



Polisi Parch a Pherthynas

Respect and Relationships Policy

Dyddiad Cymeradwyo a Dyddiad Adolygu
Date Approved and Review Date

Gweler Cynllun Adolygu Polisiau
See Policy Review Timetable

Ysgol Dyffryn Conwy's Respect and Relationship Policy

The school's ethos is based on respect for every individual who belongs to the existing community here whether staff or learner. The happiness of the school community is based on high expectations. Self-respect, respect for others, courtesy, kindness, sensitivity, consistency and fairness are the main values of school life. From this philosophy comes our discipline. We try to foster the principle of self-discipline by awakening the awareness of the responsibility everyone has for their own actions.

Ysgol Dyffryn Conwy's Respect and Relationship Policy is based on these values and sets a framework of clear and fair positive discipline for dealing with cases of misbehaviour inside or outside the classroom. The policy is also developing and materializing core purposes of a New Curriculum for Wales so that children and young people have the opportunities to become:

- **ambitious, capable learners who are ready to learn throughout their lives**
- **enterprising, creative contributors who are ready to play their full part in their life and their work**
- **principled, informed citizens in Wales and the world**
- **healthy, confident individuals who are ready to live life realizing their desires as valuable members of society**

The school implements the principles of Restorative Practices as an integral part of the policy. Our main aim is to ensure a positive approach towards the life and work of the school to promote and allow successful learning inside and outside the classroom. As a school that respects the rights of school children this policy is also implemented in accordance with the principles of the Children's Rights Convention of the United Nations that gives children the right to an education without being disturbed by the inconsiderate behaviour of other pupils.



A SCHOOL THAT RESPECTS RIGHTS

As a 'Rights Respecting School' we are committed to teaching pupils about the Convention through a series of activities and campaigns.

- **Article 12- The right of every child to say what should happen and to be heard**
- **Article 19- The right not to be harmed, to be cared for and kept safe**
- **Article 28- The right to learn and go to school**
- **Article 29- The right to be the best it can be**
- **Article 30- The right to use one's own language**
- **Article 33- The right to be protected from dangerous drugs**
- **Article 37- The right to be treated fairly**

Expectations

The school's expectations are all based on the principle of respect, living together and getting along with one another.

Respect posters are seen across the school setting out the school's main expectations. In each classroom a poster is placed which tracks the Class Expectations clearly for everyone. Our expectations are constantly referred to in school assemblies, pastoral periods and lessons. A clear message is given to the school community that aggressive behaviour/bullying of any kind is unacceptable and that there will be a detailed investigation into incidents with serious consequences in accordance with the expectations. This is based on the principles of Restorative Practices with the aim of restoring bad behaviour to respectful behaviour and restoring the relationship between pupils in order to move forward with school life wherever this is possible. The Recovery Discussion Round process is used as an integral part of the disciplinary process.

We aim to create a positive learning environment by:

- Promoting good behaviour
- Promoting self-discipline and self-esteem
- Promoting positive relationships
- Promoting consistency in responding to positive and negative behaviour

When standards of behaviour are not acceptable, the school tries to be firm, fair, clear and consistent:-

- firm - in the cases followed; action is taken; the pupil is told that his behaviour is unacceptable and serious incidents are dealt with accordingly, which includes using the correct procedures.
- fair - that the nature of the punishment suits the wrongdoing, but allows for individual circumstances.
- clear - learners and parents understand the expectations.
- consistently - clear guidelines are given to staff to promote fairness when dealing with cases of misconduct and the range of punishments are used regularly.

For this to be effective, all staff must support and implement the behaviour policy thoroughly and constantly. If this does not happen, the pupils will be confused and the policy weakened. Our school policy for behaviour and discipline must be always reinforced inside and outside the classroom by all the staff.

