to actively work with each other to resolve problem and conflicts, not trying to rescue, impose or ignore issues. We will use consistent restorative approaches to make this happen, for preventing harm, for early intervention, and to high level response for more serious harms.

RESTORATIVE PRINCIPLES and BEST PRACTICE

When relationships have been damaged it is important that the appropriate and levelled restorative steps are taken, to allow those involved to repair harm, build empathy and move forwards at the earliest opportunity. It is helpful for everyone to remember the core restorative principles. These principles are key and they align to the Donaldson report, the overarching aims of Welsh Government (Education Wales – Our National Mission) and the United Nations Charter on the Rights of the Child.

BUILDING and MAINTAINING RELATIONSHIPS

All staff are expected to use Restorative Approaches as a means of underpinning the expectations of this policy. This involves building relationships with the children, colleagues, parents and carers, and the wider school community.

CLASSROOM AGREEMENT

At the start of the Academic Year

- A 'Classroom Needs' exercise is completed with each registration class in September and whole-school needs are identified from these. Classroom needs can be revisited and are actively referred to and revised by all staff and pupils as needed.

Restorative Panel

Students have been trained to act as a panel which will be convened when issues arise as part of the sanctions implemented in this policy. The aim of such a panel is for students to meet with other students as appropriate and have their voice in making clear their own expectations for behaviour and the impact on them and their school should standards fall below that expected.

Meetings with Parents / Carers

When we have meetings with family members, carers and other agencies, we will adopt a restorative approach as our first choice wherever possible.

THE CURRICULUM and LEARNING

We aim to foster a love of lifelong learning in our students, and so all staff model good relationships. We collaborate between ourselves and with the student and their learning journey, and engage with their families and carers wherever possible to build relationships and engagement in learning. We also use circles in teaching and learning, for example, when starting a new topic, in plenary sessions, to encourage peer led learning and through the development of listening and speaking skills.

All behavioural incidents and conflicts are opportunities for social and emotional learning with children and staff, including lunchtime supervisors and support staff and families/ carers.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

