



Relationships Policy

September 2016 - Glyn Williams and Angela Coates

Ty'n Y Wern Primary School Relationships Policy

Ty'n Y Wern Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We believe that building relationships is the key to supporting behaviour management.

Key Aims of this policy;

1. To Encourage Consistency in Our Practice

All staff will endeavour to use:-

- Consistent language.
- Consistency in following up on negative behaviour.
- Consistently positive approaches.
- Consistent consequences.
- Consistent rules/expectations.
- Consistent respectfulness towards pupils.
- Consistent models of emotional control.

2. To Encourage good habits in all of the adults who work with pupils

For example:-

- They meet and greet pupils at the door of the classroom.
- They persistently catch pupils doing the right thing.
- They teach/model behaviours that they want to see.
- They agree rules.
- They sustain passion for teaching that breaks down the self-limiting beliefs of some of their pupils.
- They refuse to give up on any child.
- They keep control of their emotions.
- They reprimand privately.
- They share positive comments (through positive praise, impromptu conversations, notes home, etc) with parents and pupils.
- They avoid shouting, demeaning or humiliating learners.

- They acknowledge all learners efforts. (Not just the children with emotional, social and behavioural difficulties).

3. To Encourage pupils to develop self-esteem and to behave well through the use of sustainable strategies

For example:-

- Using a balance of recognition and reward.
- Pupil work on display.
- Shared praise in assembly.
- A quiet word of praise.
- Extra responsibilities.

Policy Statement

"...consider how much impact could be made if every member of the school whether child or adult was committed to creating an environment where everyone was regularly listened to and encouraged, where a school made clear its commitment of finding ways to building relationships and giving respect and support to all its members."

Jenny Mosley

Key Principles

Some of our Relationships Policy has been drafted based on the ethos and practice promoted by various sources including, Jenny Mosley's publications on behaviour management and the recent introduction of restorative practice and the Pivotal approach.

1. Everyone has the right to:
 - feel safe, healthy and happy
 - be treated with respect, dignity and equality
 - learn or to teach, or to do their job

Everyone has a responsibility to uphold these rights.

2. Emphasis is placed on looking for opportunities to encourage positive activity by rewarding it. Positive activity covers not only quality of work, but also effort, attitude and behaviour.

3. Positive behaviour is linked to following the Rules that govern all behaviour. The Rules represent a code of conduct, indicating how to behave for the common good.

These Rules (see below) governing how people behave apply as much to adults, including all staff in the school, as to the children themselves.

4. Relentless routines and visible consistencies across the School allow for less negative behaviour observed and an increase in positive relationships. All staff will be enthusiastic, consistent and calm in promoting positive relationships and modelling the whole school rules as set out below.

Rules: A whole school approach

Ready

Respect

Safe

Positive Recognition System

Children who contribute positively to the learning environment are entitled to a reward as outlined on the agreed summary sheet for classrooms. (See below).

- Positive Praise
- A note home
- Receive a Da Iawn Card
- Celebration Assembly Certificate
- Become a VIP
- A text home to Parent / Guardian
- 'Chillax' with Mr. Noel
- Golden Time
- Reward Trip

Many incentives and rewards are given, including verbal and non-verbal. These may include, thumbs up, a sticker, a note home, etc. Positive behaviour is highlighted and becomes the attention of others rather than negative behaviour.

As well as special achievements being recognised in our weekly Celebration Assembly, pupils may also receive a text home to parents / guardians depending on the theme of the week.

Positive behaviour is also recognised in that pupils are rewarded with an ice lolly / hot chocolate with the Head Teacher - 'Chillax Time.'

Pupils may also be positively recognised by becoming a VIP and sitting on the throne outside the Head Teacher's office.

The Da Iawn Token and Card System exists to promote self-discipline in our children and encourage them to be hardworking members of our school.

Da Iawn Tokens (Ticed Da Iawn) may be earned for good behaviour and exemplary participation in classroom activities. Pupils keep these tokens in their Da Iawn wallets which are kept in the classroom. Once pupils achieve 10 Da Iawn Tokens, they receive a Gold Card (Cerdyn Aur) in our Weekly Celebration Assembly. Pupils then receive a Gold Star (Seren Aur) which is then placed on the chart displayed in the classroom. It is expected that ALL pupils will receive at least 10 Da Iawn Tokens and 1 Gold Card each academic year. Once pupils earn 30 Da Iawn Tokens and 3 Gold Cards, their special achievement is recognised and a Head Teacher certificate is given.

