



**Pontypridd High School**

# **Positive Relationships Policy**

## Positive Relationships Policy

Date of policy:	December 2023
Adopted:	27th February 2018, Wellbeing Committee Meeting Reviewed : 13th June 2019, Wellbeing Committee Meeting Reviewed : 14th June 2022, Wellbeing Committee Meeting Reviewed : 29th June 2023, Wellbeing Committee Meeting Reviewed : 14th December 2023, Full Governing Body Meeting
To be reviewed:	June 2024
Member of staff responsible:	Head of School Emerging Leader for Wellbeing
Committee Responsible:	Pupil Wellbeing

### 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  
 Home-School Agreement  
 Uniform Policy  
 Equal Opportunities Policy  
 Substance Misuse and Offensive Weapons policy  
 Use of Restraint and Reasonable Force Policy

## **Introduction:**

The main focus of Pontypridd High School's Positive Relationships Policy is to promote high expectations of behaviour, safety, and educational achievement among all of our learners. It is imperative that learning is at the core of the learning organisation. In order to ensure high quality learning & learning experiences can take place every lesson, every day all staff must apply this policy consistently across the school. Any behaviour deemed to be compromising learning and teaching will be dealt with according to the policy.

Our emphasis at Pontypridd High School is on rewarding positive behaviour. At Pontypridd High School, we view the setting of clear expectations and appropriate boundaries as vital to the personal and social development of the learners in our care. All learners will have access to excellent curriculum pathways and learning experiences to enable them to become ethically informed citizens and make a valuable contribution to school and society.

The success of our Positive Relationships Policy will depend on there being a consistent and team approach from staff to encourage positive behaviour in our school. This policy will provide a clear, standardised system which empowers staff to address behavioural issues fairly, consistently and effectively.

The Positive Relationships is underpinned by the very clear whole school rules:

**Be Ready**

**Be Respectful**

**Be Responsible**

## **Aims:**

- To use restorative approaches to develop positive relationships based on mutual caring and respect
- To promote an environment where all pupils feel safe, secure, valued, and respected
- To ensure expectations around behaviour are clear and consistent
- To help pupils develop strategies to regulate their emotions and ensure appropriate behaviour
- To enable our pupils to understand the consequences of poor behaviour and poor attitude to learning
- To enable pupils to develop confidence, resilience and be able to resolve conflict effectively
- To ensure pupils are rewarded for their achievements and positive attitudes to learning

## **Roles, Responsibilities & Expectations:**

A key purpose of this policy is to make clear the means by which we establish positive relationships and promote an excellent attitude to learning (AtL) within our school community. This involves a whole-school approach to building, maintaining and restoring relationships with all key stakeholders within the school community (learners, parents, carers, staff, governors, families, local community members and all of the agencies that we work with).

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 Head of School 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

#### **The Head of School and Senior Leadership Team:**

Will be responsible for the implementation and day-to-day management of the Positive Relationships Policy and its procedures. The Leadership Team provide further support by patrolling key areas of the school before school, during every break and at lunchtime. The Leadership team supported by staff from the school's behaviour team will also operate an on-call rota for staff requiring support from escalating behaviour during the school day.

#### **Staff**

Including teachers, non-teachers, support staff and volunteers will be responsible for ensuring the policy and procedures are followed and applied consistently. They also have responsibility, with the support of the Acting Head of School, for creating a high-quality learning environment and creating a positive attitude to learning. All staff are responsible for maintaining a calm, safe environment by performing duties before school and at break times, this includes being present on doorways and in communal spaces on less change overs.

Although our expectation is that all pupils remain in their lessons, we understand that on rare occasions pupils will need to leave their class. If this need arises, pupils should speak to their classroom teacher who will issue a corridor pass (purple lanyards) and record this using the 'Left Class' button on Class Charts. Pupils who are out of lessons without a corridor pass will be questioned and if appropriate they will be escorted back to their lesson.

#### **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.

Although our expectation is that all pupils remain in their lessons, we understand that on rare occasions pupils will need to leave their class. If this need arises, pupils should speak to their classroom teacher who will issue a corridor pass. Pupils who are out of lessons without a corridor pass will be questioned and if appropriate they will be escorted back to their lesson.

**The Governing Body, Executive 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.

**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. All parents/carers will be issued with a home/school agreement at the start of the academic year (or relevant start date), this needs to be signed, dated and returned to school within two weeks.