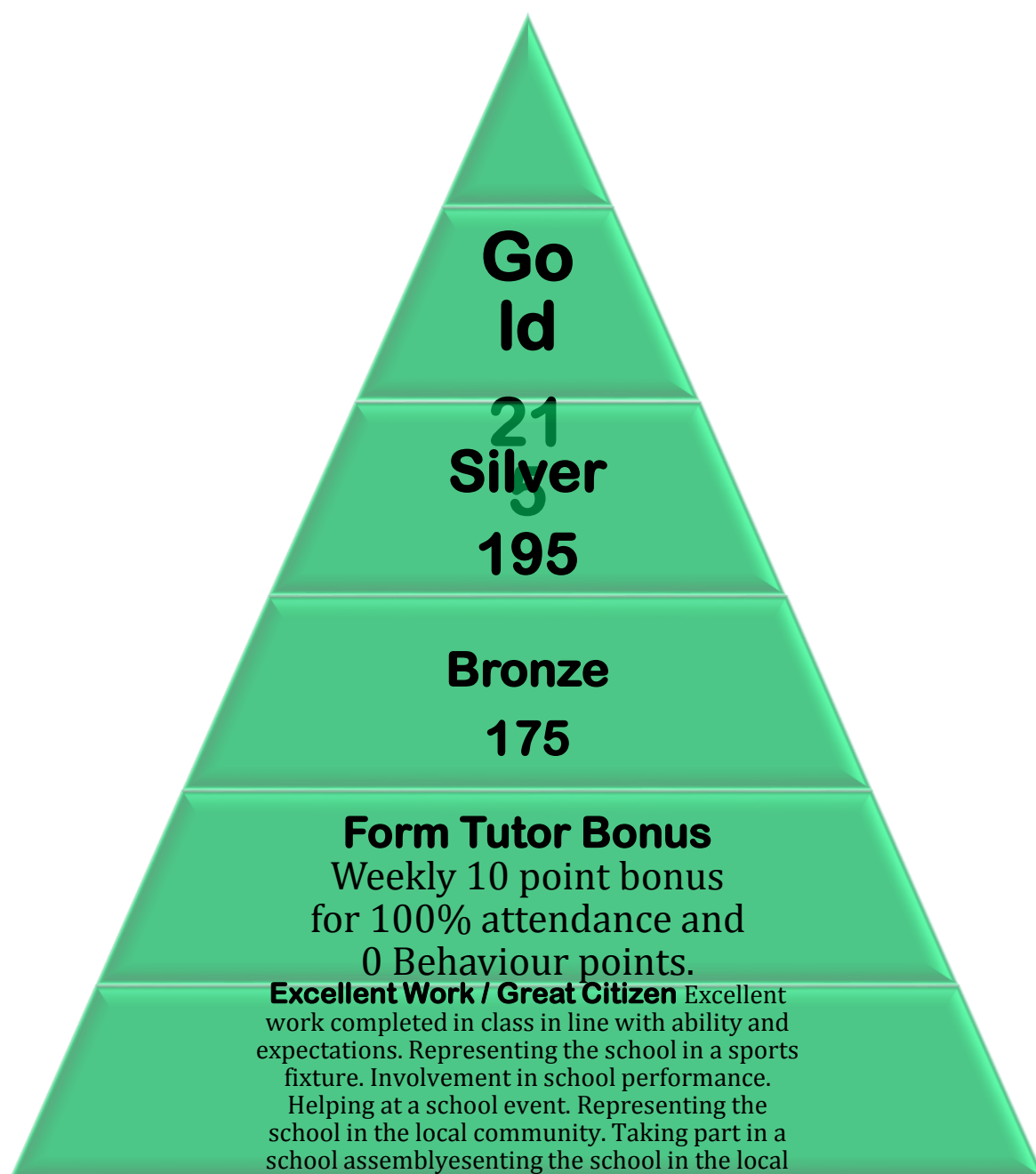
Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

REWARDS

We aim to encourage and celebrate the success of all of our pupils in all areas of school life, and to ensure that personal effort, commitment and achievement is acknowledged, rewarded and recorded. If used effectively reward increases the motivation of all learners, encouraging their self-esteem, aspirations and enjoyment of learning. Positive behaviour and achievement should be recognised so that;

- good behaviour is consistently rewarded.
- staff will regularly inform each other, (positive comment on SIMS, visible praise boards,) and contact parents / carers
- for those students who behave consistently well there will be weekly recognition of additional 'positive points'
- when appropriate staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement

The following criteria should be used as guidance to staff when rewarding students;



In order for the system to be fair the guidelines below should be followed.

- Points can be added easily using the drop down menu on SIMS, or staff can choose to comment and add points
- Termly letters / texts sent home to those who achieve the Bronze, Silver or Gold. Certificates in celebration assembly at the end of every term.
- Rewards for those who achieve the most points, with a Headteachers trip for the top 10 pupils every term. These pupils can nominate a 'friend' to accompany them as long as they have achieved Stage 3 or above.
- Points will be cleared at the end of every term.
- Staff to only give 1 achievement point per lesson.
- There is no limit to the amount of negative points that may be allocated.

- Reports on staff use of the reward system will be provided for scrutiny at Leadership meetings.
- Students who are awarded negative behaviour points will not be eligible for a Year 11 'offsite lunch' pass and may also impact on the opportunity to attend the Year 11 'Prom'.

A STUDENT and STAFF GUIDE to WHAT WE EXPECT of EACH OTHER

In encouraging excellent behaviour at all times:

Staff will always;

- Provide a consistent approach to managing behavior across the whole school
- Model appropriate behavior to all pupils in and out of the classroom
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Follow the agreed policy and support each other in doing so.

