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Cwmbran High School

Relationship & Behaviour Policy

Approved by:	**Full Governing Body**
Last Reviewed on:	**September 2026**
Next Review Date:	**September 2027**

"Strive. Believe. Achieve."

Cwmbran High School Relationship and Behaviour Policy

Aims and objectives of the School

Cwmbran High School seeks to provide an excellent education for children from the local community in a safe, supportive learning environment, underpinned by our core values: ***positivity, kindness, resilience, respect and creativity***.

Pupils should feel valued and make positive contributions to the school, their communities and develop to become ethical, confident and capable members of society. Our environment should be caring, calm and secure, a place in which tolerance, understanding and respect for others is fostered.
Our school is invested in supporting the very best possible relational health between:

- parent and child;
- child and child;
- child and school staff;
- parent and school staff;
- school staff;
- school staff and senior leaders;
- school staff and external agencies.

This Relationships and Behaviour Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on **eight** key aspects of school practice:

1. a consistent, trauma-informed approach to behaviour management; Page 2
2. strong school leadership; Page 4
3. effective classroom management; Page 4
4. rewards and sanctions (responses)/behaviour; Page 5
strategies & the teaching of good behaviour;
5. staff development and support; Page 13
6. pupil support systems; Page 13
7. liaison with parents/carers and other agencies; Page 13
8. other related policies. Page 13

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1. Trauma Informed Approach

Trauma-informed practice ensures that schools put the emotional and psychological needs of their pupils first. This holistic approach addresses trauma's underlying cause instead of punishing challenging behaviour to provide a safe and supportive environment for pupils.

Our school values, underpin the educational practices that help children to feel emotionally safe, experience warm and trusting relationships with adults and learn to calm themselves down and manage their feelings. Where it is needed, and when they are ready, a few pupils will be provided with the opportunity to undertake activities that help them reflect on and address the needs and feelings underlying their behaviours, in order to make more positive behaviour choices.

To this end we will endeavour to **Protect, Relate, Regulate** and **Reflect**.

Protect

- Increased 'safety cues' to make children feel safe: smiling at them, 'meet and greet' at the classroom door, school gate and an open-door policy for informal discussions with parents/ carers.
- Staff trained to be warm, empathic, creative and curious, to ensure pupils do not feel threatened or defensive. They cannot learn when they feel like this and struggle to shift out of flight/fright/freeze positions.
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease or reduce use of harsh voices, shouting, put downs, criticism and shaming.
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to pupils? Who matters to them? What are their dreams, hopes?)
- Vulnerable children have access to at least one named (FT, HOY, HOP etc), emotionally available adult and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is available.
- School staff adjust and differentiate expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well. Some pupils are considered to be 'working towards' a behavioural expectation while the majority will be having no problems in achieving it.
- As a school we are proud to respond to pupils` needs as individuals, within an overall framework which is fair.
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in doing so support them to interact throughout the school day with positive social engagement rather than potential defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Staff being friendly to pupils and to provide emotionally-available adults to make the shift from 'blocked trust' to trust, and time to build on that trust and feel safe.

Regulate

- We explicitly teach all pupils strategies for managing and understanding uncomfortable

emotions and ways of calming down and self-regulating. (Form time/ PSE /Interventions)

- This means that when pupils do become stressed (and go into the state called 'fight or flight') we can support by reminding them of what strategies they have learned.
- We avoid escalating situations where pupils are dysregulated by remaining calm and using strategies that we know do not inflame anger.
- For some pupils who have particular difficulties with self-regulation, we provide interventions which we know calm them.
- The emotional well-being and regulation of staff is treated as a priority to prevent burn-out, stress-related absence, or leaving the profession through stress-related illness, feeling undervalued, blamed or shamed.

