



Positive Relationships and Restorative Approach Policy

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Angor Cadarn Cyn Hwyllo'r Don

Introduction

Ysgol Hamadryad feels 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 secure and respected. We recognise that every child needs praise, support, recognition and affection.

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 misbehaviour 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 put things right. Where possible we believe in dialogue so everyone involved has an opportunity to communicate and cooperate with each other.

‘Young people can only begin to take responsibility for their own behaviour when adults begin to share this responsibility with them’. J Nelson

‘If you want to make peace, you don’t talk to your friends, you talk to your enemies’.
Moshe Dayan

Our focus is on collaboratively repairing harm done to relationships, rather than on blame and punishment.

Principles

We believe that:

- In a tolerant society every individual learns tolerance
- In a respectful society individuals learn to respect themselves and others
- In a disciplined society individuals learn self-discipline

Within the context of a tolerant, respectful and disciplined society we will recognise and celebrate good behaviour. Individuals who fail to behave in an acceptable manner will be disciplined in a fair and consistent manner.

Core Values

Respect
Consideration
Kindness
Friendship
Communication
Positivity
Honesty

Aims

- To raise self-esteem and help children to build 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

We understand that the person being harmed and the person who has harmed have similar needs. They need:

- 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 Ysgol Hamadryad try to meet these needs through the way in which they respond to incidents. Giving time for discussion, showing empathy and working collaboratively to find solutions.

Therefore, when dealing with conflict we ask the following questions:

1. What happened?
2. What were you thinking/how were you feeling?
3. Who has been affected?
4. What do you need?
5. 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 at Hamadryad to encourage children to think how their behaviour impacts on others and to enable the children to develop an 'inner moral compass'.

At Ysgol Hamadryad we believe it is best to do things with people. Wherever possible you should use fair process and our response to challenging and/or inappropriate behaviour should involve building relationships and repairing harm.

Our school Guidelines/rules are:

- Remember to do our best at all times.
- Walk slowly and carefully through the school.
- Think of others and be polite.
- Respect ourselves and others.
- Unite to create a happy and safe community.
- Speak Welsh at all times.

Class Organisation

Good classroom organisation is essential and is a starting point for the creation of a disciplined society. It is important that all teachers expect good standards of behaviour in their classroom in order that the pupils may work and learn effectively.

Classroom organisation is normally linked with entry into the classroom, leaving the classroom and fetching and returning equipment.

In Ysgol Hamadryad every pupil should understand that:

- They do not enter a classroom until the teacher escorts them in.
- They do not leave a classroom without the permission of the teacher.
- They collect essential equipment sensibly and without disrupting the lesson.
- They return equipment neatly and again sensibly and without disrupting the lesson.

Aspects of classroom management to consider:

- Is the essential equipment within the pupils' reach?
- How are the chairs/tables organised?
- Is there a set routine for entering the classroom?
- Is there a set routine for leaving the classroom?
- Do the pupils know what to do when they have completed a task?

Behaviour structure

Children are given official reminders about unacceptable or inappropriate behaviour to the child's stage of development e.g. shouting out, speaking during lessons, lack of effort during tasks, showing disrespect for others etc.) Creating an awareness of inappropriate behaviour usually deals with this effectively.

Here at Ysgol Hamadryad, we follow our 5-step procedure.

Step 1 - the first official reminder – a clear reminder of expectations

Step 2 – moving within the class and a constructive conversation to remind pupils of expectations

Step 3 – Move to another class or stay with the adult on the yard and emphasise expectations

Step 4 – Reflection time and restorative conversations with departmental leads and senior leaders

Step 5 – Phone call to parents



CAMAU CEFNOGI

Cam 1 – Atgoffa o ddisgwyliadau



Cam 2 – Symud o fewn y dosbarth (neu gofod) a sgwrs adeiladol i bwysleisio disgwyliadau



Cam 3 – Symud i ddosbarth arall (neu aros gydag oedolyn ar yr iard) a phwysleisio disgwyliadau



Cam 4 – Amser myfyrio a sgwrs adferol gyda staff tu hwnt i'r dosbarth



Cam 5 - Galwad ffôn i rieni



The Upper School

It is important that pupils are familiar with the ethos of the school's Code of Conduct.