Students will be expected to;

- Arrive on time, prepared and ready for learning with the right equipment.
- Put anything you are eating in the bin.
- Switch off phones and place in staff collection box or put away in bag out of sight, unless told otherwise.
- Actively listen to and follow instructions so we can all engage positively in the lesson.
- Keep hands, feet, objects and unkind words to yourself.
- When anyone speaks, "Stop, Look and Listen".
- Always put your hand up if you require attention.

Parents and carers will;

- Support the school so their children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Inform the class teacher should any concerns arise about behaviour.

The Head Teacher will;

- Implement the school Positive Relationships policy consistently
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the positive relationships policy.
- Support staff in keeping records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.

Teaching staff will;

- Greet students as they arrive, taking every opportunity to recognise where an individual may need extra support.
- Take the register within the first 10 minutes of a lesson. Any read flags to be read and acted on as appropriate.
- Start the main part of the lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly.
- Where students are successfully engaged, off task behavioural difficulties, inconsistencies should be dramatically reduced.
- Encouragement, praise and empowering the student should be used whenever possible.
- Assess and reward where appropriate making sure that all targets set are encouraging.
- During the plenary use 'Assessment for Learning' strategies when reviewing the objectives of the lesson.
- In the unlikely event of a student having to leave your lesson make sure they use the exit passes
- Once students are packed away and standing behind chairs, finish your lesson with a positive comment.
- Dismiss your students in the same manner as you greeted them by standing in the corridor, encourage them to keep to the left hand side

Using the Minimum Effective Response

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

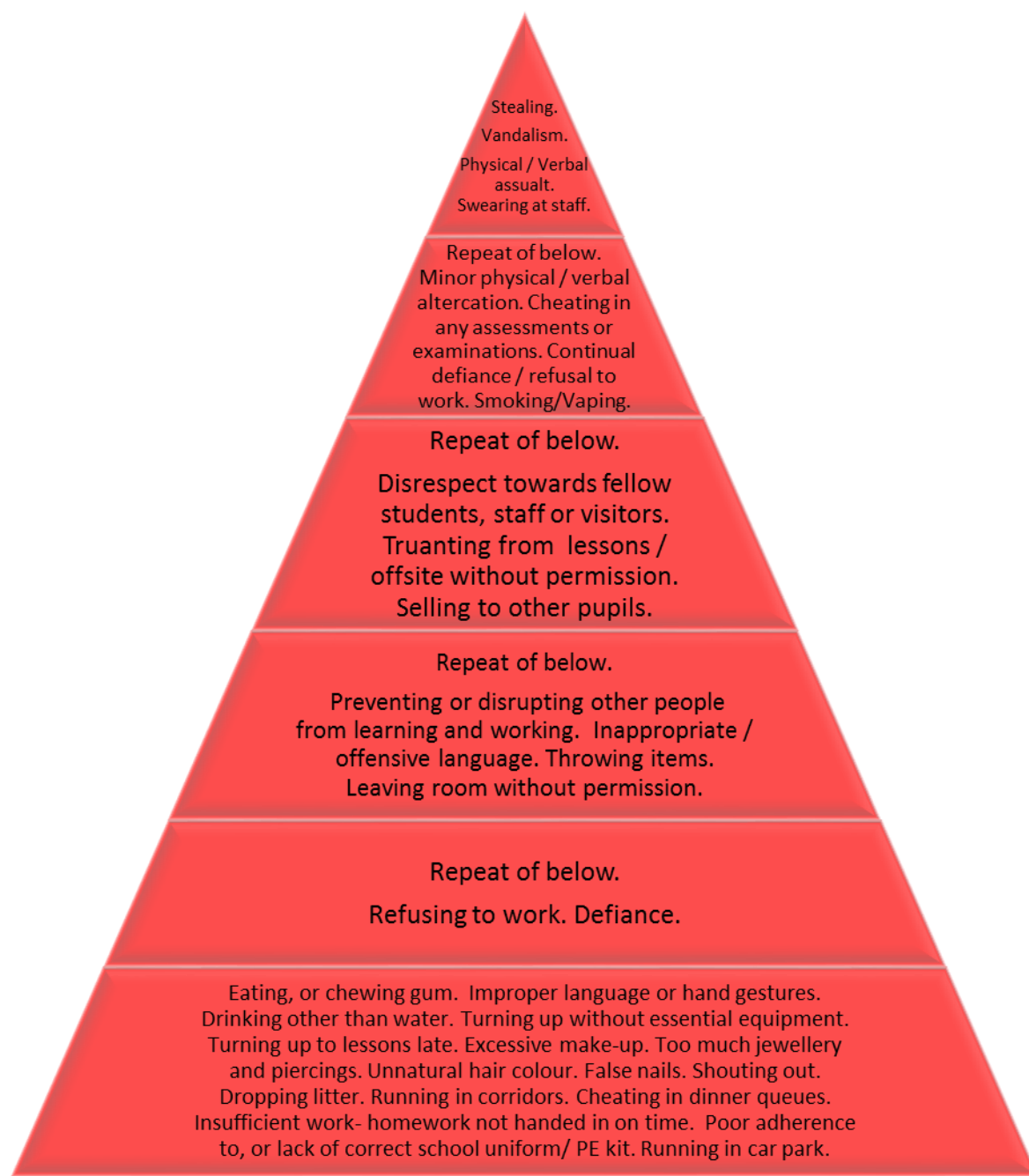
Remember:

