

Ysgol Gymraeg Dewi Sant



Tyfu a Llwyddo Gyda'n Gilydd

Positive Relationships Policy

Introduction

“Positive relationships in schools are central to the well-being of both students and teachers and underpin an effective learning environment.”

At Ysgol Gymraeg Dewi Sant we view relationships as the most significant factor that influences success at our school. We want everyone to feel and experience a sense of belonging, safety, love and respect. We believe that when people, especially children, are genuinely valued and nurtured as individuals, they feel a sense of purpose and understand their place in a community. When this happens in schools, children engage and thrive with high levels of well-being and develop a love for learning.

Mission Statement

We have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing an emotion/emotions. Our Positive Relationships Policy ensures that within a framework of expectations, routines, rights and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.



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Aims of the Policy

- To support all members of the school community to develop positive relationships.
- To work collaboratively to create a caring, supportive and nurturing environment.
- To recognise, praise and communicate excellent behaviour and effort.
- To respond appropriately to the individual needs of pupils and ensure they are effectively supported.
- To ensure consistency throughout the school.

These aims will be achieved through a clear and shared set of expectations, rights, routines and responsibilities.

This policy should be read in conjunction with the Anti-Bullying Policy and Use of Reasonable Force Policy.

'Disgwyliadau Dewi Sant' (The Dewi Sant Way)

Instead of school rules, we expect all pupils to follow the 'The Dewi Sant Way' or 'Disgwyliadau Dewi Sant'.

- Be ready
- Be safe
- Be respectful

This is a working document where pupils take ownership of developing their vision of what the Dewi Sant Way (Disgwyliadau Dewi Sant) looks like. A lot of time is invested at the start of the year for teachers and pupils to establish these high expectations. For an example of this see Appendix 1.

Pupils following 'Disgwyliadau Dewi Sant' and who are going 'Above and Beyond' are recognised by all members of staff through the following rewards:

- **Verbal praise**
- **Post Cards home/phone calls home – for 'above and beyond' behaviour.**
- **Class recognition board (Bwrdd Brolio) linked to Disgwyliadau Dewi Sant behaviours.**
- **Assembly where children receive Cymry Balch certificates for their effort in speaking Welsh.**

Consistent Adult Behaviour

At Ysgol Gymraeg Dewi Sant, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when adults are modelling excellent, wholly consistent behaviours in line with this policy.

We Do Not Shout	There is never a valid reason for shouting at a child. The only exception might be if a child is in danger, for example 'Stop!' across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.
We always refer to the behaviour and not the child.	When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave.
'It takes a whole village to	Beyond the school gates, we encourage children to continue their

raise a child’.	positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community.
Non-confrontational approach.	We use a non-confrontational approach when speaking to the children and the rest of the school community.

Teaching Positive Relationships

We adopt a preventative rather than reactive approach to positive relationships and recognise that teaching pupils about relationships is part of our curriculum.

Children are taught positive relationships in the following ways:

- The Five Pillars Approach
- As part of the Health and Well-being AOLE
- Through Teach Like a Champion Techniques
- Mindfulness activities- Smiling Minds & Breathing Techniques
- General check in/Circle Time – general check in as a whole class, set expectations for the week, assess any children who may need support, whole class to discuss a ‘big question’ related to topical behaviour in class/school e.g. impact of online gaming influencing arguments in school, playground issues.
- Circle Time – ‘I wish my teacher knew...’
- Restorative Approaches

The Five Pillar Approach to Positive Relationships

We follow the Five Pillar Approach to Positive Relationships and this underpins all the work in our school. (taken from Pivotal Education and Paul Dix research 2017)

1. Calm, consistent modelled behaviour every day.
2. First attention for best conduct – reward, recognise, praise, motivate and engage pupils in the behaviours we expect.
3. Relentless, clear daily routines.
4. Scripted interventions – consistent, positive language to manage behaviour and deescalate situations.
5. Restorative Follow Up – ‘Certainty of the follow up. This allows the child to think about their actions and learn that someone important believes that they are better.’

See Appendix 2 for more information on The Five Pillar Approach.

