



Relationships Policy

This policy sets out overarching practices and specific guidance for all staff.

This policy should be read in conjunction with:

- **Teaching and Learning Policy**
- **Safeguarding Policy**
- **Anti-bullying Policy**
- **UN Convention on the Rights of the Child**



Aims

To support staff in ensuring a consistent and congruent approach to the building, maintaining and repairing of relationships. So that young people achieve the highest outcomes.

Building Relationships at Monmouth Comprehensive School

A restorative school emphasises the importance of relationships for supporting their skills for learning, emotional wellbeing, resilience, preventing harm and resolving conflict. The restorative mind-set informs our approach to practice at all levels. Actions are taken with reference to five Core Restorative Beliefs:-

- Everyone has a unique perspective and everyone is equally valued;
- Our thoughts and feelings influence our behaviours;
- Our actions have an impact;
- We have needs that connect us to people and purpose;
- The people best placed to find solutions are the people themselves.

The frame of the five Core Restorative Beliefs encompasses our school values:

Respect – respecting and appreciating everyone's unique qualities.

Freedom with Responsibility – understanding that rights come with responsibility.

Independence – in learning and in leading our lives.

Security – feeling confident our learning and making decisions free from intimidation and discrimination.

Success – celebrating our successes as an individual and as a community.

Mind-set

The individual member of staff is the key variable in creating successful relationships. The way in which we view behaviour will impact on how successful we are at building relationships and creating the right environment for all to flourish. At MCS, we encourage staff to look inwards first and encourage the development of self-knowledge or intrapersonal intelligence and recognise that his/her internal model of reality, including perceptions, beliefs and feelings all impact on relationships and behaviour management in the classroom.

Optimism is contagious and has an energising impact on those around you. The member of staff who enters the learning space in a warm, appreciative and enthusiastic manner with obvious high expectations is likely to have this reflected back by the students. Staff who value students opinions, work and listen with interest and curiosity sustain strong relationships. High levels of routine and rigour with consistent high expectations leads to success.

The approach we use at Monmouth Comprehensive School operates on three tiers: universal, targeted and bespoke.