- Always tackle the behaviour and not the student.
- Provide opportunities for students to correct own behaviour.

WHAT IS INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR ?

Sanctions are needed to respond to inappropriate or unacceptable behaviour. A range of these are used and their use will be characterised by clarifying why the consequence is being applied and what changes in behaviour are required to avoid further sanction and prevent exclusion.

Inappropriate or Unacceptable behaviour in the classroom, corridors and outside areas include;



A hierarchy of responses will be employed;

- Break and lunchtime detention held by class teacher.
- Faculty detention will be held for a maximum of 20 minutes on Mondays at either breaktime or lunchtime.
- After School Detention, held 3 nights a week (Tuesday to Thursday), until 4.15pm.
- Parents / carers will be notified of 'After School' detention by letter, text or phone.
- The 'Restorative Panel' will meet to speak with students returning from a fixed-term exclusion or those responsible for low level disruption of lessons or misbehaviour on school premises.

- Community Service will include supervised litter picking, cleaning classrooms and repairing damage as appropriate to the initial behaviour. This will be imposed on pupils during their day isolation and they will be supervised by a member of staff.
- Pupils who constantly misbehave will not be allowed on trips, activities, have offsite passes, or invited to other significant school events.
- Use of 'Pupil Report' for those who regularly misbehave will be at the Wellbeing / Standard Manager's discretion.

BANNED ITEMS

The following items are not permitted on the school site'

- illegal substances, lighters, tobacco, knives, fireworks, drugs, solvents, blades, alcohol, guns (including plastic toys or replicas). This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.

Students found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items

USE OF PHONES or OTHER MOBILE DEVICES

All students will have the opportunity to place their phone in a box provided by the teacher at the start of each lesson. They will be returned to each student at the end of the lesson. Any student not placing their phone in the box must take responsibility for switching off their phone and ensuring it is not seen or used in the lesson without permission.

Any phone seen or heard during a lesson or in the corridors in-between lessons will be confiscated without a warning being given. They will be held in pupils services until 15.05
If a student has their phone confiscated twice, then parents/carers will be asked to come into school to collect it.

MALICIOUS ACCUSATIONS

Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school will exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

SCHOOL UNIFORM

Students are expected to wear the correct school uniform at all times, including the correct PE kit in PE lessons. This gives them a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website and in the Uniform Policy. All members of staff are expected to enforce rules on school uniform and challenge students who do not abide by these rules.