Reward trips / events also occur throughout the year. This recognises not only pupils good attendance but also their self-discipline and consistency in following our School Rules.

Golden time is also a privilege that is available to all pupils if they adhere to the School Rules. (See below)

Golden Time: The underlying principles

Children who contribute positively to the learning environment are entitled to Golden Time. Golden Time is a privilege that is available to all children if they adhere to the Golden Rules.

Golden Time is a fixed amount of time in KS2 (30 minutes), and may be up to one hour in the FP set aside each week during which children may undertake individual, paired or group activities of their own choosing.

Activities on offer during Golden Time are negotiable between teachers and children.

Unsatisfactory behaviour can lead to a child losing some of his/her Golden Time.

Children who have lost Golden Time lose it at the start of Golden Time. They are required to sit and be silent, whilst watching a sand timer and countdown their lost time.

When they have completed their sanction they join the activity that they signed up for.

No child forfeits Golden Time without first being warned that he/she is at risk of doing so.

Only in exceptional circumstances is Golden Time lost without prior warning.

A record is kept of all Golden Time lost by individuals.

Children who regularly lose Golden Time will have a letter sent home detailing which of the Rules they have been broken.

Unsatisfactory behaviour needs to be talked about and evaluated and not simply punished.

Children, who find it difficult to adhere to the Rules, and frequently lose Golden Time, can be given the opportunity to earn back lost time. Such incentives can be negotiated between the child and their teacher.

Circle Time: the underlying principles

- Circle Time offers opportunities for positive communal activity.
- Circle Time offers time for discussion and reflection.
- Everyone in the circle is equally important. Circles have no top, no bottom, no head and no tail. Circles do not create superior or inferior places to sit, nor do they signal that some people are leaders and important whilst other people are followers and unimportant. Without each person there, the circle is incomplete - everyone is in a position to make an equally valuable contribution to the success of the circle.
- The teacher is a part of the circle, and not the centre of it. If children are seated then the teacher must use the same chair. If the children are on the carpet then the teacher must sit there also.
- Initial Circle Time sessions can focus on the drawing up of Rules for behaviour both within and outside the circle.

- Circle Time is a time not only for talking, but also for listening and respecting other people's rights to speak up and give opinions.
- Children are as much entitled to influence the agenda for Circle Time as teachers
- Properly and consistently applied, the principles of Circle Time make a major contribution towards enhancing each child's self esteem and belief in his/her own worth.

The graduated response procedure if unacceptable behaviour occurs.

It must also be understood that certain behaviours will be considered unacceptable

- Swearing at pupils or staff
- Physical or emotional bullying (see Anti-bullying Policy)
- Physical violence aimed at another pupil or staff
- Deliberate damage to the property of an individual or the school
- Theft of personal or school property

A graduated response will be followed as outlined on the agreed summary sheet for classrooms. (See below) The timescale over which these procedures are enforced may vary.

- Reminder
 - Caution
 - Time Out and Reflection
 - Phase Leader meeting (Recorded in Behaviour Log)
 - Parent / Guardian meeting
 - Parent / Guardian and Head Teacher meeting
1. A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
 2. A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.
 3. Privilege/Golden time withdrawn, child asked to consider the behaviour and make apologies if necessary or positive steps to ensure that it does not happen again. Teacher may choose to

- inform parents of unacceptable behaviour if it involves bad language or violence towards another pupil or adult.
4. Child may need Time Out and Reflection in the Jungle calming area to calm if the unacceptable behaviour continues or escalates. The Jungle calming area gives the child the opportunity to calm without causing harm to self or others and without distractions.
 5. A restorative meeting to take place.
 6. Class teacher to involve the Phase Leader.
 7. Class teacher to involve parents / guardians.
 8. Headteacher to involve parents / guardians.
 9. As a very last resort, once all avenues have been exhausted, the Headteacher will be responsible for taking the matter further and considering temporary or permanent exclusion in consultation with the Governing Body.

Leadership and Management Roles

All school staff are responsible for supporting the development of good behaviour at Ty'n Y Wern Primary School

The Head and SMT have the main roles to :

- Ensure that teachers are familiar with this policy and implementation.
- To model the Golden Rules and restorative practices.
- To prepare, organise and lead training.
- To work cooperatively with Lunchtime Supervisors, Students and Teaching Assistants in providing advice and support.
- Observe behaviour of all the children in the school.
- Identify any lapses in children's behaviour and bring it to the attention of the staff and SMT.