Reflect

- We will provide training and development to support staff to aid the development of active listening skills, effective dialogue, empathy and understanding so that when interacting with pupils, the pupils will feel heard and valued.
- We aim not to interrogate or lecture pupils, or ask extended series of questions or give lectures.
- For some pupils, opportunities will be provided with a trusted adult to explore their feelings further in a reflective way.
- Provide for stakeholders in a way that is in keeping with a behaviour policy that recognises the importance of relationships and of repairing these relationships when they are ruptured (as they are during the school day!).
- Ensure that we are not simplistically rewarding or punishing 'good' or 'bad' behaviour. Resolution and interactive repair are key tenets of our work.

2. Strong School Leadership – Consistency!

Consistent yet flexible implementation of this policy is vital, and we should consider the varied and complex needs of pupils who attend our school. This policy should also promote and support regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences (responses) through consultation with staff, children, parents and governing body members; accepting the idea that some pupils will need additional support and provision to work towards these;
- publicise the above so that everyone is clear about what is expected and to ensure our approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff are a priority;
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

3. Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach. In our school, all pupils are expected to and staff must model:

- **respect** yourself and others;
- listen to and follow instructions;
- be **kind**, fair and polite;
- ignore distractions and become **resilient** learners;
- be **positive**, a 'can do' attitude.

These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies. Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Staff will ensure that they **Communicate, Clarify** and **Confirm** their expectations. Staff should actively work to **understand** the cause of pupil behaviour, **recognise** the efforts made to improve, **respond** appropriately in a way that supports pupils to regulate and reflect, and **support** pupils to ensure they are able to engage positively in their learning.

Physical aggression, verbal aggression and bullying are unacceptable and will be challenged swiftly. All reported incidents of bullying, whether they are observed by staff or reported by a pupil or parent, will be dealt with rapidly and from the perspective that bullying is unacceptable. Parents/Carers will be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour, (see Anti-Bullying Policy).

4. Rewards and Sanctions/Behaviour Strategies and The Teaching of Good Behaviour

Rewards
We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. Rewards may need to be differentiated that acknowledge learner progress from different starting points. At present, pupils can be rewarded through the provision of:

- multiple opportunities during the day for a fresh start;
- verbal praise/feedback;
- certificates in celebration assemblies;
- class Charts points/certificates/stickers awarded for good behaviours;
- attendance awards;
- headteacher's breakfast;
- letters or phone-calls to parents;
- presentation evening at the end of the academic year;
- recognition on our social media, letters and website;
- or simply, a "Thank you" or Diolch yn fawr!".

Although our school aims to focus on positives at all times, there are unfortunately occasions when a very few pupils may display unacceptable or inappropriate behaviour.

"Our policy aims to be kind on our children but tough on unwanted poor behaviours".

As a school we expect high standards of behaviour which will allow learning to take place. We aim to work proactively and purposefully to create positive classrooms and good relationships with pupils. When expectations are not met, we have a range of de-escalating strategies agreed between teachers, who will use the least intrusive approach initially in an effort to reframe any negative behaviour. Reminders and sanctions fall into the following category:

Note: **all sanctions *aim* to avoid shaming pupils (and therefore names should not be written on the board to record poor behaviours, nor public reprimands intentionally given)**

Sanctions
Behaviour 1 – Low-level disruption to learning
Pupils who break a classroom rule will benefit from a low-level appraoch such as a private non-confrontational verbal reminder by the teacher. Before this is used, teachers might use 'look' or a non-verbal cue, such as moving towards the pupil in a non-threatening way. These are appropriate classroom management techniques which every teacher should use to support the pupil making the right choice (please see Appendix A for strategies). It is important to note strategies should always aim to de-escalate

unwanted behaviours, e.g. avoid a public warning and instead issue private or quieter reminders as pupil embarrassment may lead to escalating behaviours.

Behaviour 2 – Repeated low-level disruption to learning

If our behaviour management strategies fail to re-engage a pupil or re-establish learning, a pupil may continue to disrupt or break a rule we have asked them not to. An additional clarification of expectations as per the 3Cs (**Communicate, Clarify and Confirm**) at this point will help the pupil recognise what the teacher's concern is and ensure they are clear on how to improve their behaviour/s to move forward. Judgmental attitudes and public shaming should be avoided, and a matter-of-fact tone adopted. Further classroom management strategies to de-escalate behaviours may need to be employed at this stage.

