



Ysgol Glan Morfa

Positive Relationships and Restorative Approach Policy

Pennaeth / Headteacher: Meilir Tomos

Cadeirydd y Llywodraethwyr / Chair of Governors: Tony Venn

Dyddiad Adolygu / Review Date: December 2025

Gyda'n Gilydd Fe Lwyddwn

Together We Will Succeed

Introduction

Ysgol Glan Morfa 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.

Key Staff

ALN & Inclusion and Wellbeing Lead: Miss C Lewis

Wellbeing Teaching Assistant: Mrs A Cook

Health & Wellbeing Lead: Mrs R Boffy

Nurture Class Lead: Mrs C Bevan

Thrive Practitioner: Mr D O'Hare

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 @ Ysgol Glan Morfa

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 Glan Morfa 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. This is Restorative Practice.

- 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 Glan Morfa to encourage children to think how their behaviour impacts on others and to enable the children to develop an 'inner moral compass'.

At Ysgol Glan Morfa 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 Glan Morfa 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. We also use praise as often as possible to thank pupils for behaving in a way that is accepted,

Here at Ysgol Glan Morfa, we follow our 5 step procedure.

Step 1 - the first official reminder – a clear reminder of the instruction (e.g the instruction was to use partner voice, to work independently etc).

Step 2 - Second official reminder and 5 minutes away from the group or working/sitting with the teacher.

Step 3 - Third official reminder – Losing playtime / breaktime a restorative approach. (If this happens in the afternoon session then the pupil loses the first break the following day) .

Step 4 – Fourth official reminder – contacting a member of the SLT (through phone/radio) to come and discuss the situation with the pupil.

Step 5 – Spending the rest of the session with a member of the SLT. (outside the HT's office)

All of the “official reminders” above are logged and collected weekly by the SLT so that we can use this data to look for any barriers to learning and to give the child the correct and best support for their needs.

Whole School Script

All of our staff use whole school scripts to ensure consistency with our behavioural structure. Example scripts at Ysgol Glan Morfa (all these would of course be through the medium of Welsh).

“Class X. Stop and Look at me.”

“Pupil X. That’s an official reminder, the instruction was to I will be fair on you“

By doing this we are ensuring that all of our staff are being fair and consistent to all of our pupils.

We also praise our pupils at every opportunity by thanking them for their good behaviour. Examples of this would be

“Pupil X. Thank you for walking in the corridor and showing respect to the school and its rules.”

“Class X. Thank you for working quietly and for using partner voice“

A more detailed view of our scripts can be seen on the school’s behavioural improvement plan. We are working closely with Greg Perry from Future Behaviour.

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 / text message 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 **“Gyda’n Gilydd Fe Lwyddwn / Together We Will Succeed ”**. This is done through earning circles in class. When the class has earned 10 circles they will have a whole class reward.

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. ● 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 if they think that this is necessary.</p>	<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) ● 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"> ● Persistent repetition of medium level behaviours. ● Absolute defiance. ● Willing fully damaging property or damaging property as a result of a more serious misdemeanour. ● 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>

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. 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 completes the barriers to learning form. This will result in targets being given to the pupil to assist them with their behaviour. A risk assessment can also be carried out on this stage to assist the pupil and teacher with the 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 Miss C Lewis who will escalate and contact the County's behaviour support team.**

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

Definition

For the purposes of exclusions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

1. Use of exclusion

1.1 The decision to exclude

1.1.1 A decision to exclude a learner should be taken only:

- in response to serious breaches of the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school

1.1.2 Only the headteacher or teacher in charge of a PRU can exclude a learner. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the headteacher's absence. The headteacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

1.1.3 A decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

1.1.4 There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- **serious actual or threatened violence against another learner or a member of staff**
- **sexual abuse or assault**
- **supplying an illegal drug**
- **use or threatened use of an offensive weapon**

1.1.5 In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed term. Schools should also consider whether or not to inform other agencies, for example, the youth offending team and social workers.

1.1.6 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.

1.2 Drug-related exclusions

1.2.1 In making a decision on whether or not to exclude for a drug-related offence the headteacher should have regard to the school's published policy on substance misuse and should consult the appropriately trained members of the school staff. The decision, however, will also depend on the precise circumstances of the case and the evidence available. In some cases fixed-term exclusion may be more appropriate than permanent exclusion. In more serious cases, an assessment of the incident should be made against criteria set out in the school's policy. This should be a key factor in determining whether permanent exclusion is an appropriate course of action.

1.2.2 Details on developing and implementing substance misuse policies are contained in Guidance for substance misuse education.