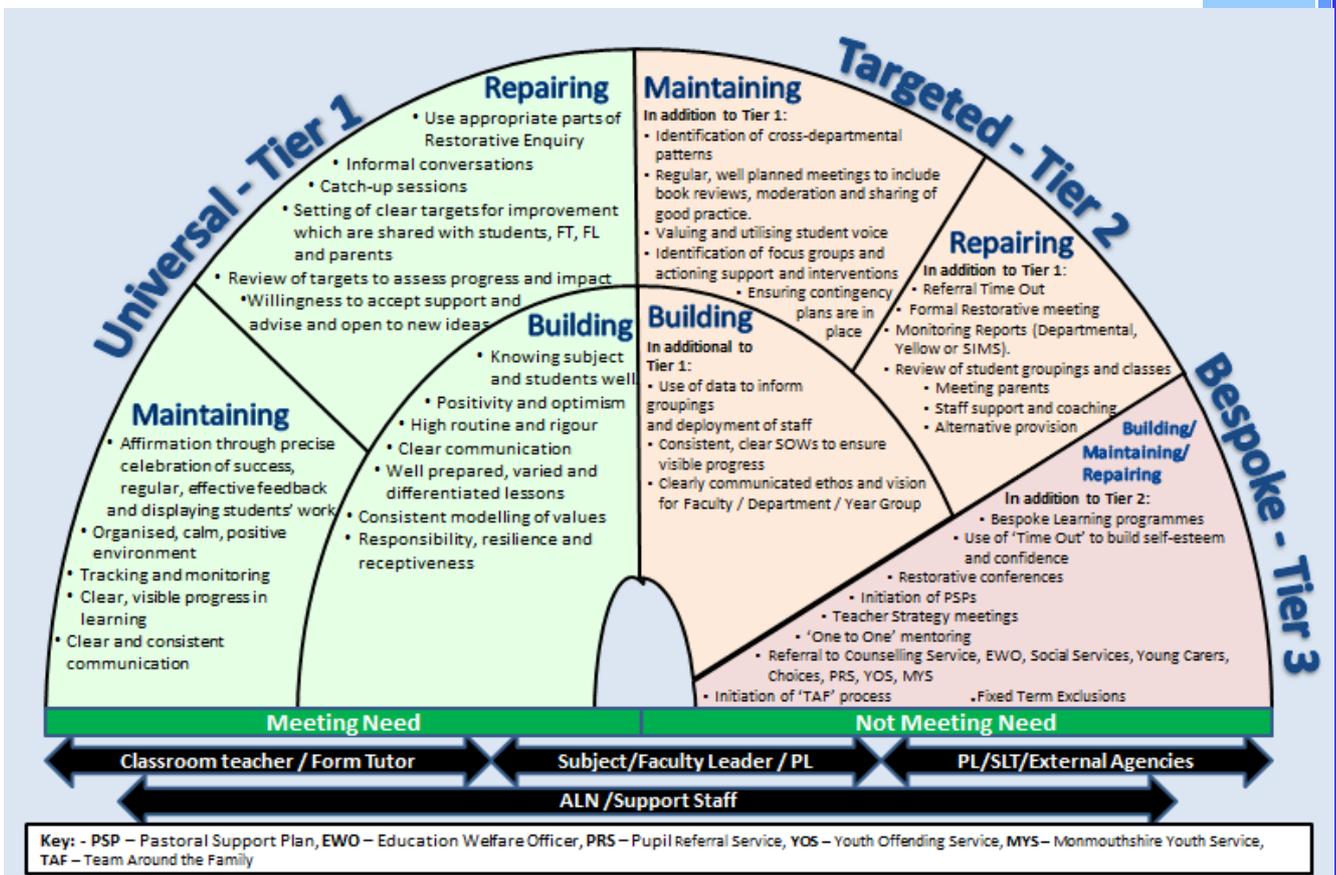


The Support Dashboard

Tier 1 - Universal – low-level behaviour, isolated incidents, lower impacts on self and others.

Tier 2 – Targeted – more serious behaviour or more persistent behaviour with moderate impacts on self and others and the need for targeted intervention and support by more than one member of staff. This will require intervention from Faculty and/or Progress Leaders.

Tier 3 – Bespoke - very serious or continually persistent behaviour with high levels of impact on the self and others and bespoke support through Progress Leaders, Faculty Leaders, SLT and outside agencies.



Time Out

Time Out is a place of security and connectedness. The aim of Time Out will always be to support young people in taking responsibility for their behaviours and reintegration into classrooms.

Time Out is a calm and quiet learning environment that meets the needs of students' learning and wellbeing: physically, socially, emotionally and behaviourally. Our school believes young people learn best when they feel safe, valued, supported and well-known.



Time Out provides individual and group support as well as being the catalyst for multi-agency support.

Students in Time Out will need to feel safe and accepted, with a sense of purpose. The intention is not to encourage further isolation but a chance for reflection with the opportunity to talk through thoughts, feelings and impact.

The values of our school still apply. Students using Time Out will be expected to conduct themselves appropriately in order to meet their needs and the needs of others.

Physical Needs

Time Out will provide medical support for students. Students should only access Time Out for health reasons in break or lunch times, except in a medical emergency. Time Out staff can provide basic first aid.

Social and Emotional Needs

Students may access Time Out to support their social and emotional needs. External agencies, such as Face-2-Face counselling, Young Carers, Youth Workers and Educational Welfare Officers may work with students to create an extended circle of support. MCS staff may also work with students in a one-to-one or mentoring capacity.

Students may utilise Time Out for longer periods of time if they are experiencing: a pattern of learning challenges within a classroom setting, external factors that are impacting their ability to engage in effective learning or a breakdown of positive learning relationships.

Behaviour Needs

Time Out will be used to respond to referrals or one-off behaviour incidents. All staff may refer to Time Out in response to a serious incident in the classroom. All referrals will be tracked, monitored and fed back to Faculty Leaders on a weekly basis.

Staffing

A variety of experienced staff from across our school community will work in Time Out. Time Out will be staffed by one member of full time staff, alongside Progress Leaders, and Support and Guidance Managers and all members of SLT to ensure the environment is conducive to learning and to meet the complex needs of students accessing this provision.