#### **The use of registration time:**

**Form tutors** play an instrumental role in monitoring the overall achievement and behaviour of the learners in their registration group. Form tutors should greet learners at the door every morning to encourage a positive start to the day. On a daily basis, form tutors and co-tutors are expected to monitor Class Charts to analyse the recorded incidents for pupils in their form. Form tutors and co-tutors should look for patterns in a pupil's punctuality, attendance, uniform, equipment and behaviour. As a result of the analysis undertaken by form tutors and co-tutors, pupils will be given opportunities to discuss issues with their registration tutors that will enable them to reflect and make improvement or receive support. Form tutors and co-tutors should also look at daily detention lists to remind pupils to attend at break or lunch time.

The need for pupils to develop positive relationships, self-esteem and confidence is a priority, and we recognise that the form tutor has an essential role in this. Therefore, every pupil will meet with their form class for 25 minutes at the start of the school day, during this time they will take part in activities that are designed to help them to build relationships with staff and peers and improve their own wellbeing. During registration time pupils will also track their attendance and achievements on a weekly basis, working with their form tutor to set targets for improvement when needed. The form tutor should be the first point of contact for pupils who need support with their attendance, punctuality or meeting expectations.

Every week students will have one full lesson with their form tutor and co-tutor which will focus on personal & social development. This will cover issues such as relationships, healthy living, careers and substance misuse.

## **Restorative Approaches in schools (RAIS):**

A key purpose of this policy is to make clear the means by which we establish positive relationships and promote an excellent attitude to learning (ATL) within our school community. This involves a whole school approach to building, maintaining and (when needed) the repairing of relationships. We make every effort to achieve this using a consistent restorative approach. By using restorative approaches the school community can establish relationships based on mutual respect and fairness. In turn this creates a school that is supportive, accountable, and respectful.

When managing behaviour, we expect all adults to respond in a non-judgmental, empathetic way that focuses on the emotional needs that drive a behaviour, rather than the behaviour itself and look at ways to support pupils who present in this way. Approaching incidences and issues in a restorative manner provides pupils, and others, the opportunity to think about the consequences of their behaviour and how they can find ways of repairing any harm caused. 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 dealing with incidents, key questions will be asked in a restorative meeting 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 will be given the opportunity to take part in 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?**

**What do you think and feel about that?**

**Who has been affected and how?**

**What are the needs of those involved?**

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

### **Classcharts**

The school uses the online educational platform 'classcharts' to log all incidences of excellent and poor behaviour. Pupils, staff and parents/carers are all provided with a log in to able to track and monitor pupil progress in this area.

### **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.

To ensure positive behaviour and achievement is rewarded we will:

- Ensure good behaviour is consistently rewarded with praise and Classcharts points. These will be recorded as 'Achievement Points' and coded as an 'A' on classcharts.
- The form tutor will check points regularly and send positive text messages to parents when appropriate.
- Ensure parents/carers have access to the Classcharts website/App so they can see their child's achievements.
- Each half term staff will send two positive postcards home.
- Two pupils in each year group will be awarded 'Pupil of the half term'.
- Once each term pupils with a high number of class charts points will receive a reward. For pupils in years 7 and 8 this will be an experience or a trip, pupils in years 9, 10 and 11 will receive a small reward and be entered into a prize draw to win one of three £25 vouchers.

### **Unacceptable Behaviour & Sanctions**

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.

### **Classroom Rules/Expectations:**

At Pontypridd High School all pupils are expected to follow the Classroom Rules which will ensure they demonstrate a positive attitude to learning in all lessons. Failure to meet the expectations outlined below will result in sanctions which are outlined in our Unacceptable Actions section of this Policy.

#### **Ready:**

- Wear the correct school uniform.
- Be on time to school and to lessons.
- Bring all necessary equipment.
- Have a positive attitude and try your best!

#### **Respectful:**

- Follow all instructions.
- Speak politely and calmly to staff, pupils and visitors.
- Show kindness to staff, pupils and visitors.
- Be helpful in lessons and around the school.

#### **Responsible:**


- Be safe when in lessons and when moving around the school.

- Use all equipment carefully.
- Take care of our school environment.
- Access support from staff if you need it.


To support our pupils in meeting the classroom rules and expectations every lesson will start with the below 'Lesson Introduction Slide' to remind pupils of what is needed to start the lesson:

**Lesson Slide:**


# Hello ...




Please remember to:




Sit in the correct seat




Get out your equipment



Take off all non-school uniform items



Try your best!



We are a NO phone school

— ● —
Ready - Respectful - Responsible
— ● —



## Registration Slide:

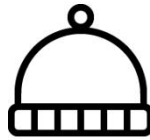
# Good Morning ...