Recognising Emotions and Managing Behaviours

At Ysgol Gymraeg Dewi Sant we recognise that no one is perfect! This includes pupils and adults. There will be times when all of us get annoyed, upset or angry. We call this feeling ‘a wobble’ and teach the children that this is perfectly acceptable and normal. We support the children and staff using a range of strategies and techniques, so that we can recognise and understand different feelings and respond in a socially appropriate manner.

- Mindfulness

- Paul Dix – When the Adults Change Everything Changes
- Teach Like A Champion
- Restorative Practise
- Scripted Response

Response Steps for ‘Wobbles’

The staff at Ysgol Gymraeg Dewi Sant will follow the agreed ‘Response Steps’ to support children when they are having a ‘wobble’. For more detailed explanations of Response Steps 1-5 please refer to the Appendix 3.

Role of SLT / Supporting Adult

At Ysgol Gymraeg Dewi Sant we have a clear system in place for staff members when children’s ‘wobbles’ escalate and there is a need for more support. See Appendix 3.

- Call for member of SLT for **support**. Need the member of SLT to stand next to you for a united front.
- Call for a member of SLT to **help**. Take your class while you have a wobble or work with a child.
- Call for a member of SLT to **remove** a child. Don’t talk to child. Teacher follows up with restorative practise.

If any of the following behaviours occur, a child will be fast tracked to Response Step 5 immediately and dealt with by the Headteacher or Deputy Headteacher.

- Physical assault on a pupil /adult
- Abusive language directed at a pupil/adult
- Wilful destruction of property
- Absconded from school

Monitoring ‘Wobbles’

When monitoring behaviour data, if a pupil is persistently needing ‘Response Steps’ to manage his/her behaviour the following should be considered:

- Are we using the reminder steps effectively? e.g. use of scripted interventions
- Has there been a change in the child’s home life? e.g. discuss with child/parents
- What other approaches can be used with the child in relation to the school’s Additional Learning Needs (ALN)? Recognise pupils with ALN – graduated response depending on pupil need (use of personalised behaviour plan if required).

The Deputy Headteacher/ALNCo will monitor pupils’ who are demonstrating repeated behaviour patterns and will ensure the following measures are adhered to (See Graduated Response Appendix):

- Discussion with class teacher/adults involved.
- Discussion with the child/parents.
- Refer to ALN graduated response for Emotional Health & Well-being support.
- Liaise with teams within the local authority (Outreach).
- Set up regular pastoral support meetings with child/parent/teacher.
- Document behaviour on My Concern.

Playtimes and Lunchtimes

Playtimes and lunchtimes should be viewed as an excellent vehicle for pupils and adults to develop and enhance their relationships in a fun and relaxed way. Disgwyliadau Dewi Sant applies at playtimes and lunchtimes and the same Response Steps should be taken to deal with pupils who are not following Disgwyliadau Dewi Sant. Children are supervised by a variety of teachers and TA's.

Positive Playtimes

At playtimes pupils can access a range of activities such as football (KS2), Trim Trail adventures and traditional games such as snakes and ladders, skipping, hoopla etc. Staff and older pupils are trained to use Gemau Buarth to encourage pupils to play games and use the Welsh language.

Adults must participate in all activities to model the desired behaviours to pupils.

KS2 Play-leaders (Health Council) will be responsible for setting up the activities and equipment on both yards.

At the end of playtime, two bells will ring. On hearing the first bell all pupils must stop and stand in silence. On hearing the second bell pupils must walk quietly returning all play equipment. They must then make their way sensibly to form a class circle where a brief check in will take place with their class teacher before returning to class. Play-leaders will be responsible for putting activities and equipment away.

Lovely Lunchtimes

The format for lunchtime will be the same as playtime. Also at lunchtimes, the 'Ystafell Dawel' (quiet Room) is open for pupils who prefer quieter activities such as colouring and board games.

'Mets Gret' (Great Mates) – Year 6 pupils will help supervise pupils at playtimes and lunchtimes on both yards. Their role is to look out for any children who might need support, be on their own or seem upset. They do not try and sort out any arguments between pupils. They help younger children by playing games with them and being a positive role model. These pupils will be recognisable by wearing High-Vis jackets.

Pupils will be encouraged to find a quiet space (Cadair Caredigrwydd) or use the Ystafell Dawel if they feel that they are going to have a wobble or if space and quiet is required.

