

# Relationships & Behaviour Policy

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V1	March 2021	DW	Final policy after Governor approval
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## Associated documents

- Exclusion From Schools - <https://gov.wales/exclusion-schools-and-pupil-referral-units-pru>
- MCC exclusions guidance
- WG guidance on Use of Reasonable Force  
<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

Monmouth Comprehensive School (MCS) provides a high-quality education sustained by and committed to its core values of **Respect, Freedom with Responsibility, Independence, Security and Success.**

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# 1. Mission statement

We aim for no less than becoming a world class school, where all students make exceptional progress, contribute positively to their communities and develop a lifelong passion for learning. Our systematic and accessible Relationships and Behaviour Policy has a clear and consistent structure to ensure that students can learn without disruption. Good manners, respect and politeness matter, and the Policy propagates a culture of mutual respect within our community. Safeguarding and staff wellbeing are also integral within the purpose of this policy, with all practices and systems connected to these considerations.

The policy works for all as it implements clear boundaries and expectations. Different levels of structure work well for different individuals, but our baseline of exemplary behaviour expectations and positive relationships remains unchanged. This is all whilst always keeping in mind that we need to support students to make positive choices. Such a policy must be achieved by ensuring strong communication in order to achieve buy-in and consistency across all stakeholders. We work in partnership with families and external agencies to achieve the best outcome for all students.

Our approach encompasses a restorative mindset. Restorative practice is an integral part of our policy, and is used in partnership with a fair and consistent set of consequences. It is not a substitute for consequences. Our staff are trained in restorative practices so that the restorative mindset becomes embedded in our collective approach.

Where patterns and concerns arise we will make reasonable adjustments, where necessary and possible, for the minority so that they can meet the same expectations that are in place for all. In order to do this we will implement a warm/strict approach, where consistent boundaries are underpinned by relationships, care, clear communication and compassion. It is not possible for a policy to cover every possible incident or issue; the School will make a professional judgement according to the values and established wider expectations of our school community.

Our policy is founded in our core values of **Respect, Freedom with Responsibility, Independence, Security and Success**. Through the application of our policy, we will also always maintain the discourse of the fundamental British Values of democracy, tolerance and celebration of diversity, personal freedom, equality of opportunity and rule of the law so that there is a focus on developing the whole child who is both principled and critical. Our students will take the values and philosophies with them when they leave MCS at the end of each day and when they leave us at the end of seven years.

Monmouth Comprehensive School is an inclusive school which will make appropriate reasonable adjustments in accordance with advice from the ALNCo, and reflects the Equality Act, 2010 and ALN Act, 2018.

## 2. Behaviour expectations

### The School site

We are fortunate to have a wonderful school building, and have a collective responsibility to look after it. Any vandalism will have a consequence. Students may be required to mend that which they have damaged or broken, to undertake community service or to pay for any damage. Litter must always be put in the bin. Classrooms and communal areas must always be left in a tidy and neat state. "It's not mine" is not a justifiable response. The school building and site is all of ours, and we must collectively take care of it.

### In the Classroom

Students are required to follow these expectations in every lesson:

- Arrive on time, enter the room quietly, greet the teacher and sit down
- Respond promptly to the signal for attention - at MCS we use a countdown
- Sit up straight and listen attentively - no slouching or slumping in your seat
- Follow instructions from staff immediately and at the first time of asking
- Remain on task and do not disturb the learning of others
- Listen silently when others are speaking
- Raise a hand to ask a question
- Be fully equipped - equipment lists are provided to all students and parents

**Arrive on time:** Students are expected to be in the form room by 8.45am for morning registration, on time for assembly, and all lessons including those after break or after lunch.

**Equipment:** Students must have a full set of required equipment as set out on the equipment list. They must also have a full PE kit. If they persistently fail to have equipment, they will be issued a detention by their form tutor or other staff.

**Lavatory access:** Students always have access to lavatories before school, during breaks and after school. Students are encouraged not to leave lessons during learning time in order to go to the lavatory, fill up water bottles etc. This is because it disrupts learning. There are medical exceptions to this, and students will always be permitted to go to the lavatory when necessary. It is prohibited for multiple students to occupy a single cubicle.

No energy drinks or fizzy drinks are permitted in school. The school will dispose of any that are brought in by students. No chewing gum is permitted in school.

