



monmouthshire
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Cysgod
Y Coed

Cysgod y Coed

Relationships and Behaviour Policy

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2	July 2026	Jake Parkinson	Update name Update mobile phones Update anti-bullying

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Associated documents

All our policies are constructed using the Monmouthshire values:

Teamwork Openness Fairness Flexibility

All our policies are co-constructed and informed by professional learning, pupil voice, parent carer voice, staff voice and subject to challenge and support by our Management Committee.

This policy makes clear how people should treat others and what may happen where things go wrong.

We are invested in supporting the very best possible relational health between:

- Parent and child
- Carer and child
- Child and child
- Child and staff
- Parent and staff
- Carer and staff
- Staff
- Staff and external agencies

Our aims and ethos.

Our aim is to prepare our pupils to return to school or the next stage of life successfully. To enable this, we provide them with a bespoke curriculum according to their needs.

The curriculum is trauma informed and contributes to the four purposes:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

There will be a focus academic, vocational, and personal development as appropriate to achieve success with high standards of teaching and learning and high expectations of behaviour.

Our ethos is to create a safe environment in which all children experience success. To this end, Cysgod y Coed (Cyc) is committed to educational practices which Protect, Relate, Regulate and Reflect.

Aims and ethos put into practice.

Protect

- Increased 'safety cues' in all aspects of the day, e.g., 'meet and greet' at the classroom door.
- Staff trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathetic, playful, and curious (proven to shift children out of fight/fight/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive to decrease likelihood of children relating defensively (fight/ flight/ freeze).
- A whole service commitment to avoid all use of harsh voices, shouting, criticisms, and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Children have easy and daily access to at least one emotionally available adult and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative person is found.
- Staff adjust expectations around children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing children in a kind and non-judgmental way from situations they are not managing well.
- Provision of a clear, confidential, and non-shaming system of self-referral for children's help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally regulated and in so doing to support them to interact throughout the day with positive social engagement rather than defensiveness.

Relate

- At our school, a wide commitment to enabling children to see themselves, their relationships, and the world positively, rather than through a lens of threat, danger, or self-blame.
- Children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences, through emotionally-regulating, playful, enriched adult-child interactions.
- The emotional wellbeing and regulating of staff is treated as a priority to prevent burn-out, stress-related absence, or leaving the profession through stress related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin). Timetabled times for staff to use these spaces.

Reflect

- Professional learning, facilitated reflection and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of question/giving lectures).
- Provision of skills and resources to support parents and staff in meaningful empathic conversations with children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g., art/play/drama/music/sand-play/emotion worksheets/emotion cards.
- Health and Wellbeing and psychoeducation as preventative input, informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies, and minds.

- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathic conversation, addressing children's negative self-referencing and helping.
- The Monmouthshire PPRS policy is based not on punishment, sanctions and isolation, but one that models enquiry, reflection, resolution and interactive repair (e.g., restorative conversations).

Values and expectations

Everyone will make mistakes sometimes. The commitment we make together is to learn from our mistakes and try to put things right. Our values of Teamwork, Openness, Fairness and Flexibility should be lived in each expectation listed below.

Behaviour Expectations

Our behaviour expectations are rooted in respect, responsibility, and safety. These expectations are communicated positively and clearly to all pupils:

1. Respect: Treat others, yourself, and the environment with kindness and consideration.
2. Responsibility: Take ownership of your actions and their impact on others.
3. Safety: Act in ways that keep yourself and others safe, both physically and emotionally.

Mobile Phones

Mobile phones can cause a significant distraction to learning. We have a responsibility to support pupils in being able to work without the need for their mobile phones. We want pupils to converse with each other and staff when in school. Therefore, all pupils are expected to hand in their mobile phones on entry to the school. If a pupil chooses not to hand in their mobile phone, their parent/carer will be contacted to come and collect their child's phone from the school. Repeated instances of not handing in a mobile phone will lead to a formal meeting with parent / carer and a contract being agreed between learner and school.