Our Respect poster demonstrates what is important to us at Ysgol Dyffryn Conwy

PARCH

Cymraeg yw iaith yr ysgol a phob gweithgaredd yn yr ysgol

YMDDYGIAD

Parchu hawl **pob plentyn** yn ôl y Cenhedloedd Unedig i gael addysg dda ac i fod yn hapus a diogel yn yr ysgol. Dilyn rheolau'r ysgol ar gyfer ymddygiad mewn gwersi a thu hwnt i wersi. Gwrando ar staff yr ysgol.

CYFRIFOLDEB

Mae angen i bob disgybl i dderbyn cyfrifoldeb am ei weithredoedd ei hunan.

Mae hyn yn cynnwys cyfrifoldeb i sicrhau bod ei ymddygiad yn hyrwyddo dysgu ac addysgu effeithiol a diogel.

YMDRECH

Rhaid rhoi 100% - eich gorau – i gyflawni gwaith dosbarth, gwaith cartref, a gweithgareddau eraill.

EMPATHI

Mae empathi, sef y gallu i ddeall teimladau eraill, yn allweddol i sefydlu ffydd a pharch ac i ddangos parch i deimladau, anghenion a hawliau pobl eraill.

PRESENOLDEB / PRYDLONDEB

Presenoldeb 100% Prydlondeb i bob gwers.

GWISG

Tei a siwmpwr yr ysgol, crys gwyn, trowsus du / sgert ddu, esgidiau du ar bob achlysur



DISGWYLIADAU'R

Ystafell Ddosbarth

Cymraeg yw iaith yr ysgol a phob gweithgaredd yn yr ysgol

1 Rhaid cyrraedd y wers yn brydlon ac ar amser.

2 Dilynwch gyfarwyddiadau'r aelod staff y tu allan i'r ystafell ddosbarth ac ewch i mewn i'r ystafell yn dawel.

3 Gosodwch eich offer ar y bwrdd. Bag ar y llawr a chot ar y gadair. Parchwch adnoddau'r ystafell.

4 Mae hawl gan bob disgybl i gael addysg dda. Rhaid parchu pawb:

✓ Pan fydd yr aelod staff yn hawlio sylw, rhaid ymdawelu yn syth a gwrando.

✓ Codwch eich llaw cyn gofyn am ateb cwesitwn.

✓ Gwrandewch ar yr aelod staff ac ar gyfraniad disgyblion eraill.

5 Gwnewch eich gorau a chyfranwch ymhob tasg neu weithgaredd.

6 Cwblhewch bob darn o waith hyd eithaf eich gallu.

7 Ar ddiwedd y wers, rhaid gadael yn dawel pan fydd yr aelod staff yn eich rhyddau.

Offer ac adnoddau angenrheidiol

Dylech ofalu fod yr offer cywir gennych ym mhob gwers.

Bydd angen adnoddau cyffredinol i bob gwers ond offer mwy penodol i wersi eraill.

Eich cyfrifoldeb chi yw sicrhau bod popeth sydd angen gyda chi



See translation of posters below:

RESPECT

The language of the school and every activity is Welsh.

Behaviour

In compliance with The United Nations, to respect every child's right to good education and to be happy and safe in the school. Follow the school rules for behaviour in lessons and outside lessons. Listen to school staff.

Responsibilities

Every pupil should accept responsibility for their own actions.

This includes responsibility to ensure their behaviour promotes teaching and learning effectively and safely.

Effort

We must give 100% of our best- to complete classwork, homework and other activities.

Empathy

Empathy, the ability to understand the feelings of others is key in establishing faith and respect and in showing respect to the feelings of others, their needs and rights.

Presence/ Punctuality

100% Presence

Punctual for every lesson.

Dress code

School tie and jumper, white shirt, black trousers/skirt, black shoes on every occasion.

CLASSROOM EXPECTATIONS

The language of the school and every activity is Welsh.