### In corridors

- Wear full uniform correctly, including blazers
- Walk purposefully on the left without running
- Go straight to your next lesson without delay
- No eating, drinking or chewing gum
- Respect learning - no disturbance to lessons
- Use reasonable voices - no shouting or raised voices
- Respect personal space - No physical contact or games
- No mobile phones to be used, seen or heard

## **In Food Hall**

- Take responsibility - clear away all debris, plates and cutlery after use
- Queue calmly and take your turn
- Good manners - say please and thank you to Food Hall staff

## **In playground**

- Use reasonable voices - no shouting or screaming
- Respect personal space - no grabbing or shoving
- Take responsibility - all litter into a bin
- Large groups will be dispersed
- Follow all instructions by members of staff immediately

## **In assembly**

Assemblies are formal occasions, and as such there are particular requirements regarding conduct.

- Enter silently and in single file
- Bags are placed on the floor; uniform is immaculate
- Listen attentively and be seen to listen - this means sitting up, making eye contact with the speaker and focussing on what is being said

## **In the community**

All students are a representative of MCS when out in the local community, and it is vital that all conduct themselves appropriately so that they are seen positively by others in our community.

- Be polite and respectful to everyone
- Give space on the pavement and in shops to others, especially more vulnerable members of our community
- Be considerate - no shouting or screaming

## **Uniform (see Uniform Policy)**

All students are required to wear MCS uniform smartly and with pride both in school and in the local community. Any medical exceptions require a letter from the hospital or G.P. before any exemptions are made. The Form Tutor or Wellbeing Team should be contacted to discuss any concerns.

## **Mobile Phones/ other electronic equipment (see Mobile Phone Policy)**

Mobile phones policy is set out in a separate document and reviewed annually in line with this policy. Laptops and tablets may only be brought on site in line with the Bring Your Own Device (BYOD) Policy.

## **Prohibited items**

- Items not permitted on the school site: stink-bombs, lighters, cigarettes, vaping equipment, laser pens, etc. (This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety)
- Dangerous Items also banned: fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, guns (including toy weapons or replicas). The school may dispose of banned items or hand them over to the Police.
- MCS has the power of confiscation and therefore may seize any prohibited item found as a result of a search. MCS may also seize any item they consider harmful or detrimental to school discipline. Possession of prohibited items may lead to a fixed term or permanent exclusion.

# 3. Relationships and support

## Restorative principles

Integral to the process of learning from poor behaviour choices are restorative principles. MCS is committed to the process of restorative principles and will make every effort to ensure that all behaviour incidents, where appropriate, are resolved with a form of restorative principles as well as with appropriate consequences. This allows us to complete the cycle and aim to prevent the repeat of such behaviours by encouraging empathy, sensitivity and learning from experience. Please see Appendix 5 for guidance on how we use restorative principles as a core part of our practice.

## Politeness and respect

It is vital that every member of the school community is polite and respectful to one another. Staff and students occupy different roles in the school, and members of staff are in authority as well as being legally *in loco parentis*. As such, we have a responsibility to teach good manners as well as exhibit them ourselves. Good manners and politeness are hugely important traits in life, and are expected to be exhibited by all members of the school community.

This means:

- Students follow instructions at all times from all members of staff irrespective of the role of the member of staff. This includes classrooms, corridors, playgrounds and any other spaces.
- When in conversation, body language speaks volumes. No slouching, eye rolling, wall leaning etc. Students will be corrected if this occurs.
- When speaking, students speak clearly and calmly.
- No shouting. An exception to this is if a member of staff needs to raise their voice momentarily to gain attention.
- Good manners are important. For example, it is expected that students will say *please* and *thank you* as appropriate, and that they will offer to help staff by opening a door or offering to clean a whiteboard. When greeted, it is expected that a student will respond in turn.

## Target cards

### Yellow Report

Where students are developing poor behaviour in a repeated pattern and have not modified behaviour following previous consequences being implemented. Typically, this will be for an agreed period of time (initially two weeks) and students can earn their way back into routine circulation without the Report Card by completing quality work to their capability, following our behaviour expectations and completing the restorative process. Entry into and exit from Yellow Report Card is at the discretion of Directors of Learning and members of the SLT. Parents will be consulted as part of this process.