Referral Process

In order to refer a student to the Time Out, staff need to call and email Time Out with a brief outline of the presenting behaviours and the reasons for the referral. Time Out staff can collect the student and work to be completed. Please copy in Julie Morris, the Faculty Leader for the Faculty from which the student is being referred and the relevant Progress Leader. A pro-forma will be sent to the referring member of staff to fill in by the end of the school day.

Communication and Impact

If a student is referred to Time Out, a reintegration meeting will need to be conducted by the Faculty Leader and teacher to make an appropriate plan for reintegration. Time Out



staff, Form Tutors and Progress Leaders can support this process; however in order for it to be successful it needs to include the member of staff and student involved.

This meeting may or may not involve parents /carers; however parents / carers will always be informed of the reason for referral.

This formal reintegration meeting after-school should take place within 72 hours. A member of the Time Out staff will phone home on the day of the incident and liaise with the Faculty Leader to arrange this meeting. A formal letter will also be sent to parents / carers.

Formal Meeting

In this meeting, a full discussion of what happened, including thoughts, feelings, impact of actions and needs, will take place. An action plan will be put in place which allows for the impact of the intervention to be measured. A Faculty/Departmental report may be used to track improvement. A follow-up meeting will need to be arranged to reflect upon improvements.

The student involved may utilise Time Out for the subject area from which they have been referred until this meeting has taken place. In exceptional circumstances, if a meeting may not be able to take place within 72 hours, the student will need to be supported to learn within Faculty/Department until the meeting has been arranged.

Guidance

This guidance comes with a caveat; every instance of the following behaviours will be unique and all instances should be approached with the restorative mind-set. The guidance below, however, will help staff in deciding on appropriate courses of action, as the colour coding corresponds with the 'Support Dashboard', i.e. green = universal, orange = targeted and red = bespoke.



MONMOUTH COMPREHENSIVE SCHOOL

‘Learning to Lead our Lives’

Behaviour	Possible Reasons	Immediate response	Follow-up
Late arrival to lesson	Missed bus, family issues, delayed by previous teacher, lost, incident between lessons.	Welcome latecomer and ask them to sit down quietly – explain work that may have been missed.	Make time up later to enquire as to reason – use appropriate parts of Restorative Enquiry framework. Explore needs and plan a way forward. Record L on SIMS and enter number of minutes later by right-clicking on student name.
			If student is late three times in one week, a letter is sent home and student is placed on ‘late report’, monitored by FT.
			If a student continues to be late to school, after school catch-up set with PL and parents contacted / invited into school.
			Persistent and significant lateness may lead to meeting with parent, PL and Educational Welfare Officer.
No homework at requested time	Family issues, lack of understanding, loss, damaged, sense of failure, feeling of irrelevancy of task.	Offer space, time and place and support to complete work if this appears appropriate.	Make time later to enquire as to reason – use appropriate parts of Restorative Enquiry framework. Explore needs and plan a way forward. Record NH on SIMS. Teacher may contact home.
			If a pattern emerges across subjects, parents contacted and a meeting set up if necessary, led by PL / FT.
Missing equipment	Family issues, poverty, forgotten, lost, borrowed, stolen.	Offer a replacement for that lesson.	Make time later to enquire as to reason – use appropriate parts of Restorative Enquiry framework. Explore needs and plan a way forward. NE recorded on SIMS.
			If a pattern emerges across subjects, parents contacted and a meeting set up if necessary, led by PL / FT.
Uniform irregularity	Family issues, poverty, lost, damaged, stolen, status: needing to express individuality.	Inform FT / PL and ask student to collect uniform pass. Time Out to offer student uniform to wear when student collects pass. UN recorded on SIMS.	FT to make time later to enquire as to reason – use appropriate parts of Restorative Enquiry framework. If student still does not change uniform after a reasonable time (e.g. the next day), FT to call home.
			If this still does not lead to change in uniform, student to work in Time Out until a change has been made and PL to contact parent.