In this context, pupils are rewarded for good behaviour. We will use a system of positive rewards that will include:

1. Verbal praise
2. Positive comments in books
3. Phone call home to parents from the Headteacher/Deputy or SLT informing them about the work and good behaviour.
4. Weekly certificate - Star of the Week / Welsh Speaker of the Week. We also celebrate the achievements of our pupils outside of school.

We reinforce good behaviour by making pupils feel good about themselves. When pupils have demonstrated a positive thing that merits a reward, then we use the following procedure.

We do give praise for individuals, but we also focus a lot of our time on whole class achievement and remind them of our motto "**Angor Cadarn Cyn Hwyllo'r Don**".

Managing Positive Relationships in Class

What do I do if a child is showing inappropriate behaviour and causing harm to others?

In-between each stage it is imperative that a restorative discussion takes place between the adult and child to prevent negative behaviours escalating. Is the child upset about something? Do they need time to talk? Are they in their 'panic zone'? Has something happened on the way to school/night before?

Note

The following table outlines the undesired behaviours and resulting consequences.

Low Level Behaviour	Medium Level Behaviour	High Level Behaviour
<ul style="list-style-type: none">● Name calling / being deliberately unkind.● Misuse of school property● Messing about / preventing self and others from working / distracting.● Poor participation in class activities – not paying attention.	<ul style="list-style-type: none">● Persistent repetition of low level behaviours.● Purposeful defiance● Deliberate throwing of objects e.g. rubber, pens, papers (exercising poor judgement)	<ul style="list-style-type: none">● Persistent repetition of medium level behaviours.● Absolute defiance.● Willing fully damaging property or damaging property as a result of a more serious misdemeanour.

<ul style="list-style-type: none"> ● Delay tactics such as wandering around the classroom or needlessly visiting the toilet. ● Swinging on the chair (repeatedly) ● Lying (dependant on the context e.g. in defence) ● Not responding to an adult when called. <p>Class teacher to inform parents daily when these incidents occur.</p>	<ul style="list-style-type: none"> ● Rough play – pinching and pushing. ● Misbehaviour in toilets. ● Lying ● Ignoring instructions ● Misbehaviour in the dining hall. ● Non directed swearing. ● Climbing on school furniture. ● Cruel name calling with intent to belittle. ● Responding inappropriately / rudely to correction of behaviour from adults. <p>Class Teacher to inform parents daily when these incidents occur.</p>	<ul style="list-style-type: none"> ● Throwing dangerous items with the intention to hurt. ● Swearing at a member of staff. ● Arguing with a member of staff. ● Refusal to cooperate with requests. ● Removing themselves from close supervision e.g. running from class without permission. ● Racist / Homophobic language. ● Inappropriate language ● Extremely aggressive behaviour towards others. ● Biting ● Hitting a member of staff. (exclusion) <p>Member of the SLT to inform parents of any of the above incidents.</p>
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Important

Every child’s behaviour is monitored carefully and recorded. If a child is sent to a member of the Senior Leadership Team for any of the above reasons then this is recorded on my concern or Edukey. If behaviour continues to be a concern then parents/guardians are called into the school to meet and discuss the behaviour and put in place targets to help the pupil.

School Steps to assist with inappropriate behaviour.

