

YSGOL WIRFODDOL EGLWYSIG Y MODEL MODEL CHURCH IN WALES SCHOOL

Mission Statement

The Model Church in Wales School's mission is to work within a Christian ethos to nurture and develop all that is best in our pupils providing them with a sure foundation for their future.



Restorative Relationships and Behaviour (including Anti-Bullying) Policy

Policy confirmed by the Governing body of Model Church in Wales School on:

Date:

Signed: (Chair of Governors)

..... (Headteacher).

[Reviewed: 29th November 2023 by the Full Board]

“Jesus our ‘Model’,
Helps us to share
Learning and Kindness,
Friendship and care”

Pupil Behaviour and Discipline (including Anti-Bullying) Policy

1. Ethos of the School

1.1. The Model Church in Wales School is a Voluntary Aided School. Trusting in God we aim to:

- Ensure that each child realises his or her full potential
- Meet the needs of individual children in a caring Christian environment
- Develop mutually supportive links between home and school and Church and the wider community
- Develop confidence, independence, and self-esteem, together with respect for all people
- Provide high quality teaching and stimulating learning opportunities
- Establish high expectations of attitude, behaviour and achievement
- Prepare children for their responsibilities as good citizens and develop their awareness of their role in the wider community.

2. Introduction

2.1. At the Model School, it is our intention to approach behaviour and discipline in a proactive, positive way. We seek to teach children the difference between right and wrong and to follow the teachings of Jesus Christ. We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

2.2. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

2.3. Through our practice and teaching we aim:

- To show respect for others, for the environment and for ourselves.
- To enable children to distinguish between right and wrong.
- To encourage children to discuss aspects of their own behaviour and that of others and to make suggestions to improve their own behaviour or the behaviour of others.
- To make the school policy available to parents and to encourage them to promote positive behaviour, working in partnership with the school.
- To enable the children to understand the system of rewards and sanctions and to enable them to measure how their work, skills and attitudes are improving.

3. Aims:

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach, which draws on all those, involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

4. Restorative Approaches

4.1 Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for his or her own behaviour.

- 4.2 The Restorative approaches are based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.
- 4.3 Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are, made individuals are less likely to cause harm to others or choose to damage relationships.
- 4.4 From discussions during circle time, each class will develop a set of class values/needs, which will be displayed. All children and adults will be expected to uphold them. There needs to be common expectations of behaviour within every class to enable the children to develop personal and social skills and to help them to acquire positive attitudes to learning.

5. Positive Behaviour

5.1 Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- staff congratulating pupils
- giving children stickers
- stamps
- house points
- whole class rewards
- pupil of the week certificates
- lunchtime supervisors selecting pupils for praise;
- Head Teacher's award.

5.2 We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they agree. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Reading records or home-school books are used to send messages home or into school.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements
- Certificates and stickers that children take home

5.3 Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;

5.4 As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include:

- House Captains and Vice-Captains
- Membership of the School Council;
- Playground Peacemakers;
- Classroom and school wide monitor jobs;
- Members of the Eco committee;
- Criw Cymraeg
- Digital Champions
- Bronze Ambassadors
- Supporting office admin staff to deliver letters/resources.
- Lunchtime Monitors

6. The Restorative Approach – Building a positive community including rules and high expectations.

The ethos of the school underpins all rules relating to behaviour within the school

6.1 Children need to know and help set the class rules. Each teacher works with their class to formulate a class needs/values, detailing a shared set of rights and responsibilities for all members of the class community. Every class takes part in class

circles; this time is used to build connections and relationships within the class. During circles, expectations of behaviours are taught and reinforced on a regular basis and are on going throughout the year. The class will develop their own class rules for learning, circles and behaviour. The agreed rules are on display in the classrooms.

6.2 Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

Our Restorative Ladder (Appendix 3) shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

7. What are our expectations for pupil conduct?

7.1 We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Assemblies

Children are expected to enter and leave the hall silently, and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

The Dinner Hall

Children should line up and be polite when receiving their meal, following any directions of the adults in charge. After their lunch, should clear their eating area, leave the dining area and walk to the playground or field.

The Playground

At Model Church in Wales School, we do not distinguish between the authority of one adult to another, regardless of role. At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have been hurt, or have an issue. The adults on duty are responsible for ensuring that they are safe; that the playground rules (Appendix 4) are being adhered to and that any incidents are being properly dealt with through a restorative approach. Any serious behaviour incidents should be reported to a Senior Leadership Team member for further investigation. Additional guidance and rules for break times can be found at Appendices 3 and 4.