1. Arrive at lessons on time.

2. Follow the staff instructions outside classroom and enter the room quietly

3. Place your belongings on the table. Bag on the floor and coat on the chair. Respect the equipment in the room.

4. Every pupil has the right to have a good education. We must respect everyone:

- When staff member demands attention, we must be quiet immediately and listen.***
- Put your hand up before asking a question.***
- Listen to the staff member and to other pupils' contributions.***

5. Do your best and contribute to every task and activity.

6. Complete each piece of work to the best of your possible ability.

7. Leave quietly at the end of the lesson when the staff-member releases you.

Equipment and essential resources

Make sure you have the correct equipment in every lesson.

You need general equipment for every lesson and more specific equipment for other lessons.

It is your responsibility to ensure that you have everything you need with you.

Restorative Practices

A successful community is when we are familiar with everyone, and trust and work together in a fair way to resolve conflicts, and to make people feel better.

How do we do that at Ysgol Dyffryn Conwy?

By implementing the principles of "Restorative Practices".

What are they?

- **Restoring Questions** - a pupil is asked six restoring questions following experience of conflict:

1. What happened?
2. What was on your mind at the time?
3. What have you been thinking about since then?
4. Who has been affected by what you did?
5. In what way were they affected?
6. What should happen next in your opinion?

- **Restorative Circles** - a meeting is organized following a significant conflict, usually chaired by a teacher, with the intention of resolving conflicts and restore the damage that has been caused. The scrutiny of the meeting will be the six restorative questions, but with some that are targeted at the person who has suffered, as well as the one who inflicted it.
- **Affective Language** - adults throughout the school use language that communicates to the pupil the effect of his/her behaviour on others and therefore promotes a good relationship (e.g. "I feel frustrated, Gareth, because you don't listen to me").
- Following each serious incident, after the investigation and disciplinary process, a remedial process will be implemented to allow learners to recover themselves and create an agreement and constructive collaboration with the other pupil or the other pupils or the member of staff.

Research shows that the effect of Restorative Practice is:

- Learners feel positive about the school
- A sense of security in the school community
- A reduction in the levels of bullying
- Reduction in learner absence due to bullying/ Increase in attendance
- Learners and teachers develop conflict resolution skills
- Improved achievement
- Reduction in the number of exclusions/ Avoid using more extreme steps of discipline
- Reduction in school discipline referrals/Reduction in external referrals
- Better relationships

Respect Steps - Guidance for staff

The steps below have been drawn up to ensure consistency and fairness in the implementation of school rules. Learners will be expected to show respect for their work and others (other pupils, staff and any visitors) during lessons and at any time during the school day.

The following guidelines are not exhaustive and do not cover every possible instance of misconduct within the school. However, they outline specific steps to follow in certain situations. Teachers applying these steps should exercise professional judgment and consider the context before taking action.

If a pupil breaks these rules, teachers are expected to follow the concrete steps below.
(Translation of Poster below)

Respect

Behaviour for learning

*Step 1 **Warning If I choose not to conform....***

*I will be given a **warning** with a chance to modify my behaviour.*

*Step 2 **Second Warning***

If I choose not to conform my behaviour or will not show a positive attitude towards learning

*I will receive a **second warning** and possibly be moved within the classroom.*

*Step 3 **Removal If my behaviour does not allow me or others to learn....***

*I will be **removed from the lesson** for a short period of time.*

I will be returning to the lesson.

*Step 4 **Removal and more***

If I continue to fail showing a positive attitude to learning.....

*I will be **removed from the rest of the lesson***

I will be sent to the inclusion room

*Step 5 **Pastoral Officer***

The teacher will consult the Pastoral Officer

A pastoral officer will lead me to the Inclusion Room

POSTER - Out of Lessons?

If you are on the corridors during lessons....

You must have a note.

If you do not have a note...

You must react positively to staff.

Do not walk away.

You will be detained IF you have walked away.

Ask your teacher for permission to go to the toilet.

Choose wisely. Do not arrive at Inclusion.