Teachers should log B2 as repeated low-level disruption on Class Charts. This will allow departments, form tutors and pastoral staff to monitor, support and track low level disruption. Staff will not engage in, or invite a power struggle or inadvertently escalate a situation. For example, if a pupil is asked to move seats publicly they may refuse to comply due to a desire to avoid negative peer judgment or due to a need to "be in control". Staff should try and provide an "out" or an opportunity for the pupil to save face. Where possible, staff will provide choice for pupils so that they can control some aspect of the direction ('you could sit over there or next to x – which would help you to work best do you think?').

Repeated behaviours at B2 may result in a detention or suitable sanction being issued by the class teacher or team member from the department. This may result in them calling a meeting with parents, or another appropriate action with the aim of improving relationships, progress and behaviours. It is the **teacher's decision at this key point** whether to escalate the pupil to a 'subject park' or refer the pupil to 'Reset'; however this should be avoided and only used to prevent any further disruption for other pupils.

Behaviour 3 – Removal from class to Curriculum Area – "Curriculum Removal/Subject Park"

Teaching and learning is paramount. If a pupil is preventing others from learning, has reached the removal stage having had the opportunity to be heard, and has not responded to relevant and appropriate strategies to de-escalate and refocus unwanted behaviours, the teacher must log a B3 "Curriculum Removal" on Class Charts. If this is not available then they should call the duty team on EXT 3999.

Staff who are unable to immediately log a B3 should do so as soon as possible.

Pupils will make their own way to the "Curriculum Removal" classrooms if they are judged to be calm enough and not in a heightened state. When arriving there, their behaviour will be assessed and if appropriate, they will remain in the alternative classroom to continue their class work. Some pupils will be known to the Duty Team, and will have specific arrangements in place that support them, allow them to calm down and return to learning (perhaps talking to their EAA - e.g. their form tutor).
Duty staff are available across the school each lesson to support the smooth arrival of pupils. The aim is to get the pupil/s to a regulated place and back to learning as soon as possible.
Class teachers will ensure parents have been notified on Class Charts of the reason for removal and send a reminder of any sanction such as a detention that will take place after school.

B3 – ***Removal from class to" Reset"- Triage.***

The Reset Room is a purposeful and respectful learning environment design to "triage" and support dysregulated pupils. It aims to return them to their class as soon as they are ready to engage in learning. If pupils are sent from a lesson to Reset, they will spend the required length of time in the space to ensure they can regulate their behaviours/emotions successfully on their return to lessons.

During this 'triage' period some pupils may simply need a quick chat and be ready to return to learning; others may need scaffolded support to calm and a discussion about how to manage the rest of the day; some may need to access 'Reset" for a differentiated length of time to support better progress.

If it has been decided that a restorative session is appropriate, the teacher should meet pupils in the "Reset Room"**(Please see Appendix B for guidance on restoratives)**.

If a teacher finds that they are regularly asking a pupil to attend the "Reset" room, this should be further explored – what is causing the issue? It is likely to be helpful to let parents know about any potential difficulties at this point. As part of building relationships and supporting the learner, a staff member must call home and discuss incidents with parents/carers if this is becoming a pattern. It is expected that FT/HOY/HOP/CL would track any patterns in order to support and achieve a solution.

NB: 'Reset' is not to be used as 'Ready to Punish'. It is a de-escalation/support room.

If a pupil does not behave in the "Reset Room" they will be given the chance to regulate themselves and further engagement strategies will be employed. In the event these are not successful, the pupil may need to be placed in our sanction provision – the Re-engagement Room.

