

Behaviour, Relationships and Restorative Practice Policy



Ysgol Gymunedol Bancffosfelen 2026 – 2027

Name and Role	Signature	Date
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Policy Statement

At Ysgol Bancffosfelen, we believe that positive behaviour is built through strong relationships, mutual respect, consistent expectations and a culture where every child feels valued, safe and supported. We are committed to creating a nurturing and inclusive environment where all pupils are encouraged to make positive choices, develop self-discipline and take responsibility for their actions.

Our approach is underpinned by restorative practice, which focuses on repairing harm, rebuilding relationships and supporting pupils to learn from mistakes. We recognise that behaviour is a form of communication and seek to understand the reasons behind behaviours whilst maintaining high expectations for all learners.

This policy supports the school's commitment to:

- Promoting positive relationships and wellbeing.
- Developing pupils' moral understanding and social responsibility.
- Providing a safe learning environment for all.
- Encouraging pupils to become ethical, informed and responsible citizens.
- Ensuring consistency and fairness in managing behaviour.
- Supporting equity, inclusion and individual needs.

Aims

The school aims to:

- Foster a positive, respectful and caring ethos.
- Promote high standards of behaviour and conduct.
- Encourage pupils to make positive choices independently.
- Develop pupils' ability to reflect upon and regulate their own behaviour.
- Build resilience, empathy and emotional literacy.
- Use restorative conversations to resolve conflicts and repair relationships.
- Celebrate effort, achievement and positive contributions to school life.
- Ensure pupils, staff and families work together to support positive behaviour.

Core Principles

At our school we believe:

- Every child has the right to feel safe, respected and valued.
- Every child can learn from mistakes.
- Positive behaviour should be recognised and celebrated.
- Restoring relationships is more effective than punishment alone.
- Consistency and fairness are essential.
- Pupils should have a voice in decisions that affect them.
- Strong partnerships with families are crucial to promoting positive behaviour.

Restorative Practice

Restorative practice forms the foundation of our behaviour approach.

Rather than focusing solely on sanctions, restorative practice seeks to:

- Understand what has happened.
- Explore who has been affected.
- Encourage accountability.
- Repair relationships.
- Support future positive choices.

Staff use restorative questions such as:

For the Pupil Responsible

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by your actions?
- How have they been affected?
- What could you do differently next time?
- What needs to happen to make things right?

For the Person Affected

- What happened from your perspective?
- How did this make you feel?
- What has been the impact on you?
- What would help repair the situation?

Restorative conversations may take place:

- Between pupils.
- Between pupils and staff.
- In small group discussions.
- In meetings involving parents/carers where appropriate.

The emphasis is always upon reflection, accountability and repairing relationships.

Promoting Positive Behaviour

The school actively promotes positive behaviour through recognition, encouragement and celebration.

Strategies may include:

Whole School Recognition

- Celebration assemblies.

- Achievement awards.
- Headteacher awards.
- Certificates.
- Class recognition awards.

Classroom-Based Rewards

- Praise and positive feedback.
- Golden Time.
- Class reward systems.
- Marbles in a Jar.
- Pebbles in a Jar.
- Points systems.
- Bank Tickets.
- Raffle Tickets.
- Team rewards.
- Special responsibilities.

Leadership and Responsibility Opportunities

- Daytime monitors.
- Playground buddies.
- Peer support systems.
- Class responsibilities.
- Pupil leadership opportunities.

Positive Reinforcement

Staff will:

- Recognise and praise positive choices.
- Highlight exemplary behaviour.
- Reinforce expectations consistently.
- Focus on desired behaviours.
- Encourage intrinsic motivation and self-regulation.

Wherever possible, staff will seek to encourage positive choices rather than focus on sanctions for inappropriate choices.

Pupil Voice

The school values pupil participation in shaping behaviour systems.

Each academic year, and where appropriate each term, pupils will be consulted regarding:

- Reward systems.
- Playground initiatives.
- Positive behaviour strategies.
- Class agreements.
- Wellbeing initiatives.

This ensures systems remain meaningful, engaging and reflective of pupils' needs.