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Low-level off task behaviour	Lack of understanding, low self-esteem; need to achieve acceptance from peers, lack of motivation or enjoyment of topic, external issues causing distraction, seating plan, lesson plan and pace.	Address behaviour in a calm and non-judgmental manner.	Explore with student at the end of a lesson and individually what happened in the lesson. Use appropriate parts of Restorative Enquiry. RCB recorded on SIMS.
			If a pattern emerges across subjects, parents contacted and Yellow Report may be used to monitor progress.
			If low-level off task behaviours persists, parents to be invited to a formal meeting. Review of provision made. Action plan created at meeting, which is reviewed after a set period, which may involve a PSP in the most challenging cases.
Persistent use of mobile phone in lesson	Lack of understanding, motivation and engagement, unclear and inconsistent boundaries, worried about an external issue, need to communicate for self-esteem, engrained social behaviour.	Address behaviour in a calm and non-judgmental manner. Reminder of expectations, possible confiscation of phone (if appropriate) for the lesson in order to support focus.	Explore with student at the end of a lesson. Use appropriate parts of Restorative Enquiry to explore impact.
			Persistent use of the mobile phone in lesson time can lead to the confiscation of the phone for a period of time. Parents to be informed and mobile phone agreement to be signed by all parties. A meeting may need to be arranged between the people affected.
Little work completed in a lesson	Lack of understanding, low self-esteem; need to achieve acceptance from peers, lack of motivation or enjoyment of topic, external issues causing distraction, seating plan, lesson plan and pace.	Highlight the fact that you have noticed that sufficient work is not being completed and see what support you may be able to give to help.	Explore incident with student at the end of the lesson. Use appropriate parts of Restorative Enquiry to explore impact. RCA recorded on SIMS at the end of the lesson.
			If a pattern persists and is picked up by the FT / PL through SIMS tracking, a more formal meeting is required. Parents may be involved and a Yellow Report may be issued.
			If a positive impact is still not found and little work completed is coupled with other concerns, a PSP may be initiated.
Continued low-level disruption over a period of lessons	Lack of understanding, low self-esteem; need to achieve acceptance from peers, lack of	See 'low-level off task behaviour'.	See above



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	motivation or enjoyment of topic, external issues causing distraction, seating plan, lesson plan and pace, breakdown in relationships with peers or teacher, no consequence for initial behaviour, anxiety about issue.		
Persistent / serious behaviour in a single lesson	There could be a number of reasons for this. May be tracked to a single point of conflict or an accumulation of unmet needs.	Referral to Time Out.	Time Out to call home. Meeting to be set up with teacher and Faculty Leader within 72 hours. Student to work in Time Out for this lesson until meeting has been arranged (see above for more detail).
			If the incident is of an extremely serious nature, a fixed-term exclusion may be appropriate to allow school time to create a more bespoke package of support.
Break / lunch time incidents	Misunderstanding, peer pressure, boredom, status, attention seeking, lack of structure / supervision, relationship breakdown.	Address the incident immediately to ensure safety of students. Explore incident briefly with students to be able to give information to PL.	Speak to PL for students and always follow up with an email for the student file. PL to explore an unpick incident with students involved. Parents to be informed as necessary and plans to make amends put together.
			If the incident is of an extremely serious nature, a fixed-term exclusion may be appropriate to allow school time to create a more bespoke package of support.
Bringing an inappropriate item into school	Misunderstanding, feeling threatened, peer pressure, status, boredom, attention seeking.	Ask firmly for the item to be handed to a member of staff. If this request is not met, liaise with a PL or SLT.	A PL or member of support staff will usually be the best placed person to explore an incident like this in full, using the appropriate parts of Restorative Enquiry. Parents will be informed and a detailed exploration of impact should be undertaken.
			Serious instances of bringing an inappropriate item into school actions may be supported by formal restorative conferencing with parental involvement or, as a last resort, fixed term exclusion.
Leaving school site at break or lunch	Status, peer pressure, feeling of anxiety, feeling of isolation from majority of peers.	If any student is seen leaving the site, they should be challenged to ensure their safeguarding.	Teacher to check with Reception and Attendance Administrator and relevant PL to see if student has a reason for leaving school site. If there is no good reason, PL / FT to discuss incident with student, using appropriate parts of Restorative Enquiry.