Behaviour 4 – Re-engagement Room
Pupils will be placed in the Re-engagement Room for:

- an incident that has taken place at the school that is deemed serious enough to warrant an internal exclusion from the normal school's curriculum for a fixed period of time (a Serious Incident);
- not following the Reset or Curriculum removal rules. Parents will receive a message or call if their child has been referred to our Re-engagement Room. Pupils working in the Re-engagement Room finish school at 15.50 and will usually attend for a period of 5 lessons.

Staff and pupils are expected to write a detailed statement if a serious incident takes place, including who was involved in the incident, location and time, and actions of both pupils and staff. This will be requested when the pupils and staff are calm (back within their 'window of tolerance') and is not a punishment but a fact-finding exercise.

If pupils choose not to behave in the Re-engagement Room then pupils may receive a fixed term exclusion as a last resort if all alternatives are exhausted (B5). Certain pupils with ALN (or known BESD/Trauma) will have their own plan/IDP which will list alternatives.

Behaviour 5 –Fixed Term Exclusion
Any of the below serious incidences may lead to a period in the Re-engagement Room or a fixed term exclusion dependent on circumstance. This list is an example and is not exhaustive.

1. Failure to uphold school values.
2. Bullying and unkind behaviour.
3. Repeated non-compliance.
4. Drug and alcohol related behaviour.
5. Vaping.
6. Damage to personal or school property.
7. Physical assault against an adult.
8. Physical assault against a pupil.
9. Racist, homophobic or discriminatory language.
10. Sexual misconduct.
11. Theft.
12. Verbal abuse or threatening behaviour to an adult.
13. Verbal abuse or threatening behaviour to a pupil.
14. Selling or gambling.

15. Bringing the school into disrepute.
16. Unauthorised filming, photography or audio recording of pupils, staff or visitors.

Parents will receive a phone call from the school outlining the reasons for exclusion on the day of the incident. This will be made by the Head of Phase or Pastoral Lead. Work should be provided to avoid any lost learning and to avoid 'falling behind'. A letter will then follow from the school that will be placed on the pupils' file.

Parents/Carers, where appropriate, will be invited to a restorative "Return to School" meeting with an appropriate staff member at the end of the exclusion to support integration and restore any broken relationships.

All pupils returning from a fixed term exclusion will be monitored by an appropriate member of staff and complete appropriate supporting documentation (IBP, EIBP, PSP or behavioural contract)

Pupils are strongly encouraged to engage in a restorative conversation with members of the school community, if necessary, to restore excellent learning relationships and friendships.

Behaviour 6 – Permanent Exclusion
Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the pupil's behaviour and attitude.

Permanent exclusion will also be used as a response to extreme acts of violence; carrying or supplying drugs; carrying an offensive weapon that may cause harm to self or others; and for persistent incidences of defying criminal law. (see Welsh Government Guidance; April 2024)