Serious Incidents

All serious incidents are recorded on our proforma, see **Appendix 1**.

Antibullying

The school does not tolerate any discriminatory or bullying behaviours. Our definition of bullying is, "Behaviour by an individual or group, repeated over time, which intentionally hurts others either physically or emotionally" as shared by the Welsh Government. The antibullying lead for the service is Jan Watkins. The service works closely with the Local Authority in preventative and reactive strategies around bullying and discriminatory behaviour. We record our incidents on SIMS.

Promoting Positive Behaviour

We promote positive behaviour through the following:

1. Relationships and Connection

- Building strong, trusting relationships with pupils is central to our approach.
- Staff model positive behaviour, empathy, and self-regulation.
- Daily check-ins and consistent routines create a sense of safety and predictability.

2. Recognition and Rewards

- Positive reinforcement is used to acknowledge and celebrate pupils' efforts and achievements.
- Verbal praise, certificates, and reward systems (individualised for pupils) are used to motivate and encourage. Reward systems allow pupils to gain and collect positive experiences.

3. Wellbeing and Emotional Regulation

- Regular wellbeing activities, mindfulness sessions, and opportunities for movement breaks are embedded in the day.
- Pupils are taught strategies to regulate their emotions, such as breathing exercises, sensory activities, and using calm-down spaces through the curriculum offer.

4. Curriculum Integration

- The Curriculum for Wales framework underpins our teaching, promoting emotional literacy, empathy, and resilience through the Health and Wellbeing Area of Learning and Experience. We ensure that we explicitly teach pupils positive behaviours and how to manage their emotions.

All of us will:

- respect each other's opinions, possessions, feelings and protect our ability to work and learn.
- be part of and contribute to a positive learning environment.
- be polite.
- approach working and learning with a positive attitude and a sense of humour.
- understand that with freedom comes responsibility.
- understand each other and work with each other to achieve success and progress.
- keep everyone safe by not bringing in weapons or anything that could be used as a weapon.
- keep everyone safe by not smoking, vaping or taking harmful or illegal substances or using alcohol.
- not label, judge or stereotype.
- maintain a clean and tidy learning environment.

Children and young people will:

- arrive on time and be motivated to learn.
- take pride in their work and make sure it is safely stored.
- be aware of their targets for learning and know what they need to do to achieve them.
- know what progress they have made and the next steps to take.

Adults will:

- be fair and consistent.
- acknowledge and reward all achievements.
- exhibit role model behaviour.
- ensure they provide appropriate, well-planned activities with the right amount of challenge.
- have a cooperative approach to learning.

Parents/Carers can help in the following ways:

- Being interested in their child's learning.
- Understanding and supporting our values and expectations.
- Being willing to support activities related to learning.
- Being aware of their child's role within the community.

In partnership we should enable children to see themselves, their relationships, and the world positively. Please work with us by:

- Giving and receiving good news about your child.
- Role modelling openness and fairness.
- Providing up to date emergency contact numbers and email addresses.
- Informing the school of absence by telephoning on the first day.
- Attending meetings.
- Making appointments to see staff about your concerns or hopes.

Why we use a trauma informed approach to repair and rebuild.

When in conflict people need:

- A chance to tell their story.
- An opportunity to express their feelings.
- To understand how the situation happened.
- To understand how it can be avoided another time.
- To feel understood by the others involved.
- An acknowledgement of the harm caused, if not an apology.
- To find a way to move on.

Punitive responses can:

- Cause resentment rather than reflection.
- Are rarely considered fair.
- Do not repair relationships.
- Leave wrongdoers feeling bad about themselves leading to further alienation.
- Can often leave the adults expected to act punitively feeling uncomfortable and frustrated.

The key to a successful outcome is if it is arrived at by those people involved in the conflict. We appreciate that many of our children and young people have experienced conflict and trauma

inside and sometimes outside of school life. These past events can help shape their response to anything difficult. We intend to help each person succeed when met with new challenges.