Operating Steps

STEP 1: Dealing with the misbehaviour within the class = first warning.

Possible strategies

- Explain the misconduct to the pupil and how he should behave

STEP 2: Second Warning

- Explain the misconduct to the pupil and if relevant take action to move within the class

Possible strategies

- Move the pupil to work with other pupils.
- Move the pupil to the front of the class or change places with another pupil.
- Move the pupil to another part of the room alone.
- Pupils should not be sent out of a room to stand outside for any disciplinary reason.
- **Note on Class charts - STEP 2 Button**
- **Stage 2 means a second warning, a record on Class charts (- 1 negative point).**

STEP 3: Exclude the pupil from the lesson for a certain period

If a pupil refuses to comply with stage 2, or if the pupil continues the behaviour 'Step 3' action will be required.

'Step 3' is defined as an opportunity for the pupil to have a short break from the lesson (time out) (Time to think) about refusing to comply.

Exclusion from the lesson - learner expectations

- Standing outside - at the door
- Not distracting others
- No wandering
- Think about what has happened during the lesson.

Strategy 1 (deal with the learner myself - develop a relationship)

- The pupil will have a restorative conversation with the member of staff who is responsible for the class on the corridor without the other learners hearing) where he/she will be under the supervision of the member of staff. Following a restorative conversation and having a short break from the lesson the intention is to have the learner coming back in for another chance.

Strategy 2 (demand for a pastoral officer - a more challenging situation / happening constantly / health and safety situation)

- Call the Pastoral Office and ask for a member of the Pastoral Team to come to the pupil (in question). Members of the Pastoral Team are "on duty" for such calls.
- The pupil will have a restorative conversation with the Pastoral Officer on the corridor or a suitable nearby location (empty room close by) where they will be under the supervision of the Pastoral Officer.
- Following a restorative conversation and having a break from the lesson the intention is to get the learner back in for another chance.
- If a learner is consistently excluded from a lesson, the Pastoral Officer will contact parents to discuss the incident / the pupil's behaviour.
- **Note on Class charts - STEP 3 Button**
- **Step 3 means an exception from the lesson, a record on Class charts (- 2 negative points).**

A pupil who refuses to come into the lesson or does not follow reasonable instructions from staff member will go straight to next point.

STEP 4: Referral Room

If a pupil refuses to comply with step 3, or if the pupil continues to misbehave, 'Step 4' will need to be implemented.

If a pupil receives 4 warnings in a lesson, they will be asked to attend the reference room. Pupils will be told which room to go to. The pastoral team can support this.

On rare occasions, more serious incidents may require the use of the referral room immediately. The pastoral team will support the removal of pupils from class if necessary.

Possible strategies

- Contact the reference room and let them know that a pupil is on their way.
- Let the pupil know where the reference room is and send them there with work to complete.
- Once the pupil has arrived in the reference room, tell them to sit down at the back of the room to complete work.
- **Note on Class charts - STEP 4 Button**
- **Step 4 that the pupil moves to the referral room, record on Class charts (- 3 negative points).**

STEP 5: Pastoral Officer

If a pupil refuses to comply with step 4, or if the pupil continues to misbehave, 'Step 5' will need to be implemented.

Strategy

- Call the Pastoral Office and ask for a member of the Pastoral Team to come to get the pupil. Members of the Pastoral Team are "on duty" for such calls.
- The pupil will be taken to Inclusion where he/she will be under the supervision of one of the Pastoral Officers.
- There will be consultation with the Assistant Headteacher in cases of serious misconduct.
- The Assistant Headteacher can adjust the exception from lessons due to the pupil's behaviour in the room.
- If the learner does not comply with Pastoral Officers in cases of exception, then the Pastoral Officer / Teacher will contact a member of the Senior Leading Team in order to further support the situation.
- **Note on Class charts - STEP 5 Button**
- **Step 5 means an exception for the rest of the lesson, a record on Class charts (- 4 negative points).**

Inclusion

- Pupils will spend time in Inclusion the day after an event.
- Who spends time in the inclusion will be decided following a meeting between the Pastoral Team and the Senior Leading Team (SLT) at the end of each school day.
- When they are in Inclusion pupils will undertake curriculum and intervention work under supervision.
- Parents are informed that a pupil has been sent to Inclusion via Class Charts.
- If a pupil refuses to attend Inclusion an external exclusion will have to be considered.