### SLT Red Report

Where students' poor behaviour has escalated in a repeated pattern and have not modified behaviour following a period of Yellow Report. Typically, this will be for an agreed period of time (initially two weeks) and students can earn their way back on to the Yellow Report by meeting all expectations

(behaviour, completion of work and community conduct). Entry into and exit from Yellow Report is at the discretion of Directors of Learning and members of the SLT. Internal Reflection time will be given for repeated and escalated behaviours, being picked up by a member of the Pastoral Leadership Team and/or Senior Leadership Team. Parents will be consulted as part of this process.

## **Pastoral Support Plans**

A Pastoral Support Plan will sit within an Additional Needs Plan once it is deemed appropriate by the school. This will define the targets expected for a student to modify their behaviour and the support we will put into place to help them to meet these targets. Parents will be consulted as part of this process.

PSPs are time bound; the One Page Profile and Target Sheet for students with an additional learning need will remain working documents, which can be added to, reviewed and developed across the course of a students' time at MCS. An Individual Development Plan will be created for those students who have an identified additional learning need requiring additional learning provision in-line with the school's Inclusion Map (ALN Act 2018). Collectively, these documents, alongside review paperwork, will support referrals to external agencies for further support or resources to meet need.

**Pastoral Support Plans** will sit at two levels:

**PSP One:** PSP One: Pastoral Support Plans are usually implemented for 6-12 weeks, with agreed targets and the support structures mapped out. This PSP will be reviewed at six weeks and twelve weeks to determine whether there is an improvement in behaviour and engagement.

**PSP Two:** as above for students about whom there are significant and sustained concerns. Targets will be set and monitored very closely by the SLT and pastoral team, with regular feedback sought from staff. If there is no improvement in behaviour and engagement, the Headteacher will make the decision as to whether a student can remain at the school, whether other provision or a managed move might be sought, or whether a fixed term or permanent exclusion is necessary.

Each case will be considered carefully and on its own merits, with all possible evidence taken into consideration, where a PSP Two has not been successful.

## **Alternative provision**

For students who have complex support needs, we will, from time to time, put in place or seek alternative provision. This can include, but is not exclusive to: referrals/provision at Dalen Newydd; WEX placements; I2A referrals/provision; college courses; managed moves. Students who do not modify their behaviour after a variety of interventions have been implemented will be considered for alternative provision. Parents will be consulted as part of this process.

## **Anti-Bullying**

We will absolutely not tolerate bullying of any kind at MCS. Please refer to our separate Anti-Bullying Policy that outlines how MCS deals with bullying. Cyber bullying will also not be tolerated and any student who uses equipment to video or take pictures of other students, visitors or staff and then posts them on social media will be dealt with very seriously. MCS will contact the Police for further action if the school deems it appropriate.

## 4. Rewards and Consequences

Our system of rewards and consequences is part of our Relationships and Behaviour Policy. As adults and as professionals, we have a moral duty to teach students politeness, respect for all and how to build positive relationships. When these expectations are not met, there are proportionate and fair consequences that are applied consistently to all students. This system works in tandem with our restorative approach, so that there is both an appropriate sanction and a restoration of positive relationships.

The default position of all staff when dealing with behaviour is firm, professional and objective, meaning that all students will be treated equally and given the same fair chance to meet classroom expectations. Students will be treated with politeness and respect.

### Rewards

We celebrate the actions and successes of all students through affirmation, and the development of intrinsic motivation. We have not implemented a centralised system for issuing rewards, which often does not equate to fair and equitable distribution and instead places too much emphasis on extrinsic motivation.

The majority of affirmation will be issued in the classroom and for participation in the wider life of the school. Students can also be complimented for their community actions and positive behaviour. We believe strongly in the power of praise, and encourage all staff to focus on this with regularity, so that 'doing the right thing' is recognised.

Opportunities for affirmation with the student include the following examples:

- Verbal feedback
- Email home or to student
- Letter or postcard home
- Certificate award
- Assembly recognition
- Tutor group recognition
- Newsletter item
- Social media shout out

### Consequences

Consequences will be proportionate to the behaviour incident. This means that we will always investigate serious incidents carefully in order to be sure that the sanction given is fair. Please see Appendix 3 for an overview of potential consequences – these are not binding and the circumstances and mitigating factors of each individual incident will be considered before giving out any sanction. The school's decision on internal consequences is final. External consequences are subject to the statutory procedures of confirmation and appeal. Consequences used regularly by the school are listed below, but these are by no means a complete or exhaustive list; we will adapt and modify as necessary to suit the individual student or issue. The school also regularly reviews the approach to consequences and adapts it following these reviews.