Responding to unwanted behaviours

Adults

Some of the things you can expect us to try are:

- Give reminders of what we expect.
- Prevent possible situations by using humour, changing the activity or changing groupings / rooms etc.
- Offer a reflection space.
- Restorative Chat at the end of the lesson if appropriate – 1-1 informal chat using restorative questions and listening to answers.
- Phone home.
- Impromptu meeting with contract – an informal meeting that may include an impartial person to come up with a contract of behaviour all parties are happy with.
- Refer to line manager – if no resolution is achieved then the SLT will support all parties involved (staff and pupils).
- Record all Interventions on action log for low level issues and use Serious Incident Proforma **Appendix 1** for more serious problems.
- Monitor and evaluate Interventions – use behaviour targets to help pupils learn how to improve and prevent issues reoccurring through One Page Profiles and Pastoral Support Plans.

SLT may utilise strategies such as:

- Impromptu chat – to reinforce chat held with the teacher and to offer a listening ear.
- Impromptu conference – to help form a contract with the teacher and the pupil and to reassure pupil that they will be listened to and that a positive outcome can be achieved.
- Formal Restorative Meeting with Contract and intervention logged – if the relationship breaks down further then it is important that SLT formally hears both sides and a resolution can be reached.
- Formal Restorative Conference with Contract and intervention logged – this would include parents, youth workers and all other agencies involved.
- Pastoral Support Programme written and reviewed regularly.
- Referral to outside agencies.
- Monitor and evaluate interventions.
- Removal of learner to work with a different member of staff, in a different area or different Centre for a fixed period of time, to give all the chance to reflect and repair.
- Fixed Term Exclusion with re-integration plan.

Use of Fixed Term Exclusion

Where behaviour would continue to pose a risk to safety, the Head of Cysgod y Coed may decide a Fixed Term Exclusion is required.

The purpose is to allow safety to be restored through a change in behaviour, updated risk management or a more suitable plan for return to learning.

The purpose is not punishment.

Our Fixed Term Exclusions will be recorded as one of the following:

- Assault violence against staff
- Assault violence against learner
- Disruptive behaviour
- Bullying
- Racial harassment
- Sexual harassment
- Verbal abuse
- Threatening or dangerous behaviour
- Possession/use of weapon
- Theft
- Damage to property
- Substance misuse
- Other (with clear link to safety).

Exclusions will be for the minimum reasonable time. Parent / carers will be informed on the day of the exclusion. An email and hardcopy of the formal letter will follow within 24 working hours.

The date and time for a restorative meeting will be included in the letter.

Restrictive Practices

As a trauma-informed setting, the use of restricted practices is carefully controlled, monitored, and only applied when absolutely necessary to protect the safety of pupils and others.

1. Definition of Restricted Practices

Restricted practices refer to any action or intervention that limits a pupil's movement, freedom, or choice. This includes:

- Physical intervention or restraint.
- Seclusion or isolation.
- The withdrawal of privileges as a form of control.

2. Principles for Use

Restricted practices are only used:

- As a last resort when there is a clear and immediate risk to the safety of the pupil, other pupils, or staff.
- In accordance with Welsh Government guidance (Reducing Restrictive Practices Framework).
- In a manner that is proportionate, necessary, and reasonable.
- With the utmost respect for the pupil's dignity and rights.

3. Physical Intervention

- Staff may use physical intervention to prevent harm, such as stopping a pupil from harming themselves or others.
- Only trained staff members are authorised to use physical intervention, following Team Teach or equivalent de-escalation and restraint training.
- All physical interventions must be logged in the bound and numbered book and reviewed by senior staff.
- Parents/carers are informed following any use of physical intervention.

4. Seclusion and Isolation

- Pupils are never locked in a room or forcibly secluded.
- Calm-down areas may be offered as a voluntary space for pupils to self-regulate, but pupils cannot be forced into such spaces.
- Any withdrawal of a pupil to a quieter area must be supervised and for the shortest time possible.

