

**Ysgol Gynradd
Porthcawl
Primary School**



Positive Relationships Policy

At Porthcawl Primary School we are committed to embedding the principles of the United Nations Convention of the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention:

Article 1: Every child under the age of 18 has all the rights in the convention

Article 2: All children have these rights

Article 3: Decisions are made in the best interests of the child

Article 12: Respect the views of the child

Article 19: Every child has the rights to be protected from being hurt or badly treated

Article 28: The right to an education and discipline that respects the child's dignity and their expression

Article 34: Every child has the right not to be touched in ways that make them feel uncomfortable, unsafe or sad

Article 42: Every child has the right to know their rights

Contents	Page
Vision	4
School Ethos	4
Communication and Parent / Carer Partnership	5
The Curriculum and Learning	6
Relationship management	6
Expectations	7
Rewards	8
Post incident Learning and Consequences	8
Physical Intervention	10
Positive Handling Plans	10
OPPs	10
Graduated Response	11
Children / young people Absconding	13
Monitoring and Evaluating	13
Appendix A – Warnings and Consequences	14

School Vision

Together every member of our school community will feel fulfilled, valued, and happy. We will develop as ambitious, capable learners who set ourselves high standards and seek and enjoy challenges. We will provide opportunities to express ideas, take risks and problem solve so that we all become creative contributors. In our nurturing environment everyone will feel confident, safe and healthy. With trust and mutual respect, we will build positive relationships. We will respect the needs and rights of ourselves and others as ethically informed citizens of a diverse society in Porthcawl, Wales and the wider world.

Every one of our children and staff will receive respect, encouragement, and opportunities to be successful, happy and valued. Key to our success is enabling our children to develop a strong foundation of well-being with a balance between an academic and vocational 'hands-on' curriculum that promotes life skills which enable our children to mature into adult life. We strive to ensure the best possible standards in our children so that they become effective members of society; the type of adults we would be happy to have as neighbours.

School Ethos

At Porthcawl Primary School we aim to be a happy, exciting and purposeful place where all can learn, grow and have the opportunity to achieve our full potential with enthusiasm and enjoyment. We want our school to be a place where children are aware of their rights and have the opportunity to access them.

We want to establish and maintain a school ethos and environment that prioritises the holistic wellbeing of all stakeholders. We want our relationships to be based on mutual respect so that adults and children can work together co-operatively in safety and enjoyment. We are a caring school and we want our children to develop in an atmosphere that promotes honesty, trust and increasing responsibility.

At Porthcawl Primary School we know that life isn't always perfect. Things can happen in a child's life that throw them off kilter; resulting in them struggling to regulate. At Porthcawl Primary School we support our children using approaches that aim to regulate through

teaching them to identify their feelings and allowing them time to explore self-regulation strategies.

We believe in supporting the very best possible relational health between:

- Parent / carer and child
- Child and child
- Child and school staff
- Parent / carer and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

Communication and Home Partnership

There is a high priority to have clear communication within the school. Fostering a positive partnership with home is crucial in promoting and maintaining a calm and regulated environment where everyone feels safe, secure and supported. Where dysregulated behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and the strategies used. All staff have responsibility for the child's welfare. Therefore, communication with parent/carers and other adults involved in the child care, is paramount in supporting the child.

Early Identification of Emotional and Mental Well-being Needs

Early warning signs and concerns are discussed with:

- Home
- Class teacher and support staff
- Family Engagement Officers
- Senior Leadership Team
- ALNCo.
- Headteacher
- Designated Safeguarding Officer

A positive partnership with home is crucial to building trust and developing a common approach to supporting positive regulation behaviour and strategies for dealing with such behaviours. Home participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parent/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of dysregulated behaviour. Home support will be sought in developing an holistic plan

to support their child and, should it be required that further action need to be taken, this will be discussed with home in a non-judgemental and empathic way.

The Curriculum and Learning

We believe that an appropriately structured curriculum alongside an environment that offers psychological safety, as well as well-planned lessons which incorporate authentic learning experiences, all contribute to regulated behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to increase engagement, self-esteem and reduce opportunities for disengagement which could then result in the children communicating this through the use of inappropriate behaviour.

It follows that lessons should have clear objectives which are understood by the children and differentiated to meet the needs of children of different abilities.

In our school some of the tools we use to teach positive relationships are:

[Jigsaw](#)

[ELSA](#)

[Thrive](#)

[New Curriculum Health and Well-being Area of Learning and Experiences](#)

[Outdoor Learning](#)

Playground Buddies

[Lego Therapy](#)

[RSE Code](#)

Classroom based activities

Mindfulness

Emotional Check-ins / Self-registration check-ins / meet and greet

[REAL P.E. \(Cogs\)](#)

[Provision from External Providers:](#)

[NSPCC / Childline](#)

Relationship Management

Relationship management and teaching methods have an important influence on children's behaviour. The school environment gives clear messages to the children that they are valued and appreciated. Relationships between staff and children, strategies for promoting

regulated behaviour, arrangements of furniture, access to resources and classroom displays have bearing on how the child feels within the classroom.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment that encourages engagement.