School uniform

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour.

8. The Restorative Approach – Dealing with inappropriate behaviour.

8.1 Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

8.2 The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

8.3 When there have been incidences between two children key questions can be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened?

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have his or her point of view listened to.

What do you think and feel about that?

What each person was thinking and feeling at the time, before and since.

Who has been affected and how?

Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved?

What those affected need to feel better, move on, repair harm and rebuild relationships.

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

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.

The Restorative Approach and use of consequences

9.1 When using consequences at Model Church in Wales Primary School, the child (ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. Each class and communal area should have a clear display of the process of consequences (Appendix 3) so that it may be referred to as part of a restorative discussion.

9.2 We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

9.3 Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with. Appendix 1 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Implementation of the Restorative Approach – Practicalities

10.1 At Model Church in Wales Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour.

10.2 The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding. When working with pupils in the Early Years or Foundation Phase our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused.

10.3 This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Additional Learning Needs can require support in recognising how their actions have affected others or how they feel about an incident.

10.4 Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

11. Restrictive Physical Intervention

11.1 On rare occasions, there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases, the adults dealing with the issue may choose to implement consequences that could range from, loss of privileges to reporting to the Assistant Headteachers or Headteacher for a temporary internal/external exclusion and involving external agencies for behaviour monitoring and support.

11.2 However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

11.3 To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

11.4 Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. RPI will always be carried out with the child's safety and dignity in mind.

11.5 A safe room is available in school, and when possible, pupils who have been subject to RPI can be taken to this room for time to become calm and collect their thoughts. Where there has been RPI, a record must be noted on the child's record on Teacher Centre and parents must be informed as soon as practical after the incident.

12. Bullying

- a. We are a Christian community and bullying of children, whether verbal, physical or cyber will not be tolerated under any circumstances. It is the responsibility of the whole school, including the families of the children who attend the school, to prevent it. Guidance for parents and children on what to do if they see bullying taking place is provided in Appendix C.
- b. The school will react firmly and promptly where bullying is identified. There are ranges of sanctions available to the school depending on the perceived seriousness of the situation.
- c. These include:
 - Referral to class teacher
 - Loss of playtime (in line with Restorative Ladder)
 - Referral to Headteacher.
 - Formal Restorative meeting with parents and children. (In line with Restorative Ladder)
 - Internal Exclusion.
 - Exclusion.
- d. Exclusion is a last resort but will be actioned in extreme cases. The school's policy on exclusion is given in more detail below.
- e. In order to deal with bullying, the school will:
 - Support children who are being bullied.
 - Help bullies to change their behaviour.
 - Take bullying seriously and find out the facts of any incident.
 - Meet those concerned individually.
 - Use peer group pressure to actively discourage bullying.
 - Break up bullying groups.
 - Involve parents at an early stage
 - Help children develop positive strategies and assertion.
 - Use 'buddies' to support/help both those bullied and those accused of bullying.
 - Be equally concerned about bullying to and from school.
 - Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
 - Use circle time to discuss with and involve children in school rules and behaviour.
 - Request help from Pupil Behaviour Support Services and Educational Psychologist where necessary.

- f. If a report of a bullying incident is made the following procedures should be followed:
- The Headteacher must be informed and a form completed (appendix B).
 - The Headteacher will contact the parents of both parties concerned either by phone or asked to come in.
 - A restorative practice approach is used for the bullies to reflect on their behaviour and plan how they will move forward and improve their situation.
 - Daily monitoring of the pupils concerned will be undertaken.
 - Persistent offenders will be engaged with outside agencies to assist and improve the situation.

13. Exclusion

- g. The school will follow the guidance laid out by the Welsh Government in their Guidance document no: 171/2015 "Exclusion from schools and pupil referral units":
- 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.
- h. Only the Headteacher can exclude a learner. If the Headteacher is 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.
- i. 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, which 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.
- j. There will, however, be exceptional circumstances where in the Headteacher's judgement it is appropriate permanently to 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.
- k. 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 to inform other agencies, e.g. Youth Offending Team, social workers, etc.

- I. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

E-Safety - If there are any issues relating to E-Safety, please refer to the e-safety policy.

NOTE: If the guidance or the law is updated then the school will follow the latest guidance.