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Behaviour	Possible Reasons	Immediate response	Follow-up
			Repeated incidences will lead to parents being informed and alternative arrangements (for example, spending free time in Time Out) being made.
Unkind words directed to another student, face-to-face or through technology or social media	Relationship breakdown, peer pressure, acceptance, lack of understanding, unawareness of consequence, lack of empathy.	Listen to the perspective of the student and note down the detail of the incident. Ask to see any text messages / statuses on Facebook etc. if appropriate and with student's consent. If the unkind words are one-sided, persistent and involve an imbalance of power, a bullying issue may be occurring. See anti-bullying policy for guidance.	Ensure that information is shared with FT and PL. If incident is between students in the same form, FT is best placed to follow up using appropriate parts of Restorative Enquiry. All information to be recorded on LO4EO logs. If incident is between students from different forms, PL may be best placed to support.
			If incident is of a discriminatory nature, it must be reported to Monmouthshire, following guidance set.
Smoking on school site	Peer pressure, need for acceptance, addiction.	Address issue with students and ask them to move away from the area that they are in and stop smoking. Take names of students.	Pass on names to PL. Parents to be informed of incident and students to be invited to an after school smoking cessation session.
			A bespoke timetable may be created which would mean a student is not on school site in unstructured times. Referral to outside agency to support smoking cessation may be appropriate.
Damage to equipment in school	Peer pressure, insecurity, frustration at a relationship breakdown or earlier conflict in school, unable to engage in learning.	Explore briefly the perspectives of those involved, using appropriate parts of Restorative Enquiry.	Actions will depend on circumstances and nature of incident and will probably involve parents and PL or Faculty Leader. Focus should be given to the impact of the actions and how the student will restore the damage caused, possible through financial reimbursement or community service.
Taking something without permission	Poverty, peer pressure, seeking attention.	Explore briefly the perspectives of those involved, using appropriate parts of Restorative Enquiry.	Actions will depend of circumstances and nature of the incident and will probably involve parents and PL or Faculty Leader. Focus should be given to the impact of the actions and how the student will restore the damage caused, possible through financial reimbursement or community service.



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			Repeated instances may lead to support being accessed through external agencies, such as the Youth Offending Service.
Truancy	There could be a number of reasons for this. May be tracked to a single point of conflict or an accumulation of unmet needs.	All staff should always email Kath Paul and PL if a student has not arrived to their lesson and has been marked present earlier in the day. This is a legal requirement and an essential element of safeguarding.	Attendance Administrator and PL to acknowledge receipt of email and begin to investigate whereabouts of student. If student is truanting lesson, Attendance Administrator to inform parents immediately. Follow truancy response i.e. FT/ PL or member of support team to discuss with student involved to explore reasons for truancy. Set up meeting within 72 hours, with either teacher of the lesson truanted or FT / PL, depending on circumstance, to explore reasons for truancy and ensure appropriate support is in place to avoid further instances of truancy.
			If a pattern of truancy occurs, a PSP and referral to Educational Welfare Service may be appropriate.
‘Sexting’ or sharing / sending of sexually inappropriate material	Peer pressure, seeking attention, boredom, feeling threatened, insecurity.	Listen to perspective of student and inform safeguarding officer as soon as possible.	Safeguarding officer / PL to advise on next steps to ensure safety of all students.
Threatening words or actions	Lack of understanding, low self-esteem; need to achieve acceptance from peers, lack of motivation, external issues causing distraction, seating plan, lesson plan and pace, breakdown in relationships with peers or teacher, anxiety about issue.	Listen to the perspectives of the students involved. Calmly diffuse situation by removing students from conflict, if applicable and appropriate.	A more detailed exploration, using the relevant parts of Restorative Enquiry would need to be undertaken. Relationships with the students involved would be the deciding factor in identifying the member of staff to follow up.
			A meeting may need to be arranged between the two parties. This kind of Restorative work may be led the PL and FT. A thorough exploration of the impact of actions is essential. Parents may be contacted and the incident recorded on the LO4EO log.
			Serious or persistent instances of threatening words or actions may be supported by formal restorative conferencing with parental involvement or, as a last resort, fixed term exclusion.
Swearing at a member of staff	Misunderstanding, feeling threatened, peer pressure, status, anger at external issues.	Respond with calmness and control, removing yourself from the conflict situation.	Swearing at a member of staff should be treated as a serious incident, due to its far ranging impact. If a student swears at a member of staff they may initially be sent to Time Out to have a period of reflection. A formal restorative meeting (or conference) should be set up within a specified amount