Guidance about fighting on the playground

If there are children fighting on the playground. Staff need to follow the Response step 3 script. Staff will need to call for help. Team Teach techniques to de-escalate the situation will be used by those that have received training through the local authority. The following protocol should be used:

- Send to SLT/call for SLT. In the first instance this should be HT/DHT/ALNCO/Head of KS2.
- Recorded on My Concern as a 'Playground Incident Log'.
- Parents informed by SLT and in writing through a letter.
- Playground exclusion in school during next break/lunch time (to be decided by SLT members).
- Restorative conference between pupils led by SLT members when appropriate time.

In the extreme cases where there are further occurrences of fighting on the playground, especially over a short time period, then some of the following will also apply:

- Meeting with parents and the HT
- Playground exclusion for break and lunch for one day
- External exclusion for lunchtimes
- Fixed term/permanent exclusion

The school will also utilise the school police liaison officer to raise awareness and provide workshops when behaviour has escalated.

ALN Graduated Response for Emotional Health and Well-being Needs

A small number of pupils will have recognised EHW needs and will require additional support to enable them to develop positive relationships. These pupils will be either School Action or School Action Plus children and be supported using appropriate approaches. This will include an individual support plan.

Recording Behaviour

All incidents from Step 4 and 5 of the 'Response Steps' must be recorded on My Concern. All staff will receive My Concern training. It is crucial that incidents are recorded to enable effective tracking of behaviour data and to provide additional support to pupils who demonstrate EHW needs.

Positive Handling and Team Teach

Staff (SLT) receive annual Positive Handling training from The Vale of Glamorgan LA officers to ensure that if they are required to physical intervene with a child, then this is done so in a safe way. Training is updated when required.

Restorative Approaches

We use Restorative Approaches to restore, redraw and repair when trust in a relationship is damaged or broken and when behaviour falls below the expected level. We use the approach when a child/children have had 'a wobble' e.g. tempers have frayed, when manners have disappeared or when things have been said that should not have. This approach allows for all parties involved to be listened to and it teaches empathy and better behaviour with the ultimate aim that the incident does not happen again so that pupils have improved strategies to deal with their 'wobbles'. We want to teach them how to deal with their 'wobble' so there is no need for a response from an adult.

All staff receive training on how to conduct a Restorative Approaches session.

We focus on 5 key questions when using Restorative Approaches:

1. What happened?
2. What were you thinking/how were you feeling at the time?
3. Who has been affected?
4. How did this make people feel?
5. What can we do to put things right?

The purpose of the restorative conversation is not to build to a climax of an apology. It is an intervention that encourages pupils to look in the mirror and see their behaviour from a different perspective. The aim is to use the method as a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

Responsibility for Implementing the Positive Relationships Policy

All staff are responsible for implementing this policy.

Class Teachers and LSA's will:

- Follow the policy.
- Use the agreed response steps.
- Liaise with the Deputy Headteacher for pupils who may need support from Stage 2 of the EHW ALN graduated response.
- Teachers will liaise with parents/carers as stated in the policy.

The Health and Wellbeing team will:

- Provide professional learning for staff on implementing the policy.
- Lead key aspects of Health and Wellbeing such as Mindfulness
- Ensure that all staff feel confident to embed the 'What Matters' statements for Health and Wellbeing across the curriculum.

The Deputy Headteacher/ALNCo will:

- Liaise with the ALNCo about pupils at Stage 2/3 of the EHW ALN graduated response and liaise with the specialist teacher for EHW - Outreach/Educational Psychologist when required.
- Liaise with parents/carers as stated in the policy.
- Consult with the Headteacher regarding serious incidents at 'Response Step 4/5' in this policy.
- Analyse behaviour data recorded by staff on My Concern.
- Complete referrals for Stage 3/4/5 for EHW.
- Liaise with the Headteacher on EHW needs/professional learning.

The Specialist Teacher for EHW from the Vale LA will:

- Visit school regularly to provide support to staff around EHW needs, professional learning for staff, meet with the Deputy Headteacher/ALNCo/Headteacher/Teacher to discuss the strategic direction of meeting the needs of EHW pupils.