- 1. Teacher informs the school leader of a specific behavioural issue.**
- 2. The School Leader meets with the class teacher and discusses barriers to learning. This will result in targets being given to the pupil to assist them with their behaviour.**

3. Date will then be given (4 weeks after) to review the targets. If targets are not met then move forward to step 4.
4. If targets are not met then a meeting should be held between the school leader, class teacher and the parents. This will be in the format of a TAC meeting (Team Around the Child) the School Leader will also take notes. Targets (no more than 3) should be set, Another meeting should be arranged to discuss these targets (at least half term timescale)
5. If the targets are not met then the school leader informs the parents that this will now be passed on to the school's inclusion leader Mrs Lois John.

If there appears to be a pattern i.e. child's name appears on a regular basis, we should be asking the question:

1. Does something else need to be put in place for that particular child?
2. Am I giving enough positive behaviour support for that child?
3. Is the way we use the reminder book effective? Make the most of the excellent information, sheets and games that can be found on our OneDrive/SEN/BEHAVIOUR. There is a huge range of ideas to support children with complex needs in class.

Exclusions

THE FOLLOWING DISCIPLINARY PROCEDURES REQUIRE THE SANCTION OF THE HEAD OR SENIOR DUTY STAFF MEMBER IN HIS/HER ABSENCE.

If a serious incident or if a high level behaviour should occur in school then all those with Parental Responsibility will be contacted by a member of the Senior Leadership Team either by phone, in writing, or by calling parents into school at the end of the school day on the day that the incident occurred. This all depends on what time of the day the incident does occur.

If the Headteacher feels that progress in a pupil's behaviour is unacceptable they will consider exclusion for a minor fixed period (one or two days). In all cases of exclusion the parents/guardians will be asked to bring their son/daughter to discuss the terms of re-admittance with the Headteacher. This will be known as the reintegration meeting where it will focus on how best to support the child following the exclusion.

The reasons below are examples of the types of circumstances that may warrant an internal, minor fixed exclusion or a permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse

- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

In instances of serious and continuous mis-behaviour the discipline shall take the form of 3 steps. Consultation with the Headteacher is required before action is taken. Each step will be accompanied by a letter or verbal communication to parents. **However there are exceptions to these 3 steps which are noted below.** These steps are:

1. Verbal communication to parents outlining areas of concern.
2. A letter or verbal warning that exclusion will take place if behaviour does not improve.
3. A letter informing that exclusion will be imposed, inviting parents to School to discuss the matter.

Following the aforementioned meeting, a letter informing the parent that their child is to be excluded for a fixed term, giving specific examples of mis-behaviour and grounds for exclusion, along with appeals procedure will be sent.

Exception to the above steps:

- **If a pupil is felt to constitute serious risk to the welfare of other pupils / staff, they may be excluded immediately.**
- **If the pupil then carries on he/she will be recommended for exclusion for a major fixed period (up to five days) or for an indefinite period.**
- **If there is a violent incident or a physical assault against another pupil or staff member this will result in exclusion immediately.**

Start of the day

All Staff

All staff should be in school by 8.15a.m. At 08.30 all staff who are working as 1-1 support need to be outside on the playground to supervise pupils. Members of the SLT should be supervising the school gates which open at 08.30. Teachers need to be ready to welcome pupils by 8:30am. Staff should ensure that all pupils enter the buildings in an orderly manner and put their coats and bags away on arrival.

Break Times

	Morning	Afternoon
Lower/Middle School	10.10 – 10.30	2:00 – 2:15
Upper School	10.10 – 10:30	No Break

- The teaching session should end promptly and the teachers should escort the pupils out to the yard. If coats are needed teachers should supervise the pupils in the cloakrooms.

- The teacher on duty should be on the yard promptly (see timetable).
- At the end of break time teachers should go to meet their class and escort their class back to the classroom. If necessary teachers should supervise pupils in the cloakrooms.
- A decision on ‘wet play’ should be made by the teachers on duty at least 5 minutes before the break and circulated to other members of staff and the following organisation should be followed:
 - Upper School – staff on duty to supervise children in their classrooms.
 - Lower School – Pupils to be escorted to their classrooms where the staff on duty will supervise the children, usually by watching “Cyw” or other Welsh language programmes on the large screen.

