

Ysgol Gynradd Herbert Thompson Herbert Thompson Primary School



Positive Relationships Policy

2022 - 2025

INTRODUCTION

“It’s relationships, not programmes that change children...young people thrive when adults care about them on a one to one level and when they have a sense of belonging to a caring community.”

At Herbert Thompson we believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe, secure and respected. We recognise that every child needs praise, support, recognition and affection.



Our school mission statement reflects these beliefs:

Our vision for the future is based around the unwavering belief that our community will live with positive values and behaviours and have the aspirations and skills to live happy and successful futures.

We have six core values that drive us and underpin all that we do:

Diversity - we respect each other’s differences and celebrate our uniqueness.

Respect - we listen to each other and treat everyone the way we would like to be treated; keeping hands, feet and unkind words to ourselves.

Determination - we try our best and never give up, even when things get tough.

Care - we are helpful and considerate, showing kindness to others and looking after our surroundings.

Achievement - we challenge ourselves every day and work hard to achieve our goals.

Security - we look after each other and keep ourselves and others safe.

Everyday we recite our values mantra and the children know our values well we always finish our mantra by reminding everyone of their own personal value:

“I am loved. I am strong. I am important. I am special”.

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ALL BEHAVIOUR IS COMMUNICATION. We believe behaviour is directly linked to relationships and inappropriate behaviour is defined in terms of the harm or potential harm that it causes others. Restorative approaches acknowledge the feelings, needs and rights of all parties. We would define negative behaviour as harm done to the wellbeing of another person and in dealing with an incident we would want to find out how all sides are feeling and what they need, to put things right. Where possible we believe in dialogue so everyone involved has an opportunity to communicate and co-operate with each other.

‘Young people can only begin to take responsibility for their own behaviour when adults begin to share this responsibility with them’. J Nelson

*‘If you want to make peace, you don’t talk to your friends; you talk to you enemies’.
Moshe Dayan*

AIMS OF THE POLICY

- To raise self esteem and help children to build positive self image
- To support all members of the school community in building positive relationships
- To work collaboratively to create a caring and supportive environment
- To recognise and praise good efforts
- To respond appropriately to individual needs and encourage children to do the same for others
- To provide a stimulating and enriching curriculum that demands full participation
- To ensure consistency throughout the school

This policy should be used alongside the Anti-bullying policy, Safe Touch Policy, Absconding Policy and Positive Handling Policy.

Our focus is on collaboratively repairing harm done to relationships, rather than on blame and punishment. We understand that the person being harmed *and* the person who has harmed have similar needs, including:

- Someone to listen.
- Time to calm down and reflect.
- A chance to ask or a chance to explain.
- A sincere apology or an opportunity to apologise.
- Things to be put right.
- Reassurance it will not happen again and that we can all move on.

Staff at Herbert Thompson Primary School, endeavour to meet these needs through the way in which they respond to incidents; giving time for discussion, showing empathy and working collaboratively to find solutions.

Therefore when dealing with conflict we ask the following questions:

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1. What happened?
2. What were you thinking/how were you feeling?
3. Who has been affected?
4. What do you need?
5. How can we move on?

By asking these questions we help all sides to begin to understand what is going on inside another person's head, their thoughts and feelings and what they need. It is our aim at Herbert Thompson to encourage children to think how their behaviour impacts on others and to enable the children to develop an 'inner moral compass'.

OUR SCHOOL GUIDELINES

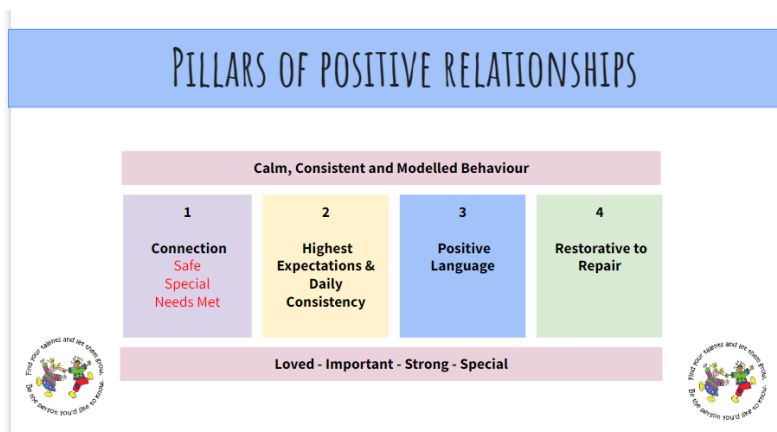
Our School Guidelines are:

- I will respect myself.
- I will respect other children.
- I will respect all adults.
- I will respect my surroundings

I will try to repair any relationships that I have harmed.