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			of time between the teacher and student involved, led by PL or SLT. Parents will be contacted, and they may be invited to the meeting if appropriate. If the incident happened in a lesson, the student should not return to said lesson until the damage has been repaired.
Physical aggression / altercation between students	Misunderstanding, anger, peer pressure, status, lack of understanding.	Respond in a calm manner, separating the students if safe and necessary to do so.	<p>There may be many different types and levels of altercation between students; however the guiding principles of dealing with incidents of this nature are the same. As always, the exploration should begin with Restorative Enquiry as to what happened to gain the perspectives of all students involved. The students may be asked to spend some time in Time Out to reflect on the events. Parents will be contacted and a formal restorative meeting / conference will be called to restore the relationship between students if at all possible.</p> <p>A serious incident may lead to a fixed-term exclusion to allow school time to create a bespoke package of support.</p>
Self-harm or suicidal thoughts	There could be a number of reasons for this. May be tracked to a single point of conflict or an accumulation of unmet needs.	Respond in a calm manner. Listen, using active listening skills and non-judgement, non-leading language.	Incidents should always be reported to PL and the safeguarding officer, who will be able to advise the best course of action. Parents will be informed and involved. Referrals to external agencies and healthcare agencies such as GPs, Primary Mental Health Team (PMHT) and Child and Adolescent Mental Health Support (CAMHS) may be appropriate.
Drug related concerns	There could be a number of reasons for this. May be tracked to a single point of conflict or an accumulation of unmet needs.	Ensure safety and welfare of the student as much as possible.	Report any concerns regarding drug use to PLs and safeguarding officer. Parents may be informed and referrals of external agencies such as Choices may be appropriate.



SIMS tracking

A process for tracking and monitoring behaviour and interventions has been trialled and developed on SIMS in the summer term of 2016. A system of recording and tracking behaviours can be used on SIMS, with the following codes:-

NE – no equipment

NH – no homework

REB – restorative enquiry has taken place between student and teacher (behaviour)

REA – restorative enquiry has taken place between student and teacher (academic)

P – pastoral

These codes are added to the register by right-clicking on the lesson in which you currently are teaching a student and selecting 'add comment'. They will allow other teachers to track behaviour and attitudes to learning throughout a single day and allow Form Tutors and Progress Leaders to track patterns in behaviour across a student's curriculum.

These codes are not however, a method of passing on responsibility to others; they are to inform colleagues of information from lesson and it is an expectation that any code entered onto SIMS will be coupled with a discussion regarding the concern with the student involved.

A report will be run each week to inform FTs and PLs of patterns and a letter will automatically be generated and sent home to parents / carers if three incidents of any of the above codes (apart from P) are recorded in the same half term.

Intervention Tracking

Under the Behaviour Management tab on a students' profile on SIMS, staff can now student successes, alongside pastoral notes and intervention information. This will replace all existing paper records of conversations with parents, students, Restorative Enquiries / Meetings / Conferences etc. It will allow us to share important information, track and monitor interventions and review progress and provision.

All staff should make a habit of checking this section of SIMS if they are concerned about the progress of, or curious about support around, a specific student.



Three Personal Tools for effective Behaviour Management and Development

Responsibility – this requires the teacher to accept responsibility for every aspect of his/her experience and accept that energy is depleted only by our perceptual choices rather than by other people's actions or events that take place. It's not what people do or say; it's how we process and react to what people do and say. In essence, this is demonstrating internal locus of control rather than external locus of control. The external locus of control creates a way of thinking that makes the individual a victim of circumstances – the blame for negative experience is directed at other people and instead of taking credit for success and achievement this is attributed to luck, fluke or someone else efforts. This is the opposite of being responsible.

Resilience – the ability to restore oneself and bounce back following a difficult experience in order to move on and learn from what happened. In practical terms the resilient teacher is able to start afresh after a challenging experience; having examined what occurred and considered how to limit the possibility of such problems arising again.

Receptive – being open to new ideas and new ways of thinking requires a high level of flexibility of thinking and willingness to consider alternative perspectives. It requires an ability to make creative leaps in order to reach out and assimilate new ideas and take calculated risks. The receptive teacher is prepared to try new ideas and carry them out with positivity and energy.