5. Monitoring and Review

- All restricted practices are carefully recorded, including the reason for use, duration, and outcome.
- Incidents are reviewed by the leadership team to ensure that restricted practices are applied appropriately and as a last resort.
- Patterns of restricted practice are analysed to identify opportunities for alternative strategies or training needs.

Contraband Items

To maintain the safety, wellbeing, and focus of all pupils, the following items are strictly prohibited in CyC:

- Weapons or Dangerous Objects: Any item that could cause harm, including knives, sharp objects, or replicas.
- Drugs, Alcohol, and Tobacco: This includes illegal substances, vaping devices, lighters, and any associated paraphernalia.
- Inappropriate Media: Pornographic, violent, or otherwise harmful material, including images or recordings on electronic devices.
- Other Unsafe Items: Items such as fireworks, aerosol sprays, and laser pens.

This is not an exhaustive list and staff have the right to confiscate any object that may cause harm.

Managing Contraband Items:

- All pupils are informed of the prohibited items during their induction.
- Regular, respectful checks (in line with safeguarding guidance) may be conducted to ensure the safety of all pupils and staff.
- If a prohibited item is found, it will be confiscated immediately. Dangerous or illegal items will be handed to the appropriate authorities, and families will be informed.
- The situation will be addressed through restorative conversations and appropriate consequences.

If necessary, staff will follow Welsh Government guidance on searching pupils.

Staff Training on Restricted Practices

- All staff are trained in de-escalation techniques and trauma-informed approaches.
- Staff authorised to use physical intervention receive specialised training, such as TeamTeach.
- Ongoing professional development ensures staff are equipped to manage challenging behaviour with minimal reliance on restricted practices.

Monitoring and Evaluation

The implementation of this policy is monitored through:

- Regular review of behaviour incidents and patterns, including the use of restricted practices.
- Pupil and staff feedback on the effectiveness of strategies.
- Updates to Risk Assessments and restorative practices based on outcomes.

This policy was approved by the Management Committee

Signed: ... *Swice*

Chair of the Management Committee

Date:8th July 2026.....

Signed:J. Parkinson.....

Head of Cysgod y Coed

Date:8th July 2026.....

Appendix 1

Cysgod y Coed Serious Incident Form

Serious Incident Checklist

- member of SLT contacted
- parents/carers/social worker informed
- recorded on MyConcern

- copy of this form emailed to...
- where physical intervention has taken place, Bound and Numbered book completed
- where needed, a Violence at Work form to be completed
- PSP, Risk Assessment, PHP updated if necessary

Name of pupil Note: if other pupils are involved in an incident they cannot be named (or initials used) on this form. A separate form will need to be completed for each pupil		Year group	
Date:			
Report completed by:			
Other staff present:			

Location of incident/site/provision

Time of Incident									
Before School		Break		Lunch		In lesson		After school	

Day of incident									
Monday		Tuesday		Wednesday		Thursday		Friday	

Antecedents/triggers									
Distractions or concerns at home		Disagreement with peers		Not allowed something/being asked to do something		Feeling unwell/ pain		Tired/lack of sleep	
Hungry		Noise		Others in their personal space		Feeling accused		Cravings/ Addictions	
Behaviour of others		Peer Pressure		Change of staff		Change of routine		Transport issues	
Other									

Description of incident			
De-escalation/interventions used			
Calm voice approach		Reassurance offered	
Planned ignoring		Alternatives offered	
Distraction		Change of face	
Repeat desired behaviour		Contingent touch/guiding hand	
Humour		Team Teach	

Action taken following incident	
Meeting/conversation with parents/carers:	
Restorative conversation/ pupil response:	
Lessons learned? Give details	
Positive Handling Plan/risk assessment updated?	
Yes/No Details	
PSP updated	

Yes/No		
Details		
Accident/violence at work form completed? Give details		
First aider summary. Give details		
Discussed with member of SLT (name)	Signed	Date