1.3 Factors to consider before making a decision to exclude

1.3.1 Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the learner concerned. Before deciding whether to exclude a learner, either permanently or for a fixed term, the headteacher should:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations (the more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be)
- take account of the school's behaviour and equal opportunities policies
- take into account the age of the learner and, where applicable, the 2010 Act (including, for example, any disabilities the learner may have)
- allow the learner to give their version of events
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- if necessary consult others, but not anyone who may later have a role in reviewing the headteacher's decision, for example a member of the discipline committee
- keep a written record of the incident and actions taken

1.3.2 The standard of proof to be applied is the 'balance of probabilities', meaning if it is more probable than not that the learner did what they are alleged to have done, the headteacher or teacher in charge may exclude the learner. However, the more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied.

1.3.3 Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available to the headteacher may be very limited. However, it should be possible for the headteacher to make a judgement on whether to exclude the learner. See section 5 of this guidance, which deals with those circumstances in more detail.

1.4 When exclusion is not appropriate

1.4.1 Exclusion should not be used for:

- minor incidents, such as failure to do homework
- poor academic performance
- lateness or truancy
- pregnancy
- ill health
- breaches of school uniform rules or rules on appearance, including jewellery and hairstyle (see, for example, the Equality and Human Rights Commission guidance Preventing hair discrimination in schools)
- punishing learners for the behaviour of their parents or carers, for example where parents or carers refuse or are unable to attend a meeting.
- protecting victims of bullying by sending them home

1.4.2 In addition, schools need to consider whether it is appropriate to exclude learners with additional learning needs (ALN) or learners with a disability and whether the exclusion would be regarded as discrimination.

1.5 Supporting children: alternatives to exclusion

1.5.1 Exclusion should not be used if alternative solutions are available. Examples include the following.

- Pastoral support programmes (PSPs) may be appropriate where learners who are not responding to schools' general actions to combat disengagement and disaffection are in need of longer-term intervention. PSPs are plans that help schools to understand why learners are behaving in specific ways and support learners to better manage their behaviour. PSPs should be drawn up using a multi-agency approach (including the learner and parents or carers) and reviewed on a regular basis
- Restorative justice gives offending learners the opportunity to redress the harm that has been done to a victim and enables all parties with a stake in the outcome to participate fully in the process. All professionals need to be involved in the process and all parties must consent to participate.
- Internal exclusion can be used to diffuse situations that require a learner to be removed from class, where the situation may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis.

1.5.2 Sometimes practices that are referred to as time out, chill out or isolation, including the use of sensory tents, meet the definition of seclusion if the child or adult is put in a room and not able to leave of their own free will. It is not recommended that children should be secluded in any setting (see Reducing restrictive practices framework).

1.5.3 Internal exclusions may continue during break periods. Schools should, however, ensure that learners have opportunity to rest and engage in play (article 31 of the UNCRC states that every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts).

- Managed moves can be used where a school feels that it can no longer manage the behaviour of a particular learner, and it is in the best interests of the child. The school may arrange, normally through the local authority, for another school to take over the learner's education. This should only be done with the full knowledge and cooperation of all parties involved, including the parents or carers and the local authority. Where the parent/carer and/or learner do not feel that the managed move is an option they wish to explore, then, the headteacher, parent or carer and the learner together need to look for other possible solutions that

meet the needs of the learner (further information about managed moves can be found in Effective managed moves: A fresh start at school for children and young people).

Parents or carers should never be pressured into removing their child from school under threat of a permanent exclusion, nor should learners be deleted from the school roll to encourage them to find another school place. Regulation 8 of the Education (Pupil 10 Registration) (Wales) Regulations 2010 details the only lawful grounds for deleting a learner's name from the school roll. Schools should provide children, their parents or carers, and young people with accessible information about managed moves to enable them to make an informed decision about whether they consider a managed move would be in the best interest of the child or young person.

In accordance with our commitment to maintaining a safe and respectful environment, we adhere to the following disciplinary procedures, which require the sanction of the Headteacher or a senior duty staff member in their absence.

In the event of a serious incident or a significant behaviour issue occurring within the school, all individuals with Parental Responsibility will be contacted by a member of the Senior Leadership Team. Communication may occur via phone, in writing, or by inviting parents into the school at the conclusion of the school day, depending on the timing of the incident.

Should the Headteacher determine that a pupil's behavioural progress is unacceptable, the possibility of a short fixed-term exclusion (one or two days) will be considered. In all cases of exclusion, parents or guardians will be required to attend a reintegration meeting with the Headteacher to discuss the terms of the pupil's re-admittance and the necessary support strategies following the exclusion.

The following circumstances may warrant an internal, minor fixed exclusion, or a permanent exclusion:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour towards a pupil or adult
- Use or threat of an offensive weapon or prohibited item
- Bullying
- Racial abuse
- Abuse related to sexual orientation or gender reassignment
- Disability-related abuse

In instances of serious or persistent misbehaviour, a three-step disciplinary process will be followed, with prior consultation with the Headteacher. Each step will be communicated to parents through a letter. The steps include verbal communication outlining concerns, a warning about potential exclusion, and finally, notification of exclusion along with an invitation to discuss the matter at school.