THE PILLARS OF POSITIVE RELATIONSHIPS

As a school, we follow a four pillar approach to positive relationships which underpins all the strategies that we have across the school.



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The four Pillars also links very closely to the school's graduated response for supporting emotional health and wellbeing needs. This was updated in line with the new ALN Code of Practice (2018).

Graduated response

Universal – Stage 1

Good every day class/school practice
All pupils effectively supported by their class teacher/s, LSAs and PPA staff
CPD for all staff
Keeping everyone safe
School values and vision embedded

Catch up - Stage 2

Targeted and focused support for those with difficulties
Proven good practice and evidence based
Building on effective whole-school whole-class practice described in stage 1

Consideration of ALN - Stage 3

Request for specialist advice
Person centred planning (PCP) meetings
Consideration of ALN (Additional learning needs) and ALP (Additional learning provision)
IDP to be written if ALN is identified with a need for ALP

THRIVE APPROACHES

We are very proud to be a Thrive School of Excellence, which recognises our commitment to providing the highest quality emotional health and wellbeing provision for our learners. We are passionate about THRIVE approaches and have benefitted from learning about recent advances in neuroscience, attachment theory and child development. The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the approach equips us to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning. We provide an extensive range of reparative and right time learning experiences for our children to help them to develop emotionally and socially.

Staff are trained to support learners when they are dysregulated and use techniques to help support children. The most common techniques are:

Vital Relational Functions for Dysregulation

Attune – match the child's energy using your body, face and voice.

"Oh wow! I can see your face is red and your fists are clenched."

Validate – let the child know it's ok to have that feeling.

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“I’m wondering if/noticing that you might be feeling sad, angry..It’s ok to feel like that. If that happened to me I would feel.....too.”

Contain – *be alongside as a helpful, supportive adult.*

“I can see things are tricky for you and I will keep you safe.” Break things down, first we will...then etc.

Regulate – *soothe or stimulate the child back to social engagement.*

“Let’s breathe together until you feel calmer.”

Using PACE to Build Connections

Playfulness: Light hearted and reassuring manner.

Open, calm and engaged attitude allowing child to relax.

Acceptance: Unconditional acceptance of thoughts, feelings and struggles.

Normalising emotions and providing affirmations.

Curiosity: Support development of self-awareness so the child can identify reasons behind their own actions.

Empathy: Show compassion - being present in the moment to understand experiences as the child does.

Y CWTCH PROVISION

in 2019, we opened our new Y Cwtch, THRIVE Classroom. Cwtch in Welsh means hug and we wanted this area to be a welcoming, warm space. This provision is created to provide a short and intensive emotional support provision that provides individual, tailored support for identified children. The staff within the provision are highly trained and skilled in providing emotional support to children. Y Cwtch is an inspiring space with a well equipped outdoor learning area. The children who access Y Cwtch absolutely love being in the provision and taking part in art and craft activities, group work, gardening, working in the builder’s shed and even getting creative in the mud kitchen.

Y Cwtch has gone from strength to strength and in 2021, we opened our new Hygge room within Y Cwtch which is a safe, calm space for children to relax and feel at home.

We are also developing 'Cwtch Cornell' which are mini Cwtch areas in all classrooms to help children to regulate when needed in their classrooms. We also have Haven rooms across the school which are used for a range of wellbeing interventions from highly skilled staff.

WHOLE SCHOOL REWARDS

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Warm Fuzzy Jars – We talk about warm fuzzies as being positive emotions evoked by doing the right thing, based on The Original Warm Fuzzy Tale by Claude Stevens. All classes have a jar and enough warm fuzzies to fill the jar. Every time the class works together for the good of each other, they earn a warm fuzzy. When the jar is full, the children have a pupil voice session to choose a whole class reward such as a movie afternoon. In a Thursday awards assembly, the winning class comes to the hall to put their warm fuzzy in the whole school jar. When the jar is full, Y Senedd choose a whole school treat to celebrate the wonderful effort from all children.

Warm Fuzzy Stickers – During class ‘drop ins’, children are awarded with stickers when selected by staff for making really good choices and giving others warm fuzzies.

Class Dojos - Children are rewarded with Dojo’s points (which is a whole school online reward system) for a variety of reasons, such as listening very well, being kind to others etc.