Restorative Practice

The aims of this approach are:-


- To create an ethos that promotes de-escalation and supports positive behaviour.
- To recognise that exclusion is the last resort.
- To provide consistent approach.
- To have a strong value base.
- To recognise the central importance of relationships.
- To cultivate positive regard.
- To develop respectful enquiry.



- To allow those in conflict to retain ownership of that conflict.
- To allow those in conflict to accept responsibility for their actions.
- To focus strongly on the thoughts, feelings and needs of those involved in the conflict.
- To enable those in conflict to find their own solutions and repair relationships.


The whole School Script - an informal approach.

All staff including lunchtime supervisors and reception staff shall use the following script to deal with day to day small squabbles and issues. The School Buddies will also be trained in the script and use it on the yard at lunchtimes and dinner times.

Restorative Script

Can you tell me what has happened? 

What were you thinking/feeling when...?  

What can we do to sort this out? 

Teacher Strategies

- The Class Contract -

At the beginning of each academic year, teachers will ask their classes to devise their class rules contract. The first couple of weeks in the term shall focus on building community and reminding pupils of their class agreement. All pupils to sign the following and have on display:

I agree that if I follow the Rules I will be rewarded. I agree that if I don't follow the Rules I will have a consequence.

- Ego states

Ego states are media through which our personalities are experienced and manifested. An ego state is a set of related thoughts, feeling and behaviours through which our personality is manifested at a given time.

On our life's journey, we internalise associations with the thoughts, feelings and behaviours of our parents and other parent figures, with whom we come into contact. These internalised associations inform our **Parent Ego State** and throughout our lives we replay these *out of our awareness*.

As we grow and develop, we also internalise associations with the thoughts, feelings and behaviours of childhood and our own experience of it. These associations inform our **Child Ego State**, which we also replay throughout our lives *out of our awareness*.

When we behave, think and feel in response to what is going on around us using all the resources available to us as grown-ups, we are in our **Adult Ego State**. Unlike the Parent and Child Ego States, the Adult entails *conscious* responses in the here and now.

Restorative practice (informal as well as formal) is grounded in the Adult Ego State

- Listening to Learners

Ty'n Y Wern is committed to listening to learners. Subject leaders and Senior Staff will frequently ask pupils to participate in pupil questionnaires. The School council will be invited to staff and governor meetings in order to be involved in major decision making. Members of the School Council will be invited to attend junior forum meetings and conferences.

Staff shall also implement initiatives such as PASS, SAP, SEAL, PATHS, TEAM TEACH and make effective use of data (e.g. PASS) to encourage improvement at school, group and individual level.

Staff are committed to listening to learners in conflict. When conflicts cannot be resolved informally we move to the more formal approach of Mediation.

Mediation - a formal approach

- Mediation has been proved to de-escalate conflicts. Therefore reducing exclusions and improving attendance.

- Mediation provides a model for pupils in order to resolve conflicts.
- This is a vital life skill that is often lacking in a rewards and sanctions only approach

- The Formal Script

Restorative Enquiry is based on an extended version of the core script:

Welcome/thanks for coming. I understand that there have been some difficulties between you and [name]. This meeting is meant to help you and [name] resolve those difficulties for yourselves.

- Can you start by telling me what (has) happened?
 - (Prompts if necessary: When? Where? Who?)
- What were you thinking at the time?
- How were you feeling at the time?
- What has happened in the past between you and?
- What were your thoughts on that/those occasion(s)?
- What were your feelings that/those occasion(s)?
- What has happened since the recent incident?
- What have you been thinking?
- What have you been feeling?
- Who else has been affected?
- Are you willing to have a meeting with to sort this out?
- At the meeting there will be two ground rules
 - We will all listen and talk with respect
 - None of us will go out and tell everyone else what has been said (although it is reasonable to let others know that an issue has been resolved); however, if I hear something that

makes me think that either of you is at risk of harm I will have to share this with another member of staff.

Mediation - Opening Phase

Explanation

- Course participants need to be aware of the importance of getting the mediation off on the right basis. This means taking account of:
 - how the room/space is arranged
 - how entry into the room be managed
 - the mediator's role
 - the ground rules for the session

Arranging the space

- The features of the lay out for mediation are:
 - no table (this acts as a barrier)
 - seats equidistant from each other (in a circle)

Entry into the room

- The disputants are brought into the room together, even if one arrives ahead of the other and is waiting outside.