Positive Behaviour Strategy

	Behaviour Stage	Staff response	Communication
Classroom based	**B1** Classroom based low level disruption **B2** Repeated low-level disruption	• Lessons planned with known behaviours mitigated. • Seating plans. • Strong starter, appropriate pace of lesson. • Consistency of expectations upheld and reiterated. • Private verbal reminders to change behaviour • Range of classroom management strategies attempted to deescalate e.g. changing seats, quiet conversations, clear choices. (See Appendix 1) • Subject teacher detention • Red card detention • Possible subject parked	• Sanctions must be associated with the teacher, not the HOY or SLT if they are to work and have an impact in classrooms. • Regular contact between home and classroom teachers is the bedrock of a purposeful and respected classroom environment. Promote 3 positives to 1 negative. • Communication to form tutors and provision staff is also appropriate at this stage. • Detentions will be communicated with home through Class Charts.
Centralised School System	**B3** Removal to Reset	• The Reset room is a purposeful and respectful learning environment design to "triage" and support dysregulated pupils and return them to the class room when ready to engage in learning. • If pupils are removed from a lesson they will spend an appropriate length of time to regulate behaviours/emotions. • The Ready to Learn Room has a bespoke curriculum designed to understand and regulate emotional responses and build positive relationships. • Incidents of referrals of individuals and groups of learners will be monitored.	• A "Reset" referral on Class Charts will message home and inform parents that their child is in Reset and will be there for a duration of time until able reengage with purposeful learning. Teachers will log the incident and communication on Class Charts and Provision Maps. • The classroom teacher involved should call home to discuss the incident that led to the removal of the pupil. • A restorative conversation should take place between the pupil and staff member to improve positive relationships and agree support and next steps.
	B3 Removal to Curriculum area	• If pupils are "curriculum removed" for a lesson they will spend the remainder of the lesson in an alternative classroom with allocated work. • Incidents of referrals of individuals and groups of learners will be monitored • If a pupil fails to adhere to "curriculum removal rules" or causes further disruption following use of numerous strategies, a B4 referral will be made	• A curriculum Removal referral on Class Charts will message home and inform parents that their child is in Reset and will be there for a duration of time until able reengage with purposeful learning. Teachers will log the incident and communication on Class Charts and Provision Maps. • The classroom teacher involved should call home to discuss the incident that led to the removal of the pupil. • A restorative conversation should take place between the pupil and staff member to improve positive

			relationships and agree support and next steps.
	B4 Re-engagement Room	• A pupil will be placed in the Re-engagement Room for a period of 5 lessons if they have been involved in a serious incident, are persistently disruption or fail to behave while in "curriculum removal" or "Reset" • Re-engagement has its own curriculum of core subjects and is a purposeful and focussed learning area. Re-engagement placements start at 08.35 and finish at 15.50. NB: Different arrangements may be more appropriate for BESD pupils.	• Parents will be notified by message that their child has been placed in Re-engagement via Classcharts or HOY/ HOP. The message will include why they have been placed in Re-engagement, the duration and potential next steps. This will be logged on Class Charts and Provision Maps by the member of staff reporting the incident. • Staff members may have a meeting with a parent relating to a Re-engagement placement. • A restorative conversation should take place between the pupil and staff member to develop positive relationships and agree next steps.
External Exclusion	**B5** Fixed Term Exclusion	• A pupil will receive a Fixed Term Exclusion if there has been a serious incident, they have been persistently disruptive or failed to behave in the Re-engagement Room. • Work will be provided by the school for a Fixed Period Exclusion. This is the responsibility of the Head of Phase and Curriculum Leaders. (Work packs produced through subject leads)	• If a child receives a Fixed Term Exclusion then parents will be notified by the Head of Phase and given a reason why the exclusion has taken place, how the incident was investigated, details of a return to school meeting if required, and next steps on our behaviour response. (See Appendix C) • A letter to parents will be sent out the next working day stating the reason for exclusion and return to school arrangements. • A restorative conversation should take place between the pupil and staff member to develop positive relationships and agree next steps.
	B6 Permanent Exclusion	• Cwmbran High School will follow the Welsh Government Guidance for Exclusions in all cases of Fixed Term or Permanent exclusions. • All reasonable alternatives will be exhausted at this stage and this may include a PSP, IDP, a managed move, reasonable adjustments to provisions and full implementation of the schools graduated response.	• The AHT or another member of SLT will call home and process any permanent exclusions. • A letter must be sent by the school within 24 hours of a decision being made • A governor's panel meeting will be arranged by the LA following Welsh Government timeframes.

Out of Lesson Behaviour – Break, Lunch and Travelling to School.

The highest standards of behaviour are explicitly taught, modelled and encouraged at all times. This includes movement around corridors, school grounds and other recreational areas within and around the school. Pupils who misbehave will be spoken to by a member of staff and asked to change their behaviour positively. If pupils ignore the instructions they are given and continue to display the same behaviour, they will be issued

with an appropriate response to correct unwanted behaviours in line with school values. Serious incidences outside of the classroom must be logged on Class Charts.