In order to support students with positive behaviour there are a number of strategies that Monmouth Comprehensive School will use including:

- Classroom system of Warn, Move, Remove
- Contact with parent/carer and meetings with pastoral or academic staff
- Detentions
- Community service
- Yellow or Red Report
- Support and Intervention from the Wellbeing and/or Inclusion team
- Pastoral Support Plan
- Risk Assessment & Risk Reduction Plan
- Temporary reduced timetable
- Managed move to another school
- Alternative provision off site or a specialised curriculum

## **Sanctions**

### **Removal**

Once students have been warned and moved in a lesson, they will be removed to another room within the curriculum area. They are also issued with a lunchtime detention.

### **Community Service**

Community service is issued as a sanction as part of the restorative process. This will be given out as a sanction at the school's discretion based on the actions of students in and around the community.

### **Lunchtime detentions**

These take place on the same day or at the next available break. Parents will also receive an email notifying them of this detention. Detentions are run centrally.

### **After School detentions**

More serious incidents will result in an after-school detention. These will also be issued if a student misses their lunchtime detention. As per Welsh Government guidance, the school does not need parental consent to issue after-school detentions. After-school detentions will be sat on the day after they are issued. Parents will also receive an email notifying them of this detention. Detentions are run centrally.

### **Internal Exclusion**

Internal Exclusion time will be given for repeated and escalated behaviours, serious incidents, being picked up by a member of Pastoral Leadership Team and for failure to attend detentions. Entry into and exit from Internal Exclusion is at the discretion of the Wellbeing Team and members of the SLT. All students in Internal Exclusion also sit an After-School detention at the end of the day.

Extended stays in Internal Exclusion will be used for students who are refusing to meet expectations over a sustained period of time. It will also be used as an alternative to fixed term exclusion. An extended IE can be for one day or several consecutive days. This will be at the discretion of the SLT.

### **Alternative days**

Alternative day arrangements will be put in place as a second alternative to fixed term exclusion. This will require students to attend school for different hours to the main body of students and stay on beyond the end of the school day. Alternative days will be served in isolation from other students in normal classroom settings.

### **Fixed term exclusions**

These are issued by the Headteacher in line with the statutory guidance by Welsh Government and with due regard to Local Authority Guidance. A fixed term exclusion is issued in instances where other internal measures are not sufficient. The decision to exclude rests with the Headteacher. These can range from 1-15 days and any students who gain multiple fixed term exclusions will find themselves at risk of permanent exclusion from school.

### **Permanent exclusion**

Permanent exclusions are issued by the Headteacher, who consults the board of governors and other appropriate external agencies before making a decision. The decision is made in line with the statutory guidance by Welsh Government and with due regard to Local Authority Guidance. Permanent exclusion is an extremely serious sanction that will be considered in the most serious one-off incidents or for persistently disruptive behaviour. Decisions will be made without discrimination.

### **Reasonable force**

In rare occasions it is necessary for staff to intervene physically where a student's behaviour presents a health and safety risk. MCS uses the approach of Team Teach. Where possible this will be done by trained staff who are specifically trained in de-escalation, physical intervention and restraint. This will also be done in-line with the WG guidance on the use of reasonable force in school ([click here for WG guidance](#)) and in line with our Reasonable Force Policy. Where possible, students will be warned if this is required. Everyone involved will also be required to write a statement outlining their role and what they observed.

### **Serious incidents**

The following are all incidents which will likely result in an external fixed term or permanent exclusion. No list of incidents can hope to cover every possible eventuality, and MCS reserves the right to use professional judgement to ascertain the seriousness of any incident that occurs. Examples are:

- Aggressive, abusive or otherwise inappropriate behaviour on or off-site;
- Inappropriate sexual activity or behaviour;
- Malicious accusations against a member of staff that are proved unfounded, dependent on the severity of the accusation and the distress caused;
- Intentionally setting off the Fire Alarm outside of a genuine emergency;
- Serious bullying or cyberbullying (whether done on or off-site);
- Gambling on or near the school premises;
- Knowingly bringing a 'trespasser' onto the school site;
- Repeated or extreme non – compliance;
- Deliberate damage to school or other property;
- Any significant breach of health and safety on or near the school premises.