Praise Postcards - All the teachers have a supply of reward postcards, which they send home occasionally, to let parents know of something good that has happened in school.

Purple Slips– In every class, children are selected every day when they have worked really hard to be the best that they can be. The slips are sent home to share with their families.

Star of the Day Sticker - Each classroom has a reflection chart with three parts ‘Ready to Learn’, ‘Time to Reflect’ and ‘Superstar Learner’. When children are in the Superstar Learner part, they achieve a star of the day sticker.

Awards Assembly - Each Friday afternoon, Key Stage Two meet in the hall to celebrate achievements from the previous week. Each teacher chooses three children who have made excellent progress or put a great deal of effort into their learning. They receive a Headteacher’s Award sticker. There are also a range of whole class and individual awards given out, including whole school and class attendance, Gwobr Cymraeg, Herbies Heart (linked to Rights Respecting Schools and Healthy Living), Positive Relationships Cup and Playground Award. It is always a very positive and happy atmosphere. There is also an award for MyOn Reading.

PROMOTING POSITIVE RELATIONSHIPS IN CLASS

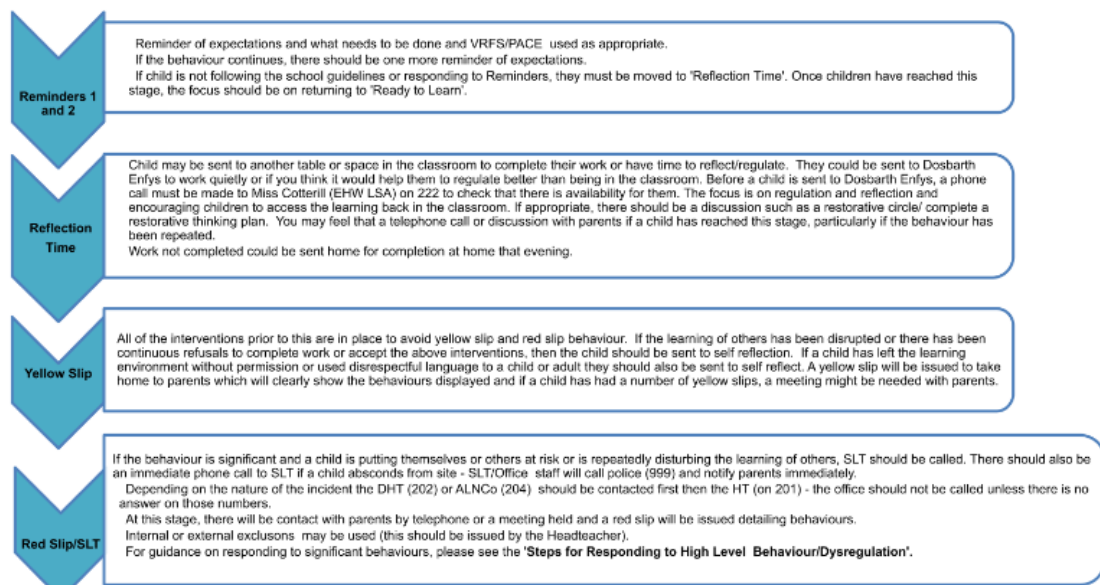
In every classroom there is a ‘**Ready to Learn**’ Visual Display. Children who are following school guidelines should be on ‘**Ready to Learn**’ and those who are demonstrating exceptional behaviour will be on ‘**Superstar**’. If children are on ‘**Ready to Learn**’ at the end of the day, they receive a DoJo point and if all children are on this, the whole class receive a warm fuzzy. Children who are on ‘**Superstar**’ will receive two DoJo points and a ‘**Superstar of the Day**’ sticker. Positive praise should be shared with parents through discussions at the end of the day, a phone call, text, purple slips and praise postcards.

If children are not following the school guidelines, we have clear reminder steps:

Classroom Reflection Steps (linked to 'Ready to Learn' Visual Display)

Children who are following school guidelines should be on 'Ready to Learn' and those who are demonstrating exceptional behaviour will be on 'Superstar'. If children are on 'Ready to Learn' at the end of the day, they receive a DoJo point and if all children are on this, the whole class receive a warm fuzzy. Children who are on 'Superstar' will receive two DoJo points and a 'Superstar of the Day' sticker. Positive praise should be shared with parents through discussions at the end of the day, a phone call, texts and praise postcards.