We have a statutory power to apply the behaviour policy to pupils for misbehaving outside of the school. The misbehaviour could be witnessed by a member of staff or reported to the school by a member of the public. It also includes pupils' conduct online. We therefore reserve the right to sanction a pupil who is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school's uniform;
- in some other way identifiable as a pupil of Cwmbran High School;
- following a community complaint where a child is recognised as a Cwmbran High School pupil;
- bringing the school into disrepute.

Truancy

Pupils who truant will engage in safe and positive conversations to explore the reason behind the truancy. They may receive an appropriate sanction having gathered a clear understanding of reasons and behaviours leading to missing lessons. Truancy is a safeguarding risk to the pupil and staff. Staff will log any suspected truancy/missing child on class-charts or call EXT 3999.

Truancy will be addressed by the HOY supported by the CL should the trigger be a specific subject. If children are found truanting they will be returned to their lessons. If truancy reoccurs, after further exploration of the issue, a detention will take place if appropriate and if it is felt this is the most effective method to address the pupils.

Lateness to Lessons

If pupils arrive late to lesson it is reasonable to expect them to politely apologise. They should however be welcomed warmly, spoken to privately and asked the reason for the lateness. If there is no reason that the pupil can share, they will be recorded as late on the register and asked if they would like any support to arrive on time. The lateness can be monitored and provide information around patterns of good or poor punctuality. Pupils have 5 minutes to move between lessons, any time past 5 minutes will be recorded as late.

Where persistent lateness happens, despite supportive measures, it may be appropriate for a pupil to complete a detention to make up lost time. Staff will contact parents, so they are aware of lateness to lessons. This is the responsibility of the class teacher. Repeated instances in subject areas of lateness is the responsibility of the Curriculum Leader.

If patterns of behaviour emerge across the school the pastoral leader, usually the Head of Year or Form Tutor, will intervene and look to support, for example, better timekeeping of the pupil. This may also lead to the child being on report but would be determined based on full understanding of the individual pupil's circumstances, e.g young carer, school avoider, support a home issue, dishonesty, bullying.

If a teacher is keeping a child at the end of the lesson, a note must be provided to the pupil to present to their class teacher. Any child without a note is classed as late.

A Head of Year may hold a weekly session for any pupil who is late repeatedly in a week. This could usefully be used to listen actively to the pupil and discuss and agree ways forward.

Lateness to School

Lateness to school affects not only the smooth running of the school day but also accumulates as lost curriculum time that affects progress.

Pupils who enter the pupil entrance to school after 08.35 will be spoken to so that staff understand the issues of lateness on that day. Parents or Carers will be messaged to notify them. If lateness continues to be an issue across the curriculum, the Form Tutor and Head of Year should be notified to fully understand the individual pupil's circumstances, or root causes.

The pastoral team will aim to identify causes and may conduct surveys or interviews to understand why a pupil is arriving late and to see how school can support. Common reasons might include transportation issues, family responsibilities, lack of motivation, Young Carer, school avoider, support a home issue or bullying.

The pastoral team will ensure data is analysed by reviewing attendance records to identify patterns and pupils who are frequently late.

Uniform and Equipment ie 'Ready to Learn'

Pupils will be expected to wear the correct uniform every day. Any pupil not attending in correct uniform will be offered the opportunity to discuss any difficulties confidentially. Correct uniform will be provided if it's available. If there does not seem to be any extenuating circumstances, and no reasonable adjustments or temporary measures agreed, parents will be asked to deliver uniform to support their child to adhere to the uniform policy. Any pupil unable to correct their uniform may be isolated in the Re-engagement Room until their uniform is corrected.

If pupils are not ready to learn and do not hold the correct equipment for the day's learning they may also be asked to attend the Re-engagement Room. In some circumstances it may be necessary for school to provide resources due to disorganisation or rising costs for example.

Mobile Phones, Electronics and Expensive Items

If a pupil brings a mobile phone into school, it should be switched off and placed in the pupil's bag before they enter the school gate and only switched back on at the end of the school day when they have exited the school building.