School Expectations

All pupils are expected to:

- Treat others with kindness and respect.
- Follow staff instructions.
- Take responsibility for their actions.
- Respect school property and the environment.
- Work to the best of their ability.
- Contribute positively to school life.
- Resolve disagreements respectfully.

Supporting Self-Reflection and Behaviour Improvement

Where inappropriate behaviour occurs, staff will use a graduated approach which encourages reflection and self-regulation.

Stage 1: Reminder and Reflection

Pupils receive a calm verbal reminder of expectations.

Where appropriate they will be given:

5 minutes thinking time

This provides an opportunity to:

- Reflect upon choices.
- Regulate emotions.
- Re-engage positively.

Stage 2: Second Warning

If behaviour continues:

10 minutes thinking time

Pupils will be supported to:

- Consider the impact of their actions.

- Reflect on alternative choices.
- Engage in a restorative conversation.

Stage 3: Senior Staff Support

Should behaviour persist:

- The Headteacher or another member of staff will become involved.
- A restorative discussion will take place.
- Parents/carers may be informed where appropriate.
- Individual support strategies may be considered.

The focus remains on accountability, reflection and improvement.

Additional Support for Behaviour

Where behaviour concerns become repeated or more complex, the school may implement:

- Behaviour support plans.
- Individual targets.
- Risk assessments.
- Emotional wellbeing support.
- Pastoral interventions.
- Multi-agency support.
- Parent/carers meetings.

Reasonable adjustments will be made for pupils with Additional Learning Needs (ALN), social, emotional or behavioural needs, and those with identified disabilities.

Serious Incidents

Serious behaviour incidents may include:

- Physical aggression.
- Verbal abuse.
- Bullying.
- Serious defiance.
- Discriminatory behaviour.
- Behaviour that places others at risk.
- Deliberate damage to property.

In such circumstances, senior leaders will investigate and determine appropriate actions in line with school procedures and Local Authority guidance.

Restorative approaches will be used wherever appropriate once safety has been secured.

Internal Exclusion

An internal exclusion may be implemented at the discretion of the Headteacher where behaviour is assessed as medium to high level and where:

- The pupil can safely remain on site.
- Other pupils and staff need protection from ongoing disruption or risk.
- Learning can continue in an alternative setting.

The purpose of internal exclusion is:

- To safeguard others.
- To provide an opportunity for reflection.
- To support behaviour improvement.
- To minimise lost learning.

A restorative reintegration meeting will normally take place before returning to regular class activities.

Fixed-Term and External Exclusion

External exclusion will only be considered in exceptional circumstances where:

- Behaviour presents a serious risk to safety.
- Serious incidents have occurred.
- All reasonable alternatives have been considered.

Prior to any exclusion decision, the school will consult with the Local Authority in accordance with statutory guidance and established procedures.

Following any exclusion:

- Reintegration meetings will be held.
- Restorative processes will be implemented where appropriate.
- Additional support plans may be developed.

The school's intention is always to support pupils successfully within the school community whenever possible.

Partnership with Parents and Carers

Strong home-school relationships are fundamental to promoting positive behaviour.

The school will:

- Communicate concerns promptly.
- Celebrate successes with families.
- Work collaboratively to support behaviour improvement.

- Involve parents/carers in restorative processes where appropriate.

Parents and carers are encouraged to:

- Support school expectations.
- Promote positive behaviour at home.
- Work in partnership with staff.
- Engage with support strategies when needed.

Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- Behaviour records.
- Pupil voice activities.
- Staff discussions.
- Parent feedback.
- Wellbeing data.
- Self-evaluation processes.

Leaders and governors will review behaviour trends regularly to ensure approaches remain effective, equitable and supportive of all learners.

Success Criteria

The successful implementation of this policy will result in:

- Positive relationships across the school community.
- High levels of pupil wellbeing and engagement.
- Pupils taking responsibility for their actions.
- Reduced behaviour incidents.
- Consistent use of restorative approaches.
- A safe, inclusive and supportive learning environment.
- Pupils developing the confidence and skills needed to become healthy, confident individuals and ethical, informed citizens.