Responses for pupils who are not following the school guidelines:



On occasions, children may be dysregulated, un-settled and may need to talk or have quiet time. This might be shown through not entering class/leaving class. Where possible, an adult within the class should attempt to talk/regulate or support the child but sometimes it might need another adult. Firstly, call Miss Cotterill on 222 and if she is unable to support/a child is significantly dysregulated then call Mrs Jones (202), Mrs Moore (204) or Mrs Marsh (202).

Make the most of the excellent information, sheets and games that can be found on staffshare/ALN/POSITIVE RELATIONSHIPS. There is a huge range of ideas to support children with complex needs in class. It may also be necessary to have behaviour support planning meeting with parents and SLT can support with this as needed.

PROMOTING POSITIVE RELATIONSHIPS AT PLAYTIMES AND LUNCHTIMES

The procedures for managing behaviour and promoting positive relationships at playtime lunch time are the same as those at lesson time. Any incidents should be reported to class teachers. Members of the SLT are always available at playtimes and lunchtimes if needed.

The routines and provision in place at playtimes endeavours to minimise negative incidents. Children are always taken out to the playgrounds by teachers and meet their teachers on their playground circles at the end of playtimes.

Playground Games – there are many playground games that the children have access to at lunchtime play. They are encouraged to play traditional games such as skipping games and to

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socialise with a range of children. Adults join in the games with children and lead game areas to motivate and encourage them and there are a range of resources that children can play with every day.

Playleaders – we have a number of trained children in KS2 who are play leaders for their peers. They receive full training and are taught arrange of games to encourage other children to play a range of games.

Chill Zone – for those children who prefer quieter playtimes/lunchtimes we have a Chill Zone which is a social group of children who get to play a range of games, create artwork, use ICT equipment etc. The group is facilitated by an experienced Learning Support Assistant. There are also quieter areas on the playground for playtimes and lunchtimes.

Time 2 Talk – if children are worried about something, including friendships, they have the option to speak to a trained Emotional Support Teaching Assistant or Experienced Senior Teacher at playtimes. Children fill out a slip and place it in the Time 2 Talk postbox and a session is arranged for them (1:1 or in a group).

Peer Mediation (Calm-ely-ons) – a number of children will have undertaken ‘Peer Mediation’ training. Each playtime and lunchtime there will be several pairs of peer mediator on duty. It is their role to ‘look out’ for anyone who may need their support. In peer mediation, students talk face to face in a safe and supportive discussion led by trained peer mediators. The process is organised, structured, and systematic and aimed at producing positive actions and outcomes. Peer Mediation does not take the place of normal consequences when high level behaviour has occurred.

Peer mediation is not:

- About deciding who’s ‘wrong’ or ‘right’
- About apportioning blame
- About focusing on the past any more than is necessary to help pupils work out a way forward
- About offering advice. Mediators support pupils to work out a way forward which is mutually acceptable

The following issues can be mediated by children:

- Arguments
- Teasing
- Name-calling
- Rumours
- Conflict with peers
- Verbal exchanges
- Misunderstandings

Which situations should not be mediated by children?

- Issues that involve sensitive information
- Issues that involve the police
- When the dispute involves an adult
- When one or both parties have a history of violence
- Racist Issues

Mediation helps children to:

- Define the problem from their point of view
- Identify and express their feelings and needs
- Hear the feelings and needs of the other person
- Acknowledge each other's viewpoint
- Create solutions
- Agree a course of action
- Evaluate progress

Anti-Bullying Ambassadors – a number of children across the school are trained as Anti-Bullying Ambassadors. The Diana Award Anti-Bullying Campaign engages young people, parents and teachers to change the attitudes, behaviour and culture of bullying by building skills and confidence to address different situations, both online and offline.

REFLECT 2 RESPECT (R2R) - TARGET BOOKS

Every child will begin the new academic school year without a target book/Individual Behaviour Plan (IBP) and with our support will have the:

Opportunity to start the year afresh, in a positive frame of mind and be able to show that they have the capability to be respectful and behave appropriately

- Every child has the potential, given the opportunity and support, to improve, develop their maturity and alter their ALN status for Behaviour and Emotional, Social Difficulties (BESD).
- Extra support is put in place as needed throughout the year and reviews often on whether this provision is necessary, throughout the year.

R2R Target Books (IBPs) for SA+ Children/pupils who are on Stage 3 of the new graduated response for BESD:

Each session has a maximum score of 4 showing respect to:

1. Myself
2. Other children
3. Other adults
4. My surroundings

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- If a child has shown disrespect to a child, adult or their surroundings they will automatically lose 1 point for 'myself'.
- Each session must be completed by an adult who has been with the child. Ask the child what they feel they should be awarded (negotiation/discussion).
- Target books are placed in year group boxes (2-6) outside the ICT Suite (or Year 1 classes) at break and lunchtimes for safe keeping as they were getting lost and damaged on the yard.