The Headteacher will:

- Ensure that the policy is effectively implemented and followed.
- Meet with the Deputy Headteacher/ALNCo regularly to discuss individual pupils and positive relationships across the school including analysis of pupil behaviour data that has been gathered by staff on My Concern.
- Update governors on wellbeing and positive relationships
- Ensure that the policy is reviewed annually.

Governors will

- Ensure the legal framework is followed.
- Delegate the implementation of this policy to the Headteacher.
- Make and keep up to date the school's policy regarding Positive Relationships.

- Make copies of this statement available via the school website for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- Include a summary of the content and organisation of behaviour in the School Prospectus.

Information about the Formation of this Policy

- Staff have put forward their ideas through discussions during staff training.
- Staff have been consulted about the policy.
- Compiled with the support of the Health and Wellbeing team.

Professional Learning

We understand that for a policy to become reality, a significant amount of professional learning will be undertaken by staff. This policy will be delivered to staff during professional learning sessions to ensure the training needs of all staff are met and so the policy is implemented consistently. Professional learning will take place in a variety of ways e.g. coaching, mentoring, observations, training, research, INSET days etc.

Community

The role of the parents/carer and the local community in this policy is also crucial. We believe that positive relationships should permeate from the school and into the local community by:

- Adopting an open-door policy.
- Work undertaken with parents/carers by the school's family engagement officer.
- Having an active PTA.
- Pastoral meetings held with the child, school staff and parents/carers.
- Parents/carers being informed on a daily basis of how their child is doing in school.
- Sharing key aspects such as the 'Disgwyliadau Dewi Sant', rewards and Response Steps with all families, and encourage them to use these at home with their children.

Appendix 1 – Disgwyliadau Dewi Sant (Dewi Sant Expectations)

Underpinning everything is that pupils will Speak Welsh at all times in school.

Place	Be Ready	Be Respectful	Be Safe
Classroom	<p>..... to learn.</p> <ul style="list-style-type: none"> ● TLAC Techniques ● 'Give me 5' Technique ● Sitting ready to learn. ● Complete the tasks set. 	<p>... to each other.</p> <ul style="list-style-type: none"> ● Kind hands, feet and mouth ● Looking after our school resources ● Listen to instructions 	<p>.... walk around the classroom</p>
The Berllan	<ul style="list-style-type: none"> ● Stop at the corners when walking carefully and check if anyone is coming. 	<p>Use your manners....</p> <ul style="list-style-type: none"> ● Excuse me, After you, Bore da. ● Holding the doors open for others. 	<p>.... walk around the Berllan.</p>
Amser Antur/Ysgol y Goedwig	<p>..... to learn.</p> <ul style="list-style-type: none"> ● Dressed appropriately. ● Complete the tasks set. 	<p>... to each other.</p> <ul style="list-style-type: none"> ● Kind hands, feet and mouth ● Looking after our school resources ● Listen to instructions 	<ul style="list-style-type: none"> ● Follow instruction when working in the outdoor environment. ● Stay within boundaries set. ● Use outdoor equipment safely.
Playground	<p>..... to run, play, learn, exercise and have fun.</p> <ul style="list-style-type: none"> ● Dressed appropriately. ● To stop on hearing the first bell. ● To return the play equipment carefully. ● Walk quietly to your circle on hearing the second bell. 	<p>.... to each other and the environment.</p> <ul style="list-style-type: none"> ● Have kind hands, feet and mouth. ● Look after school resources. ● Follow playground timetable. ● Make sure we put all litter in the bin. ● Be responsible for their own property e.g. clothing 	<p>.... use equipment appropriately.</p> <ul style="list-style-type: none"> ● Do not climb on areas that aren't allowed or unsafe. ● No leaving school property.
Assembly	<p>.... to listen to the speaker.</p> <ul style="list-style-type: none"> ● Sitting smartly ready to listen. 	<p>.... to the speaker.</p> <ul style="list-style-type: none"> ● Listen in silence ● Sit still 	<p>... have kind hands, feet and mouth.</p>