Notes

Mediator

- The role of the mediator is explained at the outset. Along the following lines:
 - Welcome. I want to start by reminding you that you agreed to have this meeting to help sort out the problem you have had with each other.
 - It is not my job to take sides.
 - I will not be judging who is right and wrong.
 - My job is to help you to sort out your dispute.
 - I will ask you questions taking turns.
 - I will listen to what you have to say.

Ground rules

- There are a couple of basic ground rules that the mediator needs to explain to disputants:
 - listening and talking with respect (that means not interrupting, no put downs, taking turns)
 - None of us will go out and tell everyone else what has been said (although it is reasonable to let others know that an issue has been resolved); however, if I hear something that makes me think that either of you is at risk of harm I will have to share this with another member of staff.

Participants are then asked if they are OK with these conditions.

Notes

Mediation - Hearing the Stories

The main body of the mediation involves each of the disputants being asked a set of questions by the mediator. Interruptions are dealt with a verbal or non-verbal reminder of the ground rules.

- Ask "A" this sequence of questions:
- Can you start by telling me what happened? (When? Where? Who?)
- What were you thinking at the time?
- What were you feeling at the time?
- What has happened in the past between you and?
- What were your thoughts on that/those occasion(s)?
- What were your feelings on that/those occasion(s)?
- What has happened since the recent incident?
- What have you been thinking?
- What have you been feeling?
- Who else has been affected?

Repeat the sequence of questions with "B"

In the event of interruptions, issue gentle reminders about the ground rules.

If interruptions persist, it may be necessary to check the currency of the disputants' agreement to be there, e.g.

'Can I remind you that you agreed to be here to try to sort out your conflict. I need to check that you want to do this within our

Ask "B":

- What can you do to move this forward?

- Restate what each is agreeing to and summarise agreement
 - So, "A" you are agreeing to ... and "B" you are agreeing to ..."

- Ask if they want the agreement written down

- If so, write the agreement and invite them to sign it

- Make arrangement for follow-up e.g. "I would you like to meet again for a couple of minutes in a week's time, to check how things are going."

Behaviour Records

Behaviour records shall be kept along with home-school diaries for children with behaviour difficulties. See below for example.



Behaviour and Positive Handling Record

Name: Y: Class: Teacher:

Date	<u>Incident & Action Taken</u>
	.

visit.				
Can the activity be adapted to enable the pupil to participate at a suitable level, without diminishing the benefit to an acceptable level? Consider alternative or differentiated activity				
Is transport/accommodation/venue appropriate for the pupil? Consider pupils with physical, medical, changing requirements				
Will additional supervision be necessary? Consider whether additional supervision would be effective; and would training be required.				
Could the pupil's behaviour have significant safety implications for themselves or others? Consider behaviour of pupil leading up to visit, and behaviour on previous visits.				
Have you contacted venue staff to discuss the pupil's needs to determine appropriateness of activity/environment? Consider nature of activity/unstructured time (especially residential)				

Completed by

Signed

Date

Agreed Summary Sheet for Classrooms

Class Rules

- Ready
- Respect
- Safe

Class Promise

All pupils to sign the following and have on display:

I agree that if I follow the Rules I will be rewarded. I agree that if I don't follow the Rules I will have a consequence.

Rewards (On Green Card)

- Positive Praise
- A note home
- Receive a Da Iawn Card
- Celebration Assembly Certificate
- Become a VIP
- A text home to Parent / Guardian
- 'Chillax' with Mr. Noel
- Golden Time
- Reward Trip

Sanctions (On Red Card)

- Reminder
- Caution
- Time Out and Reflection
- Phase Leader meeting (Recorded in Behaviour Log)
- Parent / Guardian meeting
- Parent / Guardian and Head Teacher meeting

The relationships policy does not exist alone and is supported by both of our PSHE and Anti-bullying policies.

Links to other Policies/Strategies

The Relationships Policy links with the:

- SEN Policy
- Inclusion Strategy
- Accessibility Strategy
- Attendance Policy
- Bullying Prevention Strategy
- Use of time out areas policy
- Nurture protocol
- Policy and Guidance for the Use of Reasonable Force
- Equality of opportunities Policy

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