R2R Target Books (IBPs) for SA Children/Stage 2 of the new graduated response:

Class teachers to manage their target books in class and reward positive behaviour accordingly. These pupils do not attend R2R at lunchtime.

*Every child has the opportunity to change their SEN status to move from SA+ to SA for behaviour as well as move from SA to 'No SEN'. If they have consistently achieved high grades over a period of time, they may no longer require an IBP.

R2R Reflection Time:

Reflect to Respect is a social group, lunchtime provision for SA+ BESD children. Each session begins with greeting each other and is based on a circle time solutions focused activity which is all about positivity and supporting one another. There is always an emphasis on building relationships. Sessions including a range of activities including: question of the day, mediation, peer massage, discussions and calming techniques etc.

- If a child receives 5 stamps for the week they become an R2R Champion; they receive a R2R Champion Certificate.
- Pupils' target sheets (IBPs) are copied for them to take a copy home to parents. At the end of every week, children set their targets for the following week based on how they feel their week has been.

POSITIVE HANDLING TECHNIQUES

- Positive handling is always a last resort (please see child protection policy).
- If you are involved in any positive handling it is a legal requirement to document it. SLT must always be informed if positive handling is required.
 - ✓ On My Concern– including those present (teacher/TA). Use the 'legal language; where possible (see advice card on Bound Book).
 - ✓ If the incident is regarded as significant then it must be recorded in the Significant Incident Book (it is a Bound Book kept in the main office). This must be completed the same day. Use the 'legal language; where possible and then pass to the Headteacher as soon as completed.
 - ✓ Violence at work form may need to be completed if you are physically/verbally harmed by a child. Please always discuss with SLT.

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- Parents/guardian must to be informed as soon as possible.
- Following an incident of positive handling you must offer the child a conference/de-brief where you are able to discuss what happened but this may not necessarily be straight away, especially if the child is dysregulated. If that is the case, the focus will need to be regulating the child first. The staff member might also need some support from colleagues, SLT and time away to calm and de-brief if necessary.

RECORDING INCIDENTS

MY CONCERN

All incidences that require a yellow or red slip must be recorded as soon as possible. SLT monitor incidents very closely.

- Incidences must tally with yellow and red slips and R2R targets scores.
- Data is essential to paint a picture of difficulties young children may have as well as highlighting their needs. It also enables us to understand what is needed on a whole school basis, such as cohorts that require more support.
 - ✓ Half termly reports– action plans (set by teachers)
 - ✓ Reports to school council
 - ✓ For a solution focused approach
 - ✓ Annual reviews
 - ✓ Learning reviews
 - ✓ Referrals to outside agencies
 - ✓ To support IBPs
 - ✓ School Improvement Plans
 - ✓ Parental consultations
 - ✓ Individual Behaviour Plans
 - ✓ Pastoral Support Plans

KEEPING MYSELF & OTHERS SAFE CONTRACTS/ABSCONDING LOGS

Keeping Myself and Others Safe Contract/Absconding Log:

- These are for children who have been highly dysregulated and have done something risky such as e.g. absconding or they put themselves or others in danger. See absconding policy also.
- To be completed by SLT.
- There is always a meeting held with the parents/carers and pupils to complete these contacts/logs.
- A copy to be kept in a pupils' electronic file and it is logged in their individual pupil profile.

- Risk assessments are also completed as needed.

RESTORATIVE/THRIVE APPROACHES IN LESSONS

Thrive Whole Class Screening:

All teachers undertake class screening to identify key actions needed for their children. 1:1 tests are also completed for individual learners as needed. A range of strategies and resources are available to target areas that need to be addressed.

As needed, classes have lessons based on Restorative Approaches. Children discuss questions such as:

What do we need from each other to work at our best? – e.g. kindness, sensitivity, love, support etc.

What can we do to meet each other's needs? - e.g listen, speak politely, be calm, give time etc.

When harm is then caused children are encouraged to ask themselves:

- ***What is the person's need?***
- ***How can I address this need?***

Holding Restorative Conferences:

There are a number of conferences that can be led as needed:

- ***Mini Conferences***
- ***Group conferences***
- ***Family Conferences***
- ***Solutions circles***

Further advice can be provided via the ALNCo.

Morning Circles - Children gather in circle on the yard and greet each other. At the classroom door, the teacher greets every child individually with a handshake, smile, kind words etc.