Unless specific arrangements are in place, planned and agreed by the school, if a pupil is seen with a mobile phone in the school day, it will be confiscated by a member of staff and placed in the pupil reception in a named envelope to be collected by pupils at 15.00.

Failure to hand over a mobile device will be managed as with any other misbehaviour, with the adult using the least intrusive strategy to gain compliance and never shaming the pupil. If these strategies fail, a sanction might be applied for defiance such as a detention or removal to Reset for the pupil to calm down and have their situation triaged. There may be exceptions to the rule granted for pupils who are Young Carers or those who need their phones to monitor medical conditions. Parents, carers and pupils should note that the school does not accept any liability for any expensive items lost or stolen.

Pupils must not film, photograph or make audio recordings of other pupils, staff or visitors without their knowledge and consent. Any such recording may be treated as a serious breach of the school's Relationship and Behaviour Policy and may result in a sanction

Support and Provision

Where it seems that pupils are not able to or are choosing not to follow the school's behaviour policy, we will follow our graduated behaviour response which offers pupils bespoke support to improve their progress and wellbeing. (See Appendix C) All provisions and interventions are reviewed on a six or twelve week cycle unless superseded by repeated behaviour incidences.

5. Staff Development and Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. Monday staff briefings and Tuesday morning targeted briefings enables relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings.

Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner. The delivery of professional learning and school approach should be delivered concurrently with the IBIS approach (and those of other behaviour experts such as Paul Dix).

Our aim is for all staff to complete training to:

- understand key foundations and beliefs of a relationship policy;
- develop their use of listening skills and an effective skill-set when participating in a process of debriefing, repair and reflection;
- recognise the importance of, and ability to use de-escalation techniques/effective team-work to manage challenging behaviours;
- an understanding of a gradual and graded response to managing challenging behaviours;
- utilise IRIS connect as a tool for self-reflection.
- apply an understanding of the legal implications of for example, positive handling;
- demonstrate an increased awareness of the need for documentation for the recording and reporting of incidents.

We may need to use supply staff to support the school delivery. It is important that Curriculum Leaders provide the best level of support to ensure consistency is achieved. Our cover supervisor will provide a brief introduction and guidance, however support needs to be generated from within the faculty area.

6. Pupil Support Systems

Pupils are expected to adhere to the agreed school expectations and should strive to meet and reflect on them. This applies to pupils who are provided with personalised behaviour targets (via their One Page Profile). Pupils are always able to request a meeting with a member of staff that they feel comfortable with, usually the form tutor (emotionally available adult) and more general concerns or suggestions can be voiced through their Head of Year, Wellbeing Team, pupil voice and pupil council.

7. Liaison with Parents/Carers and Other Agencies

Parental support for our Relationships and Behaviour Policy, and the encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour. Parents/carers are encouraged to contact the school with any concerns they may have, and are encouraged to be proactive in sharing and solving problems as they arise.

We will always try to convey positive news and build positive relationships with parents so that if and when challenges arise we are more likely to be able to jointly approach them as partners in a process in which both partners recognise the expertise and experience of the other and all feel valued and empowered.

8. Other Policies Related to this Policy

- Attendance Policy
- Uniform Policy
- ALN Policy
- Antibullying Policy
- Safeguarding Policy
- WG Exclusion Guidance

This policy will be reviewed annually at the Wellbeing Sub Committee.

Appendix A

Classroom Management Strategies

- See Trauma Informed Approach
- Moving pupil to a different seat.
- A quiet conversation.
- Moving pupil towards the front.
- Reminding pupil of your expectation.
- Choice conversation – "You can do this OR you can do this. Now think about it, and I will come back".
- Catch them being good.
- Calm and firm tone of voice – keep it low but firm.
- Extra support with the task.
- Phone calls home.
- Task, time, target – do they know what they need to do, how they do it well and how long they have to do it?
- Positive framing – highlighting the behaviour of others that you want to see in all.
- Pasteur's Perch – Let them see you watching from afar and observing their learning.