BEHAVIOUR OF PARENTS / CARERS

- Parents and carers are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff.
- Wherever possible parents and carers should make an appointment to see a member of staff and avoid occasions where meetings are being demanded at inappropriate times
- When a parent's behaviour is giving ongoing cause for concern, the Headteacher has the authority to ban the parent or carer from site.
- Half-termly Leadership Team 'surgeries' provide the opportunity for all parents and carers to meet with a senior member of staff without making an appointment.

DEALING WITH INAPPROPRIATE BEHAVIOUR - THE RESTORATIVE APPROACH

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and the students know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two students key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

THE RESTORATIVE QUESTIONS

What happened ?

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that ?

What each person was thinking and feeling at the time, before and since.

Who has been affected and how ?

Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved ?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community ?

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support students in this process but try to ensure the students form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving students this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if students reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the students in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

THE ROLE of STAFF in the RESTORATIVE PROCESS

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved. They will develop a discussion with those involved around the following comments;

Encouraging - Tell me some more about that?

Summarising - So there seem to be several things bothering you And earlier you said....

Reflecting - So you..... (repeating back last few words)

Checking - So did I hear you say.... Am I right in thinking.....

Empathy - It's understandable that you are worried / upset about this; sounds tough;

Affirmation - Thanks for telling me that; I appreciate you talking about this with me

Clarification - Can you help me understand that more...

Acknowledging - That sounds important. That sounds like that was difficult for you..

REPAIRING RELATIONSHIPS

Restorative practices should not be viewed in isolation or as tools that are used only when harm is done, but should instead be modelled and linked to all positive interactions that occur throughout the school day. Engagement with parents / carers and partner agencies will also be delivered using the same consistent approach wherever possible.

When relationships have been damaged it is important that the correct steps are taken to allow those involved to repair it.

- Any parties involved should be given the opportunity to take part in a restorative meeting, this includes being given preparation time to think about the questions they will be asked.
- At the end of the meeting an outcome agreement must be produced and agreed by all parties.
- All must agree to take part in the meeting and it should be held as soon as possible.

STAGE	SANCTION	LOGISTICS	ACTION	SIMS
6	EXCLUSION		There must be a restorative conversation or meeting and a re-integration meeting with the member of staff involved when returning to school.	R6
5	ISOLATION / COMMUNITY SERVICE	Pupils removed to isolation rooms in staff corridor.	Peer mediation. Outcome Agreement completed. Community service	R5
4	AFTER SCHOOL DETENTION	HoF rota with SM's and SLT	Restorative question sheet completed by the student	R4
3	FACULTY DETENTION 20 MINUTE MAXIMUM	Faculty detention.	Restorative question sheet completed by student Record kept by HoF.	R3
2	10 MINUTE DETENTION	Carried out the same day (unless lesson 5) Classroom teacher.	Restorative conversation	R2
1	WARNING	None		R1

EXCLUSIONS

Through the positive manner in which we encourage all students to do their best, and through the supportive and encouraging environment, behaviour for nearly all students should lie within the boundaries of the school's rules. However, there may be an occasion when a student goes beyond what is acceptable behaviour and the school would then consider excluding the student for a period of time or, in extreme circumstances, permanent exclusion may take place.

Possible actions that might lead to exclusion can be seen on Stage 6 of the consequence pyramid:



The above are examples and the list is not exhaustive. If an incident occurred, individual circumstances of the incident would be taken into account. The child's parents/ carers would be informed and asked to speak to the Head Teacher and both parties would work together to enable the child to remain in school wherever possible. Exclusion is the last resort. The following need to be considered;

- The Head teacher is legally responsible, following investigation and guidance from a range of staff, for the exclusion of particular students and for gathering and preparing all exclusion documentation.
- The Governors' Discipline Panel is involved in exclusions as laid down by the law on exclusion.
- A Governors' Discipline Panel will be convened when a student has been excluded in excess of fifteen days in any one term or has been permanently excluded. A Governors' Discipline Panel will also be convened in relation to any fixed term exclusions which would lead to a student being excluded from between 6 and 15 days but only when the student's parent(s) / carer(s) express a wish to make representation.
- Following exclusion a meeting between the school, the student and the parent is arranged in which a re-admission agreement is signed. It is likely that 'special conditions' will be agreed before re-admission.