Please remember to:



Sit in the correct seat



Take off all non-school  
uniform items



Get out your equipment



We are a NO  
phone school



Try your best!

— ● — Ready - Respectful - Responsible — ● —

## **Sanctions:**

**B1-** Low level disruptive behaviour, formal warning, no sanction given. This is recorded on Classcharts. This could include a quick discussion inside or outside the classroom depending on individual circumstances.

**5 x B1 within a school week will result in a Friday afterschool detention.**

**B2-** Continuation of unacceptable behaviour. Recorded on Classcharts.

**3 x B2 within a school week will result in a Friday afterschool detention.**

**B3-** Continuation of unacceptable behaviour, issued a lunchtime detention.

**2 x B3 within a school week will result in a Friday afterschool detention, this is in addition to the lunchtime detention.**

**B4-** Removal from lesson to the schools 'RESET' room. The staff member will press 'B4' on classcharts and the child will be sent to 'RESET'. The B4 will send an automatic message to the RESET room so staff know to expect the pupil. If the pupil is refusing to leave, staff will press 'B4 Refusing to leave' and this will trigger a member of staff on call to arrive at the room. If the pupil is in a lesson in STEM, they wait in pupil services until a member of staff collects them to escort to 'RESET'. The day will be a full day dependant on the time entering RESET.

An immediate B4 straight to RESET is for extreme behaviour only i.e., **Fighting (Physical Abuse), Threats or abuse towards staff, Racial abuse, vandalism of school property, theft & vandalising the property of other. This can only be sanctioned by SLT/Well-being/Behaviour team.**

**B5-** If all other avenues have been exhausted and no improvement this could result in a fixed term exclusion (FTE). This is always treated as a last resort.

- If a pupil receives 5 B1s in one week they will be placed into afterschool detention.
- If a pupil receives 3 B2s in one week they will be placed into afterschool detention.
- If a pupil received 2 B3s in one week they will be placed into afterschool detention.

The aim of these sanctions is to address the behaviour concerns and reflect on what has happened. There will also be a discussion around support systems moving forward.

Any pupil caught abusing the school's toilet areas, including congregating in one cubicle, damage, truancy or eating/drinking in the toilet will receive an appropriate sanction.

All detentions, internal exclusions and fixed term exclusions will be operated through a centralised system. There are no classroom teacher or Head of Faculty Detentions, all detentions are run by the school's Behaviour team and supported by SLT.

For any child receiving an afterschool detention, the parents/carers will receive notification 24 hours in advance. There is a late bus from school on Tuesdays, Wednesdays & Fridays. Any child attending afterschool detention can access this transport.

**Truancy:**

All pupils should be in all lessons to ensure the highest safeguarding across the school. If a pupil is not in lesson without permission this is classed as truancy:

- If a pupil is caught truanting during the school day, they will be given a chance to return to lesson but will also receive a lunchtime detention. This is for a first instance.
- If a pupil is caught truanting for a second time, they will receive an afterschool detention. This will be communicated home.
- In instances whereby pupils are truanting on site and refusing to listen to staff on site, parents/carers will be requested to attend site to support staff. This is to ensure all pupils are safe when on site.
- If truancy continues, parents/carers will be invited into school to attend a meeting with a member of the school's senior leadership team. The pupil will be placed on truancy risk management plan, this will involve the parent/carer attending site in the event of truancy and a potential fixed term exclusion for continuous defiance.

**Outside of the classroom behaviour:**

- Community Service which will include supervised litter picking, cleaning classrooms and repairing damage as appropriate to the initial behaviour.
- Pupils who constantly misbehave will not be allowed on trips, activities, or invited to other significant school events.
- Use of 'Achievement Tracker' for those who regularly misbehave will be at the Wellbeing / Standard Manager's discretion.
- Pupils' behaviour unsafely and displaying demonstrating dangerous behaviour outside of the classroom will receive a 'B4' and placed into the schools 'RESET' provision.

**Toilets:**

More details on this can be found in the school's toilet policy which can be requested:

- No food or drink is to be consumed in the toilet areas.
- Pupils are not permitted to enter toilet cubicles in groups or pairs, there is only one pupil per cubicle.
- Pupils are strongly advised to use the toilets at break and lunchtimes, pupils who have extenuating circumstances will be issued a 'toilet pass' and will be allowed to access the toilet throughout the day. If pupils leave lessons to use the toilet, they should be given a purple lanyard.