Lunch Times

Staff on duty during the lunch hour:

	Lunch Time
Upper School	12.00 – 1.00
Middle and Lower School	11:45 – 12:45

Each class teacher will bring their children to the hall by 11:45 am / 12:00pm. These classes are brought to the hall in an orderly manner. Some staff will stay in the hall to serve and supervise the pupils until there is a member of the Lunch Time staff to supervise (no class should be left unsupervised, this is not the responsibility of the Catering staff), at 12:00pm & 12:30 there will be staff on the yard to supervise the Lower School pupils until 12:30pm.

As the Upper School pupils complete their lunch, the staff in the hall will go out to assist on the yard. Only two supervisors need to remain in the hall while the Upper School pupils are having their lunch. Staff on lunch time duty should ensure that all children are outside unless they are ill or have been given specific permission to stay in by their teachers. These pupils should be sent to designated rooms usually outside the Headteacher’s office. The ‘fob’ doors should be closed during the lunch hour and

NO CHILD SHOULD BE ALLOWED INSIDE DURING THE LUNCH HOUR WITHOUT AN ADULT.

All children use specific toilets during break / lunch times. This toilet is cleaned numerous times a day.

If it is not possible for the pupils to play on the yard during lunch time the following organisation should be followed:

- Upper School – staff on duty to supervise children in their classrooms.
- Lower School – Pupils to be escorted to their classrooms to be supervised

(Please refer to the timetable for further information).

Managing Positive Relationships at Playtime and Lunchtime

The procedures for managing behaviour and promoting positive relationships at playtime lunch time are very similar to those at lesson time.

Ystafell Les During Lesson Times

During lesson times the Ystafell Les is timetabled with pupils attending to take part in wellbeing activities. The pupils who are attending have all been discussed with the school leaders and the timetable is then created for the term. This is all reviewed termly. Some pupils find it difficult being in the classroom environment all day due to specific additional needs and this is why they are attending. The pupils who are in attendance during lesson times will be supervised at all times with members of staff.

Ystafell Les Lunchtime Provision

The Ystafell Les also provides a lunchtime provision for those pupils who struggle at times to be out in the playground environment. If a child feels that they do not wish to go outside and play for whatever reason then they can access our Ystafell Les Provision. This is run by Miss Walker, our Wellbeing TA and whilst there they can take part in many different wellbeing activities

Ystafell Les is also used for pupils who have been identified as needing extra support and to be separated from other pupils for a short period of time. This gives the school an opportunity to put things in place for those pupils but also ensures that no further incidents occur during break/lunchtimes. This will all be timetabled and agreed by parents.

A child being asked to attend the Ystafell Les should not be seen as a punishment but instead as an opportunity to have time out, avoid further escalation and to keep them and other pupils safe. **It is a safe space for all.**

Individual Behaviour Plan

A child is issued with an IBP if their behaviour has been a concern for a period of time.

- Every child has the potential, given the opportunity, to improve, develop their maturity and alter their behaviour.

Curriculum

Restorative Approaches Lessons

At the beginning of each half term every class has a number of lessons based on Restorative Approaches. Children discuss questions such as:

What do we need from each other to work at our best? – kindness, sensitivity, love, support

What can we do to meet each other's needs? - listen, speak politely, be calm, give time

When harm is then caused children are encouraged to ask themselves:

- What is the person's need?

- How can I address this need?

Children are also reminded about the restorative approaches procedures at the beginning of each term. During restorative conferences four key questions are discussed:

- What has happened? • Who has been affected? • How is the harm going to be put right? • How can everyone involved avoid this happening again? The Conferences that take place are:
 - Mini Conferences • Group conferences • Family Conferences

Morning Circles (Check In and Check Out)

Children sit in a circle when they come into class on a Monday morning and they all greet each other. Children discuss how they are feeling or put a feeling picture on a chart. Support Partners can help children who have said they feel sad or worried. The purpose is to share how they feel with the rest of the class who are made aware if they are not feeling good and as a result can offer ways to support their peers throughout the day or offer possible solutions to support them. Check In's can be undertaken after playtimes or any other times which will benefit from the activity. Every Friday afternoon, before the end of the day a check out is undertaken to ensure any issues which may have happened that have not come to the attention of the teacher are brought to his/her attention to ensure they are addressed before the child leaves school.