Appendix A

Pastoral Advice

It is everyone's responsibility to prevent bullying. Here is some advice for parents and children:

Parents

It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of school. As well as keeping up to date with your child's friendships, you may well learn of disagreements or difficulties.

Watch for signs of distress in your children. There could be an unwillingness to attend school, headaches, stomach aches, etc. Toys or equipment going missing, requests for extra pocket money, etc. There are many reasons why your child may be unsettled at school, bullying is always a possibility.

If you think your child is being bullied, inform the school immediately and ask for an interview with the member of staff who should deal with the incident.

If you are dissatisfied with the outcome, request an interview with the Headteacher.

Remember, it is everyone's responsibility and allow the school time to investigate the problems. All reports will be investigated urgently.

Children

If you are being bullied:

- Try not to show that you are upset - this is difficult.
- Try to ignore the bullying.
- Walk away quickly and confidently - even if you don't feel that way inside.
- Try being assertive - shout loudly.
- Get your friends together and say no to the bully.
- If you are different in any way, be proud of it - it is good to be an individual.
- Avoid being alone in a place where bullying happens.
- If you are in danger, get away.
- Tell an adult you can trust.
- Request to speak with the Headteacher.

You can help stop bullying:

- Do not stand by and watch - fetch help.

- Show that you and your friends disapprove.
- Give sympathy and support to children who are being bullied,
- Be careful about teasing or personal remarks - imagine how you might feel.
- If you know of serious bullying, tell a trusted adult. It's not telling tales, the victim
- may be too scared or lonely to tell

Procedure followed if you have been a victim of bullying:-

- The pupil will be monitored daily by staff who will remain vigilant.
- Regular contact with the parents will be observed to ensure the situation has improved.
- A PSE approach will be used to support the victim.
- In extreme cases outside agencies will be contacted to support the victim and their family.

Appendix B

BULLYING INCIDENT RECORD

Date:

Time:

Name and class of pupil(s) who has been bullied:

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Name and class of pupils accused of bullying:

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Description of incident:

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Name of Teacher/Support Assistant:

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Signed:

Pupils:

Signed:	Signed:	Signed:

Signed:	Signed:	Signed:
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Location of incident:

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Frequency:

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Action taken following incident:

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Identification of any long term needs of pupils bullied or those accused:

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Name of investigating teacher:

Who reported the incident?

Involvement of parents:

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Further action taken:

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Recommendations to prevent further incidents:

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Appendix C Restorative Ladder

Behaviours:	Adult responses / options to discuss with the child:
<ul style="list-style-type: none"> *Low level disruption *Boisterous behaviour (playground) *Uncooperative actions *Not getting on with task in hand *Using avoidance tactics *Disrupting others 	<ul style="list-style-type: none"> *Preventative actions / de-escalation *Calming time within class / Distraction job *Individual working space *Informal discussion to support child (RP questions, choices) *State the facts/ Affective statements *Validate and redirect
<ul style="list-style-type: none"> *Repeatedly disrupting others *Inappropriate discussions and statements *Inappropriate language *Poor choices *Teasing *Hurt someone (carelessness) *Lack of respect for people or property 	<ul style="list-style-type: none"> *Catch them being good *Miss part of golden time/special privilege *Miss part of next play session *Catch up on missed work *Do something nice for those who have been upset *Inform parents
<ul style="list-style-type: none"> *Severe swearing/verbal abuse of another *Physical assault (kicked/hit/bit as part of incident) *Refusal to accept prior guidance *Continual disruption over a period of time *Vandalism 	<ul style="list-style-type: none"> *Miss all golden time *Miss a break time *Discussion with parents or carers *Work in another class *Reflect on their actions (mind map, letter, picture, feelings work) and make amends *Work outside class
<ul style="list-style-type: none"> *On-going of the above behaviours or extreme example of above behaviours *Extreme reaction to a situation *Physical assault – member of staff *Physical assault (kicked/hit/bit without provocation) *Bullying 	<ul style="list-style-type: none"> *Formal restorative conversation, including parents *Staff member support *SLT support *Internal exclusion *Explore external agency support
<ul style="list-style-type: none"> *Racism *Specific behaviours related to an on-going issue 	<ul style="list-style-type: none"> *Headteacher intervention *Multi-agency meetings *Exclusion

Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences. Adults should use their professional judgement.