**RESET (Internal Exclusion):**

Students who continue to behave in an inappropriate way and demonstrate unwanted behaviour may be required to spend a period of time in the school's 'RESET' room. In line with the restorative ethos of the school, pupils will be required to consider the effect of their behaviour on their own learning and the learning of others. Refusal to go into 'RESET' could result in further sanctions involving parents/carers having to come to the school and assist in further sanctions.

Whilst in the 'RESET' room students discuss their behaviour with staff, complete an LSU restorative questionnaire and access the curriculum via department created work packs and complete work online via Teams. When in this room students are required to complete work to the best of their ability. Students will remain in the room for the duration of the school day and will have separate break and lunch times to the remainder of the school.

All pupils who access the schools 'RESET' room will be asked to sign a contract with the school's behaviour team, reminding them of the conduct expected.

#### **Step 4 Provisions:**

Where a student continuously fails to comply with the expected behaviour of the school and does not respond positively to the school's positive relationships policy, detentions and inclusion room, presents a Health and Safety risk, or they are a persistent absentee they may be asked to move onto 'Step 4 Provision' for a period of time. To facilitate this the school will organise a meeting between senior staff, parents/carers and if applicable multi agencies. The student will be placed on a PSP and Risk Management plan, this will be reviewed every 6 weeks. This will form part of the schools graduated response.

#### **Exclusions:**

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

Possible actions that might lead to exclusion are:

- Physical or verbal altercation or assault
- Cheating in exams or assessments
- Persistent defiant/disruptive behaviour
- Smoking/Vaping
- Selling or using illegal substances
- Theft
- Vandalism
- Misuse of social media or phones
- Verbal abuse towards staff
- Threatening behaviour towards staff & pupils

The above are examples and the list is not exhaustive. If an incident occurred, individual circumstances of the incident would be taken into account. (Details are available in the Substance Misuse and Offensive Weapons Policy) The child's parents/ carers would be informed and asked to speak to the Acting Head of School or Acting Deputy Head of School and both parties would work together to enable the pupil to remain in school wherever possible.

Exclusion is the last resort. The following need to be considered:

- The Head of School is legally responsible, following investigation and guidance from a range of staff, for the exclusion of a pupil 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 pupil 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 pupil being excluded from between 6 and 15 days but only when the pupil's parent(s) / carer(s) express a wish to make representation.
- Following a period of exclusion, a meeting between the school, the pupil and the parent/carer is arranged. 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.

Following any exclusion, prior to the pupil coming back into school there must be a 'return to school' meeting.

#### **Banned Items:**

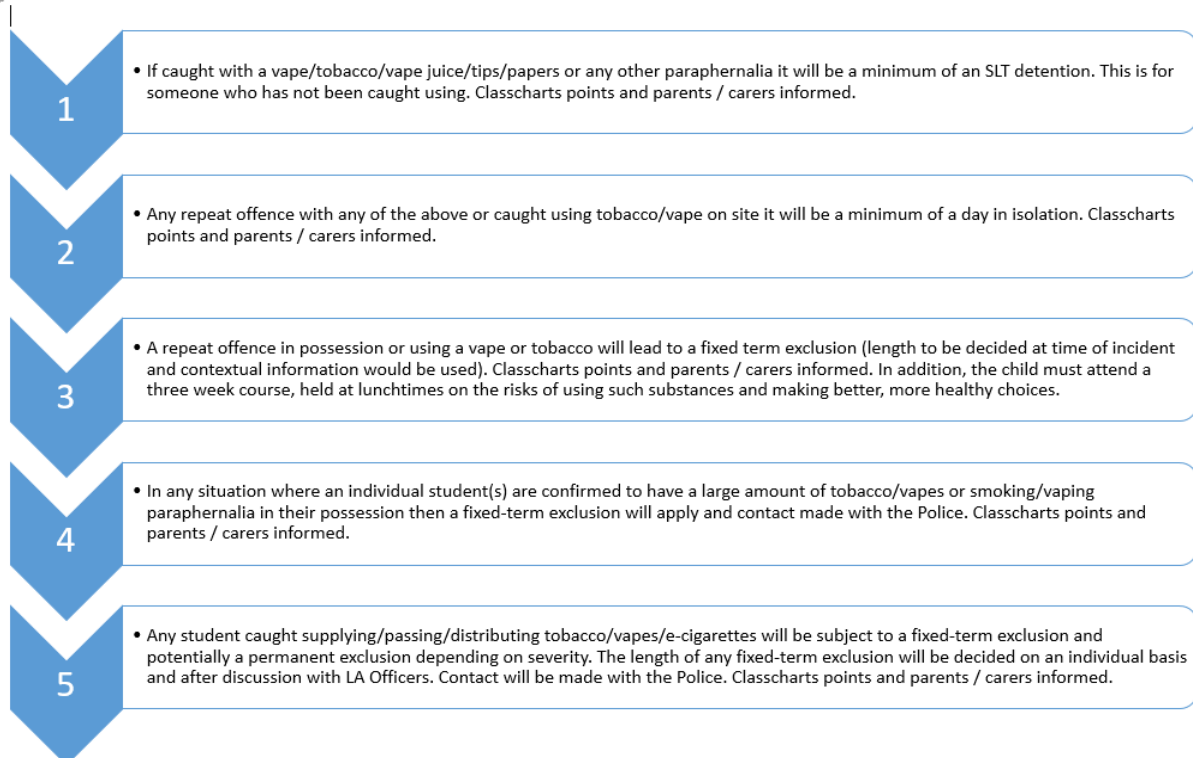
The following items are not permitted on the school site'