Additional Learning Needs (ALN) Register

Children who are registered on the ALN register for having behavioural difficulties are catered for in many ways. The inclusion team liaises with staff regularly and offers more support if the child's behaviour deteriorates.

An Individual Behaviour Plan clearly identifies targets to be met. Group or individual sessions are carried out on a weekly basis with children who need to develop anger management or social/friendship skills. These children are identified during Learning Reviews or through teacher referrals.

These children are closely monitored and some receive support from the Achievement and Inclusion Service. The inclusion team gives these children a higher level of support and monitors them more closely.

Staff

Staff are responsible for promoting restorative approaches in their classrooms and for general behaviour around the school. All staff should follow the following guidelines;

- All members of staff are expected to model our school ethos in their interactions with children and with other staff.

- All staff, children and visitors are expected to treat each other with respect. By doing this a calm environment is created, a place where children / staff can feel safe, learning takes place and good behaviour is promoted.
- Staff should have high standards of expectations in terms of learning and behaviour.
- Staff should always look beyond the behaviour a child is showing: attune and validate to calm the child, be clear what behaviour is safe/unsafe and help the child know as an adult it is our role to keep them and others safe.
- All staff are responsible for ensuring the school's behaviour policy and procedures are fully implemented.

Mrs Lois John our Inclusion and ALN Lead is responsible for delivering group and individual sessions and for managing IBP's. Any behaviour difficulties needing higher intervention is passed on to her to make further arrangements.

Governors

- To ensure the legal framework is followed.
- To implement the Positive Relationships Policy through the Head teacher.
- To implement the annual reviews.
- To make, and keep up to date, a separate written statement of the school's policy with regard 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

- To implement the Positive Relationships Policy.
- To ensure this policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed annually.
- 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 Inclusion Manager and outside support

Behaviour Support

- To give support throughout the school, when appropriate.

Consultation and Policy Formation Process

The policy has been written following the Restorative Justice Course and Guidelines

- Members of the SLT have participated in a 4 day course on Restorative Justice.
- Restorative Approach Wales delivered 2 day training for all staff on Restorative Justice
- Various approaches were piloted.
- Consultation took place with staff and Governors who agreed on a policy that would work for Ysgol Hamadryad.

Pupil Involvement

During the consultation period Yr 3 - 6 children had lessons on Restorative Justice. During these lessons children were able to contribute to the formation of the policy.

The school Senedd along with the Senior Leadership regularly monitor and evaluate the effectiveness of the policy. Pupil Voice is a key focus to this policy.

Continual Professional Development

At the end of every year the policy is evaluated with all staff and improvements are suggested. At the beginning of every year staff have training on implementing the policy, continually ensuring there is consistency throughout the school. New staff will have training during their induction period. The Inclusion Manager will attend relevant courses annually and disseminate information. Staff will attend relevant courses as and when necessary.

Community

Pupils' learning is enhanced by a positive relationship between home and school.

The school seeks to involve parents and the community at every opportunity and encourages them to contribute to the daily life of the school.

Parents can contribute in the following ways;

- Being interested in their children's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Approaches.

By ensuring their child is ready for the school day by:

- Being punctual
- Being alert and ready to learn.
- Wearing the correct school uniform.
- Having correct equipment and appropriate school bag.
- Communicating with school staff.

By communicating effectively with school staff by;

- Reading and responding appropriately to school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents evenings and school meetings.
- Informing the school of absence by telephoning / texting / using a school app on the day.