Exceptions to these steps occur if a pupil poses a serious risk to the welfare of others, resulting in immediate exclusion. In cases of violent incidents or extreme assaults, immediate exclusion will also be enforced.

Important

The key difference between **retaliation** and **self-defence** lies in their intent, timing, and purpose:

Self-Defence

- **Purpose:** To protect oneself from immediate harm or danger.
- **Timing:** Happens in the moment when the threat is actively occurring.
- **Intent:** Aimed at neutralizing or escaping the threat, not to harm the aggressor unnecessarily.
- **Example:** Blocking an attack, pushing someone away, or calling for help during an assault.

Retaliation

- **Purpose:** To seek revenge or "get back" at someone for their actions.
- **Timing:** Happens after the threat has passed or when the aggressor is no longer actively posing a danger.
- **Intent:** Driven by anger or the desire to punish the other person, often escalating the conflict.
- **Example:** Hitting someone later because they hurt you earlier.

Why It Matters:

- **Self-defence** is a justifiable and immediate reaction to protect oneself, often seen as reasonable and necessary.
- **Retaliation**, on the other hand, is not about protection but revenge, and it can lead to further conflict, consequences, or harm to both parties.

Teaching children, the distinction helps them respond appropriately and avoid unnecessary escalation.

Start of the day

All Staff

All staff should be in school by 8.15a.m. At 08.15 all staff who are working as 1-1 support need to be outside on the playground to supervise the breakfast club pupils. All other Teaching Assistants should be out at 08.30am. Members of the SLT should be supervising the school gates which open at 08.30. Pupils enter the site and go directly into their classrooms. Staff should ensure that all pupils enter the classrooms in an orderly manner and put their coats and bags away on arrival.

Break Times

	Morning	Afternoon
Lower/Middle School	10.25 – 10.40	2:00 – 2:15
Upper School	10.45 – 11:00	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/Middle 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	12.15 – 1.00
Middle and Lower School	11:45 – 12:30

In accordance with our behaviour policy, it is imperative that all class teachers escort their students to the hall promptly by 11:45 am for the lower school and by 12:15 pm for the upper school. Following this, pupils from the upper school will be permitted to go outside, and they will be called back into the hall for their lunch. Supervision during this period will be the responsibility of a member of the Senior Leadership Team (SLT) along with designated Lunchtime Staff. It is essential to note that no class should be left unattended; supervision is not the obligation of the Catering staff.

Upon completion of their meals, pupils will transition outside where staff members will be present on the playground to oversee the lower school students until the conclusion of their allotted playtime. As the upper school children finish their lunches, they too will be directed to the playground area. Only two lunchtime supervisors will be required to remain in the hall while the upper school pupils partake in their meals.

It is the duty of lunchtime supervisors to ensure that all children are outside enjoying the fresh air, provided they are not unwell or have received explicit permission from their respective teachers to remain indoors. In such instances where students are permitted to stay in, they must be sent to designated rooms, which are typically located adjacent to the Headteacher's office.

To maintain security and safety during the lunch period, the 'fob' doors should remain securely closed. This procedure is in place to uphold a structured and safe environment for all pupils during lunchtimes, ensuring that their experience is both enjoyable and properly supervised.

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

All children use the Cylch Meithrin toilet 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/Middle School – Pupils to be escorted to their classrooms to be supervised

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.

Clwb Cwtsh During Lesson Times

During lesson times the Clwb Cwtsh 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.

Clwb Cwtsh Lunchtime Provision

The Clwb Cwtsh 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 Clwb Cwtsh Provision. The Clwb is run by Mrs Cook, our Wellbeing TA and whilst there they can take part in many different wellbeing activities. In order to attend on an ad hoc basis the pupil must ask a member of staff to check if there is space available on that particular day.

Clwb Cwtsh 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 Clwb Cwtsh 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.

SEAL - Social and Emotional Literacy

During lessons, especially SEAL lessons and assemblies, staff endeavour to consolidate restorative justice approaches and the school guidelines.

Additional Learning Needs (ALN) Register

Children who are registered on the ALN register for having behavioural difficulties are catered for in the following ways; School Concern - These are children whose behaviour causes us some concern and are catered for by the class teacher and by the inclusion team as the need arises. The inclusion team liaises with staff regularly and offers more support if the child's behaviour deteriorates. If the behaviour does not improve with this level of support the child will go onto School Action.

School Action and School Action Plus – Following consultation with parents and class teachers these children are placed on an Individual Behaviour Plan that 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.

Those at School Action Plus receive extra support from Pupil Support Services or one of the medical or social service teams.

School Action Plus and Statement - 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.

Miss C Lewis 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 Glan Morfa.

Pupil Involvement

During the consultation period Key Stage 2 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.