Staff use words like please and thank you and use the child's first name - 'Paul could you please'. Using their name helps develop a level of respect and displays good role model behaviour. Children are asked to make choices eg Can you help me to walk sensibly please? Do you need additional help to complete work? Telling a child to leave the room or get out gives them no choice. Children are given the opportunity to make a choice about their behaviour.

Communication that is non-judgmental and empathic, as well as an environment that promotes positive relational experiences, promotes positive and regulated behaviour from the children.

Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. The classroom provides a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Learning experiences aim to develop the skills, knowledge and understanding, which enable the children to work and play in cooperation with others. Children are provided with many opportunities to succeed and staff "catch the children being good". Learning experiences are designed so that children remain occupied and engaged. To avoid resentment, discussions to regulate behaviour are a private matter between teacher and child.

If incidents of inappropriate behaviour occur then staff write a report on the school behaviour report form. Incidents are passed onto a member of the SLT.

Expectation

Expectations **are** designed to make clear to the children how they can achieve acceptable standards of behaviour.

Expectations and procedures should:

- Be kept to a necessary minimum.
- Be positively stated, telling the children what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all children.
- Be consistently applied.
- Promote the idea that every member of the school has responsibilities towards the whole.

Positive Reinforcement

Our emphasis is on positive reinforcement in the development and acquisition of desirable behaviour, rather than on failures. We believe that reinforcement of desired behaviours has a motivational role.

Praise to individuals and groups provides positive reinforcement. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Positive reinforcement are:

- Class Dojos
- Class and Headteacher awards in celebration assemblies
- Texts home
- Stickers
- Responsibilities e.g. playground buddies
- Positive telephone calls or conversations with parent/carers
- Applause in class

In addition, when there are incidents of inappropriate behaviour, we approach the conversations sensitively, treating the children with respect and when they are in a frame of mind to discuss the incident calmly. We address the cause of the behaviours rather than punish the child.

Restorative Approaches

Restorative approaches are used as a way of managing conflict. The restorative approach provides a chance to see things from another person's perspective and often helps to re-establish friendships. It can lessen the number of exclusions, suspensions and sickness absence. It provides a means of resolving conflict situations with resolutions. The restorative approach is unbiased and non-discriminatory. All staff have had training.

The following questions are used:

1. What happened?
2. What were you thinking at the time?
3. How did you feel?
4. How did the other person feel?
5. What can you do to make things better?

Use of Consequences

Although positive reinforcement is central to the encouragement of desirable behaviour, realistically there is a need for consequences in order to encourage reflection on dysregulated behaviours, which will allow children to discuss behaviours that are more appropriate and coping strategies. Furthermore, this also serves to protect the security and stability of the school community.

Consequences are differentiated depending on what caused the dysregulated behaviour. Whatever the consequence, it is made clear to the child why the consequence is happening. As well as this, it is vital that the child is regulated enough to reflect on what happened and engage their “thinking” brain in developing strategies to support them in the future. It is also during this time that the child can develop empathic responses to others.

There is a graduated response in the use of consequences, which range from:

- expressions of disapproval
- addressing the issue and discussing why it’s inappropriate and then offering advice and guidance, for example, individual or group discussions as appropriate
- informal conversations with parents / carers
- withdrawal of privileges, for example, alternative break-times
- involvement of SLT,
- internal exclusion,
- formal telephone calls / letters / contact with parents / carers,
- and last resort, exclusion (following the Local Education Authority and Welsh Assembly Government guidelines).

Most instances of inappropriate behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the sanction is not out of proportion to the offence.

Physical Intervention

The school has embarked on whole school training in Team Teach Relationship Management. Our aim is that children will learn to have pride in their efforts, both academically and socially. The focus of the school is to provide children with the opportunities to develop the necessary knowledge, skills and experiences, which will enable them to demonstrate that they are:

- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- 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.

The policy is predicated on the principle that children make choices about their behaviour. It is accepted that behaviour is learnt. Levels of intervention are consistently applied to all children who are choosing the wrong behaviour. In order to achieve this, we look closely at the individual needs of each child. In order to support this, we plan accordingly for each individual.

Positive Handling Plans (PHP)

For any child that has been supported using [Teamteach](#) techniques, a Positive Handling Plan will be generated with input from all stakeholders. These strategies are then shared with all staff to support individual children. PHP's are constantly under review and updated where required.