Should the parents / carers have cause to complain about the exclusion then it is proper to follow the Complaints Policy and procedures.

STAFF 'ON CALL' SYSTEM

A member of staff will be available to go to classes in exceptional circumstances, such as if the student refuses to be reclassified, continues to misbehave when reclassified or overtly refuses to follow instructions. Staff must phone the main reception or Pupil Services.

The aim when 'On Call' is used is to resolve the situation and allow the student to continue with the lesson.

- Where the member of senior staff considers there to be a risk that poor behaviour may continue, they may remain in the lesson to assist in settling the class.
- Where a student has caused a significant breach of health and safety or deemed to be persistently disruptive to the learning of others, they will be automatically

removed from the class and placed in isolation for that lesson. The matter will be investigated and dealt with by a member of the Senior Leadership/Wellbeing team.

- All incidents of 'On Call' are recorded by the subject teacher on SIMS.
- We want all colleagues to be empowered in the management of student behaviour. Use of the 'on-call' system will not undermine a teacher's authority by being considered 'more able' to deal with problems.
- Where staff are finding recurring issues with certain students or classes we advise that they seek support and not tolerate this. It is recognised that on occasions we all face difficulties with students and staff should feel confident to ask for help.

DETENTIONS

Detentions are used as a sanction in response to punctuality, poor quality work and behaviour concerns.

- Stage 1: In the first instance, a student would normally be given a warning.
- Stage 2: If the pupil action is repeated, they will be asked to move seats in the class, or in practical subjects they will be told that they have been 'moved'. A 10-minute detention is given. Students are notified of these verbally by a member of staff and this is recorded in SIMS.
- Stage 3: For more severe offences or repeated offences, the student will be 'reclassified' to another classroom and a 20-minute (maximum) Faculty detention is given (these will be held on a Monday). The students are notified of this verbally by a member of staff and a text sent home. The detention will be recorded on SIMS.
- Stage 4: Further offences or more severe offences will result in the student being removed from the class by senior staff, kept in isolation for the day and given an After-School Detention. A text will be sent home to notify this.
- Stage 5: Students will be in isolation for the day, including 1 hour of community service.
- Stage 6: Exclusion. Student will be excluded from school.

In the case where a student does not comply with expectations regarding detentions;

- Failure to attend a Faculty detention will result in another Faculty detention and an After-School Detention.
- If a pupil receives 2 Faculty detentions in 1 week, then they should attend 1 of these, and as they will then 'miss' the other detention, an Afterschool detention will be given in addition.
- If a pupil receives 3 Faculty detentions in the same week, then the student will automatically be placed into isolation for a day.
- Isolation will be in Staff Corridor Offices
- Frequent unacceptable actions could result in students having sanctions applied at a higher level
- Peer mediators may be used earlier on in the process where deemed appropriate.
- The school reserves the right to put students straight into an after-school detention if deemed appropriate.

TRAINING

- The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.
- In order for the positive relationships policy to be effective, a clear relationship with other school policies, particularly equal opportunities, ALN and anti-bullying will be established.

INVOLVEMENT OF OUTSIDE AGENCIES

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.
- Students needing support from external agencies are identified through the Behaviour support manager, ALNCO and Wellbeing team. However, if necessary a student may move immediately to that stage to access support.

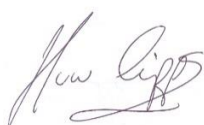
POLICY REVIEW

- The Wellbeing team will establish a focus group to include staff, students and parents, whose responsibility will be to monitor and review the Positive Relationships Policy. They will report to the Governing Body on the policies, effectiveness, fairness and consistency.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended policy.

