



Relationships/Behaviour Policy

'Be joyful, keep the faith, do the little things'.

Created in consultation with the local authority, pupils and staff of YPD VA

Approved by the Governing Body

Our Vision:

The vision of the school regarding behaviour is.

“An **inclusive** school, which **inspires** staff and pupils to **improve** and excel within a caring environment”.

By simplifying the importance of these values and striving for **consistency** from staff, a culture change can quickly take effect.

Our core values including our Christian Ethos can be summed up in the following way:

Ready - Barod “So always be ready, because you don't know the day your Lord will come.” Matthew 24:42

Respectful - Parch “Be devoted to one another in brotherly love; give preference to one another in honour.” Romans 12:10

Safe - Diogel “Do unto others as you would have them do unto you.” Luke 6:31

What is meant by these:

Ready - Barod

- Arrive on time
- Have the correct equipment
- Have the correct uniform

Respectful - Parch

- Speak, listen and act with kindness and respect to all staff and pupils.
- Understand that every pupil has the right to an education without disruption.
- Respect the building and the resources within it.

Safe - Diogel

- Remain in class unless given permission to leave by your teacher.
- Walk calmly on the left-hand side of the corridors.
- Speak and act with kindness, empathy and understanding towards all members of the school community.

A successful classroom environment will require both an effective and clear behaviour policy as well as effective teaching and learning. Lessons are expected to include the YPD VA 5.

Rewards

Student surveys show that pupils will respond to both recognition of the number of Gwrobi that they gain in school and being able to exchange these points regularly in return for small incentives.

The table below outlines the positive behaviour which may warrant a Grobri- There is an expectation that all pupils will receive a Gwrobi at the **start** of the lesson for Ready-Respectful-Safe

Code	Behaviour (example not an exhaustive list)	Teacher intervention
	Responsibility for Gwobr- Classroom teacher and Form tutor	
	• 100% attendance in a week • Punctual to lessons and form • Kindness to others • Demonstrating our Christian Values.	Gwobr awarded at the start of a lesson for Ready-Respectful-Safe Further awards according to the Classcharts selection below:
New G System  Gwobr 1  Gwobr 2  Gwobr 3  Gwobr 4  Gwobr 5  Ready, Respectful,  Being Joyful  Doing The Little Things  Keep the Faith		

Behaviour and Consequences

Code	Behaviour (example not an exhaustive list)	Teacher intervention
 C1	Person Responsible: Class teacher/ Form tutor	
	After one warning pupils should receive a C1 for failing to follow the expectations below. • Having correct equipment • Correct Uniform • Sitting in seating plan • Following instructions • Speaking, listening and acting with kindness and respect • Allowing others the right to an education. C1 issues with a clear warning that further failure to abide by these expectations will result in further consequences.	C1 recorded on Classcharts <u>Suggested strategies:</u> Move seats in class. Offer additional support around the work. There MUST be a restorative conversation with the pupil to repair relationships and give them an understanding of the issue.

Code	Behaviour (example not an exhaustive list)	Teacher intervention
 C2	Person Responsible: Classroom Teacher	
	Pupil has received a C1 but persists with negative behaviour by continuing not to:. • Sitting in seating plan • Following instructions • Speaking, listening and acting with kindness and respect • Allowing others the right to an education.	C2 Recorded on Classcharts Suggested strategies: Up to a 15 min detention issued and conducted by the class teacher. There MUST be a restorative conversation with the pupil to repair relationships and give them an understanding of the issue.

Code	Behaviour (example not an exhaustive list)	Teacher intervention
 C3	Person Responsible: Head of AoLE/Classroom teacher/Head of Phase	
	C3 for more serious incidents That include: • Removal to a Head of AoLE for continued disruption of lessons and not allowing others the right to an education. • Truancy from lessons. • Poor behaviour at lunchtime and/or break. •	Up to a full Lunch time detention with Class Teacher and Head of AoLE. For truancy from lessons detention should be the equivalent of learning time lost There MUST be a restorative conversation with the pupil to repair relationships and give them an understanding of the issue.

Code	Behaviour (example not an exhaustive list)	Teacher intervention
 C4	Person Responsible: Heads of Aole/HOPS/SIT	
	A pupil has been involved in a serious incident. For example: • Refusal to leave a classroom. • Disrupting a lesson after being moved to HAoLE. • Truancy • Smoking/Vaping • Fighting • Swearing at staff • Serious anti-social behaviour • Mobile Phone	C4 Noted on class charts and after school detention issued. Further consequences may be decided upon by SIT/HOPS There MUST be a restorative conversation with the pupil to repair relationships and give them an understanding of the issue.

Code	Behaviour (example not an exhaustive list)	Teacher intervention
 C5 Internal Exclusion C5	Person Responsible: Heads of Phase/SIT	
	A pupil has been involved in a serious incident. For example: • Truancy • Smoking/Vaping • Fighting • Swearing at staff • Serious anti-social behaviour • Racism	C5 Noted on class charts and parents/carers informed Further consequences may be decided upon by SIT/HOPS There MUST be a restorative conversation with the pupil to repair relationships and give them an understanding of the issue.

Code	Behaviour (example not an exhaustive list)	Teacher intervention
 C6 External Exclusion (SIT) C6	Person Responsible: Head Teacher	
	A pupil has been involved in a very serious incident. For example • Assault • Bullying • Substance misuse • Racism	C6 Noted on class charts and parents/carers informed. Further consequences may be decided upon by SIT/HOPS There MUST be a restorative conversation upon return to school and time allocated with SD to reflect on the incident with the pupil to repair relationships and give them an understanding of the issue.

Reflect and Restore

For a sanction to be a non-punitive measure that will lead to a change in behaviour and an improved relationship, it needs to be immediate and purposeful. To achieve this, pupils will be required to complete a reflection on their behaviour (see appendix A) and discuss this with the member of staff that has issued the detention during the detention session. This will allow the opportunity for pupils to see the impact that their behaviour has on their learning and allow the relationship between the pupil and member of staff to be restored prior to the next lesson they have together.

Appendix A — Reflect and Restore Proforma

Reflect and Restore Form

Name _____ Form _____ Date _____

What lesson were you sent out of? (Please indicate the subject and teacher)

Why were you given a C1 warning?

What happened?

Why were you given a C2?

What happened?

Did you understand there would be consequences attached to a C2? YES NO

If YES, why did you not stop the behaviour?

What were you feeling at the time? Please circle.

									
Fed Up	Annoyed	Angry	Upset	Worried	Embarrassed	Silly	Confused	Happy	Shocked

What are you feeling about what has happened now? Please circle.

									
Fed Up	Annoyed	Angry	Upset	Worried	Embarrassed	Silly	Confused	Happy	Shocked

Who else has been affected (teacher, other pupils) * Explain how they have been affected?

Teacher: _____

Classmates: _____

Family: _____

What needs to happen to put things right? How can you make this better*

Give yourself a target or aim which will help improve your behaviour.

Rebuild Conversation Agreement

After the incident on _____ we have agreed to make the following changes to not deny anyone having the right to an education and to avoid further conflict.

Name: _____ Signed: _____ Date: _____

Name: _____ Signed: _____ Date: _____

Name: _____ Signed: _____ Date: _____