One Page Profile (OPP)

Children that have OPPs, will have identified targets for that individual, and will be reviewed on a termly basis. This will be created in discussion with the child and the teacher and completed OPPs are shared with the child / young person's parents / carers. Children should be set SMART targets, which are realistic and achievable. There will also be a wellbeing target integrated into the child's OPP. This, along with any PHPs that have been generated, replaces Individual Behaviour Plans. The targets should be reviewed to identify achievement and for the child to be rewarded through praise.

Graduated responses to undesirable behaviour

Even though responses are graduated, a child's behaviour may necessitate missing stages and or repeating stages over a period of time. This will reflect the child's individual needs.

The school employs a stepped approach to manage behaviour. There are a number of consequences to enforce the school rules and to ensure a safe and positive learning environment. We employ each consequence appropriately to the individual situation. Consequences are displayed through a traffic light system and are preceded by warnings. Appendix A describes the warnings and consequences. The information is displayed in each classroom.

Each day all children have a fresh start and move to the beginning again.

Child on Reward / Report Card

If a child is consistently struggling to make appropriate choices which then result in undesirable or inappropriate behaviour, they may be placed on a reward card, with a specific target for that child to help them manage their own behaviour. The aim being to positively support the child.

At the end of each lesson, using the Reward Card, the teacher will record how the child has progressed against their targets during that lesson and award either green, amber or red and a sticker where appropriate.

Internal Exclusion

In an effort not to exclude a child from school and in line with WG guidelines the child will be placed in internal exclusion. If this occurs the child will be placed in the library, intervention room or Headteacher's room and work quietly whilst being supervised by staff

in the room. This will be discussed and agreed with parents/carers as an alternative to the use of fixed term exclusions.

Parents / Carers contacted

Repeated negative behaviour may result in parents/carers being invited into school to discuss their child's behaviour with the Headteacher or SLT.

Fixed Term Exclusion

In exceptional circumstances the child will be excluded from the school for a fixed period that is determined by the nature of the inappropriate behaviour. The school will then use this time to formulate a plan to support the child, and reduce the risk of further exclusions.

Pastoral Support Plan (PSP)

There may be occasions when a child presents consistently challenging behaviour or becomes disaffected with school over a period of time.

Under these circumstances and for an agreed period of time, the school will explore short term measures which may include a reduced timetable or alternative provision that best meets the current needs of the child. The PSP will be discussed and agreed with the child and parents/carers.

There will be agreed actions and timescales in which the PSP will be reviewed, with the aim of the child returning to full time education as soon as appropriate.

Permanent exclusion

This is a very rare occurrence and is only used in extreme circumstances where the child has become unmanageable or unsafe and the school can no longer meet the needs of the child. In this instance, it may be deemed that it is in the child's and schools' best interests that a permanent exclusion is the only possible answer. The school follows the LA's policies and procedures on the issuing of exclusions including permanent exclusions and parents/carers have the right of appeal.

If an incident occurs, that is of a serious or very serious nature it may not be possible to follow the stages mentioned above and the child may be excluded as a result.

My Concern is used to document the inappropriate behaviour and consequences used.

Children absconding

If a child absconds the following procedures will be put in place:

- The child will be observed and monitored from a distance to see that they are safe or until they return to school.
- No member of staff will chase after a child when they leave the site.
- When the child moves out of the member of staff's sight and do not return to the school their absence is reported to the school secretary, noting the time, immediately.
- Staff inform the Head or Deputy when a child leaves the school and does not return.
- When a child has been absent from the school for over 30 minutes, contact will be made with their parent/carers. **If the child is considered to be at significant risk the police will be contacted as soon as the child absconds.**

Wilfully Damaging Property

If a child wilfully damages school property [the police may be called] the school will make every effort to recoup funding to cover the cost of the damage. The school will expect the parent / carers and child responsible to contribute towards the cost fully or in part of replacing or repairing the damaged property.

Monitoring and Evaluating

The Head Teacher and Senior Management Team and staff will annually monitor this policy, through whole staff meetings, which will monitor and evaluate all behaviour in the school and suggest ideas and further developments to it.

Appendix A:

WARNINGS **RHYBUDD**

1. Give a **look, gesture or say name.**

2. **SWYS** (say what you see) and describe the behaviour you need:
“Jo, you are calling out; you need to take your turn to speak. Thank you.”
(Article 28: Everyone has the right to an education)

3. **Choice or consequence:**
“Jo, if you choose to shout out, you will have to sit in a cooling off area.”
Praise given for making right choice.

*If the right choice is not made, the following **consequence cards** will be issued with the above warnings given between each card.*

CONSEQUENCES **CANLYNIAD**

4. **Green Card** completed straight away in cooling off space and 5 minutes of play time lost.

5. **Amber Card** completed in another classroom. Break time replaced with 1 session of Reflection Room. Parents informed.

6. **Red Card** – Removed from class. Parents informed. A meeting with the Head teacher, class teacher and parent/ carer is arranged.

This is very serious