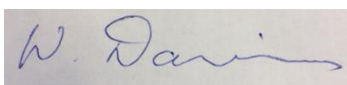
Related Policy

Positive Relationships

Approved by:



Mr Huw Cripps, Headteacher



Mr Bill Davies, Chair of Governors

Date: February 2018

Appendix 1 : The Governors Statement

Pontypridd High School has a duty to keep all students safe, happy, able to learn, and to enable staff to teach and promote learning without interruption or harassment. The aim of

our school is to engender an atmosphere in which a young person feels safe and valued. In that environment everyone needs to be committed to learning, to study and to achieving their potential.

- We are committed to building a strong learning culture.
- We are committed to creating a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared, consistent and reflect all relevant Government legislation.
- Sanctions are issued fairly and consistently.

The school has the following powers;

1. The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a school rule or an instruction given by a member of staff.]
2. The ability to detain students during a break on the same day or on evenings or staff only days during term time (these are classified as permitted days). Parental consent is not required.
3. The ability for a member of staff, authorised by the headteacher, to use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school.
4. The ability to confiscate items not permitted or misused on the school site. This includes the retention and disposal of such items.
5. The ability to search a student with their consent for any item which is banned by the school rules.
6. The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the school is likely to involve the Police.

The school utilizes exclusion from school as a significant sanction. Exclusions are overseen by, and when exceeding 15 school days, reviewed by, the Governors' Discipline Panel. The authority to exclude is held by the headteacher only or in their absence the Senior Leader acting as Head. All exclusions are carried out in accordance with published guidance.

All sanctions are applied 'reasonably' and 'proportionately'. 'Reasonably' essentially means in accordance with general practice in the teaching profession; 'proportionately' means that a sanction is not out of proportion with the actions that it is intended to deal with.

The school works corroboratively with the Police, through its school based Liaison Officer and other link personnel. It is now obligatory for schools to give the police any evidence of a criminal act discovered. This might include drugs, weapons and telecommunication bullying. The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other students from similar behaviour.

The school also operates a policy of rewards, to ensure that students are recognised for the good they do and the contributions they make to the school.

All teaching staff are empowered by the Head to:

- a) Impose sanctions;

- b) Detain students (without parental consent);
- c) Use reasonable force (please refer to the school's policy on restraint);
- d) Request the confiscation of items and accompanying documentation;

In addition to the above, the school's Leadership Team and other identified members of staff are empowered by the headteacher to:

- e) Confiscate and dispose of inappropriate items or items misused on the school site;
- f) Search students; using reasonable force where necessary.

The school operates a complaints procedure and seeks to ensure quick resolution by those colleagues, with support from the line manager, most closely associated with the concern. This relates to both staff and students.

The school has a policy of 'risk assessment'. Such an assessment will be completed when a student presents dangerous or threatening behaviour. Risk assessments will also be carried out when students joining the school mid-term have been permanently excluded from their previous school, or been excluded for a fixed term for aggressive or dangerous behaviour.

A member of staff will not automatically be suspended when accused of misconduct and is pending an investigation. The Governing Body will contact the Head to draw on the advice in the 'Dealing with Allegations of Abuse against teachers and other staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students for misbehaving outside school.

Teachers may discipline students for any behaviour when the child is:

- a) Taking part in any school-organised or school-related activity;
- b) Travelling to or from school;
- c) Wearing school uniform;
- d) In some other way identifiable as a student at the school.

Teachers may discipline students for: misbehaving at any time if the circumstances:

- a) Could have repercussions for the orderly running of the school;
- b) Poses a threat to other students or members of the public;
- c) Could adversely affect the reputation of the school.

Governors may review this statement of principles from time to time and seek comment from staff, parents and students.

Appendix 2 : Resources for best practice and guidance

The Restorative Justice Council is the best practice organisation we look to for information and resources and ideas. Their website is www.restorativejustice.org.