Individual Tracking Plan (ITP)

- A member of the SLT will carefully monitor negative behaviour points and punctuality to lessons. When a pupil reaches the action points, a meeting is arranged with parents / guardians to discuss the next steps.
- If a pupil is placed on ITP, it will be made clear to the parents / guardians what their objective is and the possible actions if behaviour continues to be challenging.

[Behaviour Structure \(1\).pdf](#)

POSITIVE DISCIPLINE

Every teacher has a responsibility to look after the welfare and progress of our pupils as well as maintaining educational standards.

The role of the individual teacher is very important in terms of establishing a pleasant and safe ethos, in order to foster values such as courtesy, fairness, trust, honesty and consideration of the rights of everyone who works within our school community.

All teachers are asked to administer the guidelines, ensuring that the pupils are also familiar with the guidelines and the rules.

WHAT IS POSITIVE DISCIPLINE?

- A method that ensures a suitable learning environment controlled by the teacher.
- It is an approach based on the right to teach and the right to learn
- It is a method that has POSITIVE behaviour – for the pupil and the teacher, at its core.

PHILOSOPHY OF THE SCHEME:

Respect and a good relationship between teachers and pupils are at the heart of successful learning and teaching: creating and maintaining that is the intention of the plan.

In implementing this plan, we set for each other - pupils and teachers, an atmosphere of trust and a foundation for successful communication. By acting with respect for each other and setting, by example and consistency, high expectations of behaviour and work, we foster a constructive context to educate our pupils fully and successfully.

The school, in partnership with the Governing Board and our parents, has high expectations in terms of behaviour. This scheme is developed to ensure that pupils who insist on misbehaving are dealt with in a firm and consistent way.

Any pupil with behavioural problems or difficulties is supported by the school's Pastoral System.

IMPLEMENTING THE POSITIVE SYSTEM

POSITIVE DISCIPLINE IN THE CLASSROOM FOLLOWING THE EXPECTATIONS OF THE CLASSROOM

- ensure pupils' understanding of the expectations and respect, by explaining the logic behind them
- display the expectations in the form of a poster / power point
- constantly inform parents of expectations
- revisit the expectations constantly

DECIDE ON POSITIVE OUTCOMES / CREDIT

- credit points
- certificate
- display work
- contact the home
- Raffle tickets / Points / Competition between classes / Tour

PRAISE OF ANY KIND MUST BE GIVEN FAST AND MEANINGFULLY

DECISION ON CONSEQUENCES / SANCTIONS

Consequences / sanctions should be:

- things that pupils don't like
- effective
- easy to implement consistently
- suitable for the pupils
- public for all

Consequences / sanctions may include:

- a warning
 - a move
 - losing time during a break or lunch
 - 'Time to Think'
 - contact the home
- Step 5/6(*in cases of serious misconduct*)

By acting on negative results, you must:

- be consistent
- not show favouritism
- offer the results as a choice
- use a suitable tone of voice
- look for an opportunity to praise the pupil after the misbehaviour
- start the next lesson with a 'clean slate'.

TO SUMMARIZE

- Positive Discipline is praising the pupil for doing something that is good.
- Positive Discipline produces self-discipline and raises pupils' motivation.
- Positive Discipline encourages pupils to accept responsibility for their behaviour.
- For the principles of Positive Discipline to take root effectively, ALL teachers must operate consistently.
- The principles of Positive Discipline must be at the core of all aspects of our teaching.