



Relationship Management Policy (Behaviour in schools) Policy

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Statement of Intent

At Ysgol Tan y Gaer, we are committed to fostering a positive, safe, and supportive environment where all young people can thrive both academically and socially. We believe that positive behaviour is a key element in promoting learning and personal development. Our approach is rooted in restorative practices, helping young people understand the impact of their actions, take responsibility, and grow from their experiences. By nurturing healthy relationships and supporting emotional regulation, we aim to equip young people with the skills and values they need to make positive choices, both in school and beyond.

This policy aligns with key Welsh Government frameworks, including Rights, Respect, Equality (2019), the Well-being of Future Generations (Wales) Act 2015, and the United Nations Convention on the Rights of the Child (UNCRC). It ensures compliance with the Equality Act 2010 and promotes inclusion, equity, and well-being for all learners.

Aims

- To encourage young people to develop positive behaviour for learning, recognising it as a vital lifelong skill.
- To provide a safe, happy, and nurturing environment where each individual can achieve their potential through challenging, active, and creative personalised learning.
- To equip staff with strategies to support young people in managing their own behaviour, fostering independence and responsibility.
- To maintain a calm, purposeful, and respectful learning atmosphere.
- To ensure all young people and adults feel a sense of belonging, safety, security, and value.
- To establish a clear, fair, and consistent approach to behaviour management.
- To nurture and value strong, healthy relationships throughout the school community.
- To promote intrinsic motivation among young people to make positive behavioural choices for the right reasons.

Behaviour Principles and Social Norms

At Ysgol Tan y Gaer, our behaviour policy is grounded in the following principles:

- Positive relationships are central to our practice between all members of the school community.
- Everyone should experience a sense of belonging, feeling safe and valued.
- Learning and growth are supported by social relationships and collaboration.
- Individuals are responsible for their actions and must consider their impact on others.
- Respect for others' views, feelings, and circumstances is essential.
- Empathy for those affected by others' actions must be fostered.
- Fairness and a commitment to equitable processes are key to building trust.
- All young people and staff actively participate in decisions affecting their lives.
- Opportunities for reflection and growth are provided for both young people and staff.

Promotion of Positive Behaviour

We utilise a variety of systems to promote and reward positive behaviour, including our "Kindness Currency", which reinforces social responsibility through random acts of kindness.

The kindness contract includes commitments such as:

- Being kind and respectful to everyone.
- Helping others whenever possible.
- Being positive and supportive.

Kindness currency can be earned for behaviours like:

- Showing kindness and respect.
- Assisting others.
- Demonstrating a positive attitude.
- Following school expectations.

Clear Expectations and Positive Reinforcement

- Clear, concise expectations are communicated, modelled, and reinforced through adult interactions to ensure all young people understand appropriate behaviour.
- Unconditional positive regard is consistently shown to all pupils and stakeholders.
- Positive behaviours are shared and celebrated within the school community through various forms of communication (e.g., phone calls, face-to-face, emails).
- Staff work to keep young people regulated, recognising that some may struggle to manage their behaviour at times.

Supporting Behavioural Regulation

For young people experiencing dysregulation, multiple support strategies are in place to help them manage their behaviour positively. This includes:

- Using specific language to describe arousal states and focusing on observable behaviours rather than perceived intent.
- Access to safe spaces in school and at home to regulate emotions.
- Regulation plans tailored to individual needs, focusing on safety, regulation, and interaction. These plans are reviewed termly.
- Additional nurture and therapeutic support to address barriers to behaviour.

Behaviour concerns are recorded using CPOMS, and regular strategic meetings (including SLT, ALN Team, and Therapy Team) ensure interventions are reviewed and adapted.

Restorative Approaches

Our policy is relationship-focused, promoting positive relationships to create a harmonious learning environment. We use restorative approaches based on four key principles:

1. Respect: Listening to others and valuing their opinions.
2. Responsibility: Taking ownership of one's actions.
3. Repair: Developing skills to resolve conflicts and prevent future issues.
4. Reintegration: Supporting young people to remain in education through structured interventions.

Restorative practices include:

- Restorative conversations to resolve conflicts and build empathy.
- Structured conversations to repair relationships and promote growth.
- Opportunities for reflection to help young people learn from their actions.

Managing Behaviour through Teachable Moments

Consequences for inappropriate behaviour are linked to the context of the situation and used as opportunities for learning. We help young people understand that their actions do not define them and that they can learn from mistakes. Once an issue is resolved, it is considered closed, allowing the young person to move forward.

Zero-Exclusion Policy

We recognise the harmful effects of exclusion and have a zero-exclusion policy. In cases of extreme dysregulation, our team adapts strategies to provide appropriate support without resorting to exclusion. This may involve:

- Changes to timetables, learning environments, or staffing.
- Increased therapeutic interventions.

Staff Training and Development

- All staff undergo rigorous induction, including training in behaviour management, de-escalation techniques, trauma-informed practices, and positive handling.
- Regular staff feedback is gathered through termly questionnaires, check-ins, and annual skills audits to identify areas for professional development.

Induction of Young People

When young people join Ysgol Tan y Gaer:

- A thorough induction process ensures they understand the school's routines, behavioural expectations, and available support.
- Information from previous settings is obtained to meet their needs effectively.
- SLT members regularly check in during the induction period to offer support and guidance.

Evaluation and Review

This policy will be reviewed annually to ensure it remains effective and aligned with the Curriculum for Wales, Welsh Government frameworks, and feedback from staff, pupils, and parents. Behaviour trends will be monitored through CPOMS, and data will inform improvements in practice.