		<ul style="list-style-type: none"> ● Raise hand to share information/answer a question. 	
Hall/PE	<p>.... for instructions</p> <ul style="list-style-type: none"> ● Stand ready and listen to instructions. 	<p>..... to the game, follow the rules.</p> <ul style="list-style-type: none"> ● Looking after our school resources. 	<p>.... use equipment appropriately.</p>
Dinner Hall	<p>..... wait your turn.</p> <ul style="list-style-type: none"> ● Queue up quietly one behind the other. ● Clean your area 	<p>.... to the staff and each other.</p> <ul style="list-style-type: none"> ● Use your manners and line up quietly. ● Say please and thank you in Welsh to the kitchen staff. 	<p>.... have kind hands, feet and mouth.</p>
Breakfast Club	<p>..... wait your turn.</p> <ul style="list-style-type: none"> ● Queue up quietly one behind the other. ● Clean your area/put resources away. 	<p>.... to the staff and each other.</p> <ul style="list-style-type: none"> ● Use your manners and line up quietly. ● Tidy away the resources you have used. 	<p>.... have kind hands, feet and mouth.</p> <ul style="list-style-type: none"> ● Do not leave hall without permission ● Leave the hall quietly at the end of the session.
After-school Clubs	<p>..... for instructions</p> <ul style="list-style-type: none"> ● Stand ready and listen to instructions. ● Dress appropriately of the specific activity. 	<p>.... to the staff and each other.</p> <ul style="list-style-type: none"> ● Tidy away the resources you have used. 	<p>.... have kind hands, feet and mouth.</p> <ul style="list-style-type: none"> ● Do not leave the club without permission.
Clwb y Ddraig	<p>..... for instructions</p> <ul style="list-style-type: none"> ● Play and have fun. ● Be ready for collection 	<p>.... to the staff and each other.</p> <ul style="list-style-type: none"> ● Tidy away the resources you have used. 	<p>.... have kind hands, feet and mouth.</p> <ul style="list-style-type: none"> ● Do not leave the club without permission.

Appendix 2 – The Five Pillars of Positive Relationships

	1 Calm, consistent modelled behaviour.	2 First attention for best conduct.	3 Relentless Routines	4. Scripted Intervention	5. Restorative Conversations
What does this look like at Ysgol Gymraeg Dewi Sant?	<ul style="list-style-type: none"> ● Wonderful Walking ● Mindfulness Strategies ● TLAC Strategies ● School Values 	<ul style="list-style-type: none"> ● Recognition boards for following Disgwyliadau Dewi Sant. ● TLAC Strategies ● Award Assembly 	<ul style="list-style-type: none"> ● TLCA Strategies ● Ysgol Gymraeg Dewi Sant Response Steps (Appendix 3) 	<ul style="list-style-type: none"> ● Response Steps (Appendix 3) 	<ul style="list-style-type: none"> ● Response Steps (Appendix 3)

Appendix 3 – Five Response Steps to Support Children not following Disgwyliadau Dewi Sant

Response Step	Possible Behaviours	Armoury of Strategies	Adult Response with Scripted Interventions	Follow up steps 'Certainty of the follow up. This allows the child to think about their actions and learn that someone important believes that they are better'.
Step 1 Reminder of Disgwyliadau Dewi Sant.	<p>Not following the rules.</p> <p>Shouting</p> <p>'Off Task'</p> <p>Distracting Others</p> <p>Non-completion of work.</p>	<p>Refer to recognition board - praise others?</p> <p>Use 30 second intervention script</p> <p>▼</p> <p>Allow the child some 'take up' time.</p>	<p>I noticed you are ... (having a wobble)</p> <p>It was the rule about That you broke.</p> <p>You have chosen to ...</p> <p>Do you remember... that is who I need to see today.</p>	<p>Teacher writes down notes on incident to refer to when all is calm.</p> <p>Teacher makes time to discuss behaviour with child, referring to the class rules/restorative approach.</p>
Step 2 Second reminder of Disgwyliadau Dewi Sant.	<p>General refusal to follow instructions.</p> <p>Other 'low level' behaviour.</p>	<p>Remind pupil to use the take time out and use of mindful/calming down resources.</p> <p>Use agreed script.</p> <p>Allow the child some 'take up' time.</p>	<p>Thank you for listening.</p>	