Appendix B

Restorative Conversations

A restorative conversation should be held when a relationship has broken down between two parties (i.e. staff and pupil) or a removal has taken place across school.

The aim of the conversation should always be to listen to how the other party feels and sees the situation, accept your differences and agree a way forward.

Some key questions to discuss in a restorative conversation may be:

- what happened?
- what were your thoughts at the time?
- what have been your thoughts since?
- who has been affected by what happened?
- how have they been affected?
- what do you need to happen now?

Both parties are equal in a restorative conversation, and all parties should be listened to carefully without interruption.

In some cases, it may be necessary for a third party to participate in the conversation in the role of mediator. This could be a department lead, pastoral lead or a suitable impartial member of staff. It is the staff teacher involved with the incident to organise a restorative conversation.

A need to avoid a scripted 'don't do it again' and 'forced' apologies.

Appendix C

Graduated Response for Behaviour Provision

The number and frequency of behaviours across a department should be monitored, tracked and intervened by Heads of Department. They should discuss this regularly in Line Management and in Curriculum Meetings.

Across the school, repeated failure to follow the school rules will not be tolerated; however, some pupils will require reasonable adjustments.

The Head of Phase and the Head of Year are responsible for ensuring the graduated response below is followed to support pupils in their phase.

Days exclusion so far	Action to be Taken	Appropriate Support
1 - 4 days	One Page Profile with targets completed or updated by Head of Year, added to Class Charts and shared with classroom teachers. ALNCO informed so added to monitoring list. Head of Year to discuss with pupil and parents warning them of the consequences. Head of Year to identify and agree any support to be put in place with pupils. Pupil on report to Head of Year for two weeks. Letter to be sent home by Head of Year to inform parents of actions agreed in meeting and placed in the pupil's file.	STAR testing results checked if literacy concern. Round robin of feedback gathered from teachers on progress, behaviour and effort. Reasonable adjustments to classroom practise agreed with parents– seating plans, sentence starters, visual aids. Timetable review and RAG rating. Check ins agreed with a point of contact in school. Break and lunch provisions amended. Extracurricular activities for engagement.
5 - 10 days	Head of Phase to hold formal meeting with pupil and parents. PSP (Pastoral Support Plan) completed with pupils and parents. One Page Profile with targets updated. ALNCo to be notified to update monitoring list – IDP and referrals completed if required.	Review of above and referral to appropriate services • Mist • InReach • OutReach • Space Wellbeing • Unicorn • EOTAS Provisions • I2A • CAMHS • Counselling

	Non-statutory governors panel completed after day 10. . Pupil on report to HOP for two weeks Letter to be sent home to inform parents of actions agreed in meeting and placed on file.	• Ashley House • Peaks • EWO • ALNCO referrals as appropriate e.g Outreach, Space ND and/or HUB interventions.
11 - 15 days	AHT to hold formal meeting with pupil and parents. Review of previous support. Review of current provision and external support. Formal referral to ALNCO for identified assessments (WRAT) and IDP process. Possible placement in suitable provision as appropriate. Pupil on report to AHT for two weeks. Letter to be sent home to inform parents of actions agreed in meeting and placed on file	All of the above and consideration of the following: • YOS referral is appropriate; • Multi agency meeting arranged. • ALNCO to attend meeting.
15+ days	Pupil re-admission interview with parents held by Assistant Headteacher. Review of previous support. Agreed strategies to be shared by AHT to implement. Review meeting date agreed. Possible placement and referred to ALNCo for IDP process.	IDP / PSP completed. Managed move considered. PRU placement. Modified timetable with external provision. College for Yr. 11.

	Letter to be sent home to inform parents of actions agreed in meeting and placed on file. Statutory meeting with governors within 20 days of 15th day exclusion in a term. Information given about potential PEX.	