- illegal substances, lighters, tobacco, vaping equipment, 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.

Below is a flowchart of how as a school we deal with vaping and vaping related issues:

Vaping/Tobacco Flow Chart



### **Use of Mobile Phones or other devices:**

The school is a no phone school. Mobile phones should be switched off and in the student's bag. If a mobile phone is seen then it will be confiscated, and the mobile phone policy will come into action. The same applies for any electronic device such as airpods, smart watches, headphones.

Further details on this can be found in the schools Mobile Phone Policy.

### **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.

### **'On Call' System:**

A member of the Behaviour Team or SLT will be available to go to classes in exceptional circumstances, where a pupil refuses to leave to class to go to RESET after being issued a B4. Staff should log that a pupil has refused to leave the class using the 'Refused to Leave' button.

### **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.

Approved by:

Mr Mark Thomas, Executive Headteacher

Mr Bill Davies, Chair of Governors

Date:



# Pontypridd High School

## Home School Agreement

Pontypridd High School recognises that the successful development of its pupils depends on an effective partnership of school, learners and parents/ carers . All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:

<b>Pontypridd High School will:</b>	<b>As parent/carer, I/we will:</b>	<b>As a learner, I will be:</b>
<ul style="list-style-type: none"> <li>• Provide a learning environment that is stimulating, safe and caring</li> <li>• Treat everyone with respect</li> <li>• Ensure that each learner has the opportunities, support and guidance to achieve his/her full potential</li> <li>• Report regularly on each learner's progress.</li> <li>• Expect high standards, set clear rules, promote mutual respect and support learners to develop a sense of responsibility</li> <li>• Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns</li> <li>• Record and reward good progress and performance</li> <li>• Offer extra-curricular activities that will</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure my/our child attends school in correct uniform, arrives on time and is properly equipped for school</li> <li>• Encourage my/our child to work hard and support them in homework by checking Classcharts regularly</li> <li>• Attend progress evenings and discussions about my/our child's progress</li> <li>• Support the school's policies and guidelines as outlined on our website</li> <li>• Agree to the detention policy of the school</li> <li>• Make sure that time is not taken out of school unless it is urgent</li> <li>• Encourage my/our child to participate in the extracurricular opportunities offered by the school</li> <li>• Ensure my child strives for 100% school attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ready:</b> <ul style="list-style-type: none"> <li>- Wear the correct school uniform.</li> <li>- Be on time to school and to lessons.</li> <li>- Bring all necessary equipment.</li> <li>- Have a positive attitude and try your best!</li> </ul> </li> <li>• <b>Respectful:</b> <ul style="list-style-type: none"> <li>- Follow all instructions.</li> <li>- Speak politely and calmly to staff, pupils and visitors.</li> <li>- Show kindness to staff, pupils and visitors.</li> <li>- Be helpful in lessons and around the school.</li> </ul> </li> <li>• <b>Responsible:</b> <ul style="list-style-type: none"> <li>- Be safe when in lessons and when moving around the school.</li> <li>- Use all equipment carefully.</li> <li>- Take care of our school environment.</li> <li>- Access support from staff if you need it.</li> </ul> </li> </ul> <p>Attend all lessons during the school day</p>



<p>develop broader skills to prepare for life and the world of work</p> <ul style="list-style-type: none"> <li>• Inform you if your child has detention and/ or they fail to meet our standards</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure my child attends all lessons when in school.</li> </ul>	
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<p>Signed by SLT: Name:</p> <p>Date.....</p> <p>.....</p>	<p>Signed by parent/carer:</p> <p>Date.....</p> <p>.....</p>	<p>Signed by student Name (printed):</p> <p>Date.....</p> <p>.....</p>
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