Response Step	Possible Behaviours	Armoury of Strategies	Adult Response with Scripted Interventions	Follow up steps
Step 3	Continuation of the above after second reminder	Remind pupil to use the take time out and use of mindful/calming down resources. Use agreed script. Allow the child some 'take up' time.	You need to... I need to see you... I expect... I know you will.... Thank you	Teacher judgement – offer the option to 'time out' if appropriate. In Class – Pupil to sit beside teacher/Separate desk to work. Yard – Stand with teacher, no talking. Teacher to discuss with parents/phone parents/SLT if several occurrences in a short period of time. Ensure follow-up with the pupil, use agreed script and allow 'take up time'.
Step 4	Repeated refusal to complete work. Leaving the classroom without permission Abusive or threatening language directed at other pupils Inappropriate use of language Refusal to accept a consequence at Step 1-3	Restorative discussion completed by teacher. Child to take 5-15 minutes of break/lunch time in class (depending on age of child). Incident recorded in 'My Concern'. Use agreed script	What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who else has been affected? How have they been affected? What can we do to make things right? On a scale of 1 to 10, how angry were you?	Letter home to parents to inform them of the behaviour and outcome.

			I can see that you aren't ready to talk	
5 Fast Track	<p>Repeat of behaviours from step 4</p> <p>Physical assault on a pupil especially in class</p> <p>Abusive language directed at an adult</p> <p>Fighting on the school premises</p> <p>Wilful destruction of property</p> <p>Physical assault on staff</p> <p>Absconding from school site</p>	<p>Team Teach Techniques</p> <p>Call for a member of the SLT</p> <p>Use agreed Script</p> <p>Parents called immediately (DHT/HT)</p> <p>Remove child from class/yard – Cwtsh/Headteachers office</p> <p>Fixed term/permanent exclusion</p> <p>Outside agency involvement</p> <p>Police notified if appropriate</p> <p>LA violence at work form completed and submitted to HT</p>	<p>You need to...</p> <p>I need to see you...</p> <p>I expect.....</p> <p>I know you will...</p> <p>Thank you....</p>	<p>Internal/fixed term/permanent /suspension/exclusion</p> <p>Meeting with parents by DHT/HT</p> <p>Restorative conference when appropriate</p> <p>Letter home to parents that has to be signed</p> <p>If physical assault continues then a reduction in timetable</p>

Ysgol Gymraeg Dewi Sant Relationships Policy

Referral form to parent

Date: _____

Child's Name: _____

Today your child broke one of the following school rules by –

- Repeated refusing to complete work
- Leaving the classroom without permission
- Used abusive or threatening language directed at other pupils
- Use inappropriate/undesirable language within the school setting
- Refused to accept a consequence at Step 1-3

Brief Details

The school considers this behaviour to be totally unacceptable.

We ask that you give this matter your urgent attention and deal with it accordingly.

Signature _____

Please fill in the slip below outlining briefly how you have dealt with the matter. Kindly return this to school once completed. Failure to return the slip below may result in the incident not being closed. Thank you

Signature _____

Date _____

Every child is unique.

Sanctions and rewards will be modified according to the individual need of the pupil.

Some pupils have a greater need than others.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Steps should always be taken with care and consideration; individual needs must be considered where necessary. Praise the behaviour you want to see and all pupils will be given 'take up' time in between steps. It is not possible to leap or accelerate steps for low level disruption.

A **reminder or warning** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes the child aware of their behaviour where the pupil then has a choice to do the right thing. Pupils should be given time to respond to this request 'take up' time.

A clear, verbal, final last chance warning should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Consequences – Steps 3, 4 and 5

Work that has not been completed in class due to a 'wobble' will be completed during their own time – break/lunch time under the supervision of the adult that has set the task.

5 / 15 minutes at breaktime to think about what happened can be enough. Lengthy detentions served days after the incident do not make the point or teach anyone better future behaviour. Any detentions will be given as soon after the event as possible, short and focussed, designed not just to deter but agree to future behaviour and reinforce existing boundaries.

Parents will be informed by letter if their child has reached step 4. Parents will be required to respond to the letter and return it to school. If 3 slips are received, parents will be invited in to school to discuss their child's behaviour and support that needs implementing to improve the behaviour of the child.

Natural Consequences

Cleaning up the mess, repairing a display, reorganising the classroom, making up with peers are examples of natural consequences. At Ysgol Gymraeg Dewi Sant we will find a consequence that repairs the damage rather than punishing the behaviour.