Pause for Thought Circle - Children sit in circles frequently throughout the week. Focused Pause for Thought sessions are held weekly and children have the opportunity to discuss individual/whole class issues.

Worry Boxes – All classes have worry boxes and children are encouraged to record their worries either anonymously or with their names. Teachers support pupils to overcome and find solutions to worries.

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SEAL Lessons and Themes - During lessons, especially SEAL lessons and assemblies, staff endeavour to consolidate restorative justice approaches, values and the school guidelines.

ADDITIONAL LEARNING NEEDS (ALN)

There are three stages of support for pupils who have Additional Learning Needs, such as BESD in line with the Additional Learning Needs and Educational Tribunal Act (Wales) 2018.

Universal – Stage 1

- Good every day class/school practice.
- All pupils effectively supported by their class teacher/s, LSAs and PPA staff.
- Professional Learning for all staff.
- Keeping everyone safe.
- School values and vision embedded.

Catch Up – Stage

- Targetted and focussed support for those with difficulties.
- Proven good practice and evidence based.
- Building on effective practice in Stage 1.

Consideration of ALN - Stage 3

- Request for specialist advice.
- Person centred planning (PCP) meetings.
- Consideration of ALN (Additional learning needs) and ALP (Additional learning provision).
- IDP to be written if ALN is identified with a need for ALP.

STAFFING

All staff are responsible for promoting restorative approaches in their classrooms and for general behaviour around the school. All staff are expected to follow the Positive Relationships Policy.

There is a Senior Leader in the school who is responsible for delivering group and individual sessions and for managing R2R and IBPs.

Any behaviour difficulties needing higher intervention are passed on to the Senior Leadership Team.

Advice is sought as needed from the Emotional Health and Wellbeing Team Specialist Teacher.

MANAGEMENT AND ORGANISATION

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Governors

- To ensure the legal framework is followed.
- To implement the Positive Relationships Policy through the Head teacher.
- To make, and keep up to date the school's policy with regards to behaviour.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of behaviour in the School Prospectus/Report to Governors.

Headteacher

- To implement the Positive Relationships Policy.
- To ensure the policy is followed.
- To liaise with the Governors on teaching, wellbeing and care, support and guidance in school.
- To liaise with parents.
- To ensure the policy is reviewed at least every two years.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

Class Teacher

- To implement the Positive Relationships Policy.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.
- To work closely with the ALNCo and outside support.

Emotional Health and Wellbeing Specialist Teacher

- To give support and advice as needed and when appropriate.

CONSULTATION AND POLICY FORMATION PROCESS

The policy has been written following the Restorative Justice Course and Guidelines as well as Thrive Approaches.

- The ALNCo participated in a full day course on Restorative Justice and read Restorative Justice books written by Belinder Hopkins.
- The ALNCo has delivered several training sessions for all staff on Restorative Justice
- Various approaches were piloted.
- The ALNCO and other members of SLT have provided support externally to a range of audiences.

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- Consultation took place with staff and Governors who agreed that the policy was appropriate and modifications in line with the ethos of restorative approaches were delegated to SLT.

Pupil Involvement

During the consultation period Key Stage 2 children had lessons on Restorative Justice. During these lessons children were able to contribute to the formation of the policy.

The Learning Squad work with the Senior Leadership when possible to review it. Pupil Voice is a key focus to this policy.

PROFESSIONAL LEARNING

As a school, we are always striving to improve and professional learning opportunities are provided for staff in a number of ways including: coaching, mentoring, practice observations, training, action research, INSETS etc.

New staff will have training during their induction period. SLT members will attend relevant courses as needed and disseminate information.

COMMUNITY

The school seeks to involve parents and the community at every opportunity and encourages them to contribute to the daily life of the school.

- Parents will be asked to join Family Conferences to discuss a child's behaviour with the child and relevant member of staff.
- Parents are informed on daily basis about how their child is doing in school.
- Parent Support Planning meetings are encouraged as needed.
- Parents are informed at all stages of IBPs, IDPs, PSPs etc and are asked to sign in agreement and consultations.
- The school promotes an 'open door' policy for parents. Parents are encouraged to discuss any matters of relevance with teachers as and when they arise.

Date	Review Date	Leader
July 2022	July 2025	Mrs S Marsh

Headteacher:	<i>S M Marsh</i>	Date:	<i>July 2022</i>
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Chair of Governors:	<i>S Harris</i>	Date:	<i>July 2022</i>
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