Wales Restorative Approaches Partnership is our training and local delivery partner.

The six Principles of restorative practice from the Restorative Justice Council are:

1. Restoration
2. Voluntarism
3. Neutrality
4. Safety
5. Accessibility
6. Respect

Wales Restorative Approaches Partnership also include these additional principles/values (and especially important in education):

- Empowerment
- Being non-judgemental
- Being empathic
- Inclusion

Appendix 3 : Restorative practice - The language of choice

Step 1 - Statement of reality (tell them what you see)

(Student name), you're climbing over the fence.

Never ask a child **why** they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember, you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

(Student name), you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

(Student name), if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done (student name), you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say eg 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personally 'against' them.

Appendix 4 : Restorative Approaches and the Rights of the Child

A restorative approach helps meet the needs, rights and responsibilities of children and those working with them. The United Nations Charter on the Rights of the Child (UNCRC) ¹

reminds us that children have the right to be: **Protected; Equal; Educated; Heard; Healthy and Safe**. Working restoratively especially addresses the key rights from the following articles in the Charter :-

Article 3 Everyone who works with children should always do what is best for each child

Article 12 Your right to say what you think should happen and be listened to

Article 13 Your right to have information.

Article 15 Your right to meet with friends and join groups and clubs

Article 19 You should not be harmed and should be looked after and kept safe.

Article 23 Your right to special care and support if you have a disability so that you can lead a full and independent life.

Article 25 Children who are not living with their families should be checked on regularly to make sure they are okay.

Article 28 Your right to learn and go to school.

Article 29 Your right to become the best that you can be.

Article 31 Your right to relax and play

Article 33 You should be protected from dangerous drugs.

Article 34 The government should protect children from sexual abuse.

Article 36 You should be protected from doing things that could harm you.

Article 37 Your right to be treated fairly if you break the law

Article 39 Children should get special help if they have been abused.

Appendix 5 : Pontypridd High behaviour contract (example)

Pontypridd High School



Behaviour Contract

Name of Student : **Year / Form :**

xxxxxx will begin this contract on xxxxxxxxx 2018. This is to support her / him in ensuring her / his behavior and attitude towards staff / other students meets expectations. (This contract will be used to assist in determining whether xxx will attend the xxxxxxxxx)

EXPECTED PROCEDURES

1. xxxx must follow instructions from staff and not question them.
2. If requested to leave a lesson by a member of staff, xxxx must do so immediately.

STUDENT TARGETS

1. To follow instructions from teachers
2. To speak to xxxxxxxxxxxxxxxx immediately if there is a problem or disagreement

CONSEQUENCES

1. xxxxxx will risk losing his place on the school xxxxxxxx
2. Parents / carers will be contacted and isolation or fixed-term exclusion may be applied.

By signing this contract, all parties agree to the expectations set out in the document and will following accordingly. Progress and outcomes in relation to this contract will be reviewed by the student, parents / carers and members of staff. Parents / carers will be contacted weekly to inform them of behaviour related to these expectations.

Signed : **Student**

Signed : **Wellbeing Manager**

Date :

Appendix 10 : RAIS Outcome agreement



Partneriaeth Gweithredu
Adferol Cymru
Wales Restorative
Approaches Partnership



Outcome Agreement

Date:		Pupil name(s):	
Facilitator(s):			

Identified needs:	What are the participant's solutions to meet their needs? (SMART)	By when?	To be monitored by?

Any further comments:

Print Name:		Sign:	
Print Name:		Sign:	
Print Name:		Sign:	
Print Name:		Sign:	

Please note this form is available to view on www.walesrestorativeapproachespartnership.org.uk
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Appendix 11 – Restorative meeting record

Pontypridd High School
Restorative Meeting Record

The Issue

1- What has happened

2 - My thoughts and feelings about what has happened

3- How have I and other people been effected by this ?

4- What do I need to do to put things right ?

5- What do I want to happen now in order to move forward ?