

Ysgol Gynradd Herbert Thompson

Herbert Thompson Primary School



Positive Relationships Policy

2019-2021

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”.

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 mis-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 Day an*

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:

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**'.

SCHOOL GUIDELINES

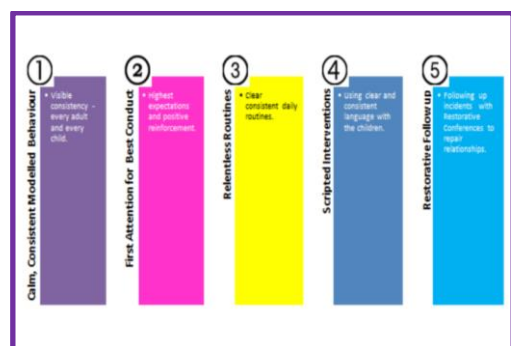
Our School Guidelines are:

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

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

THE FIVE PILLAR APPROACH TO POSITIVE RELATIONSHIPS

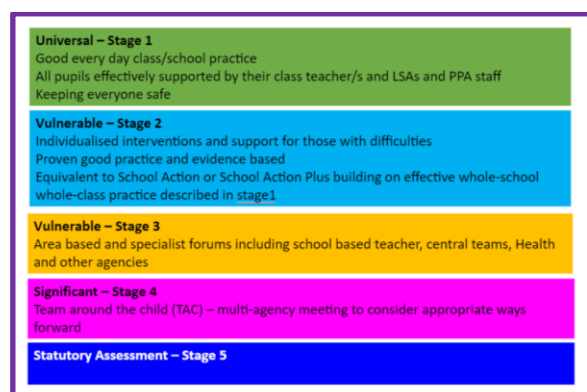
As a school, we follow a five pillar approach to positive relationships which underpins all the strategies that we have across the school.



Summary of steps (further information can be found in appendix 1):

1. **Calm, Consistent Modelled Behaviour** – visible consistency for every adult and every child.
2. **First Attention for Best Conduct** – highest expectations and positive reinforcement.
3. **Relentless Routines** – clear, consistent daily routines.
4. **Scripted Interventions** – using clear and consistent language with the children.
5. **Restorative Follow up** – following up incidents with restorative conferences to repair

The Five Pillars also links very closely to the school's graduated response for supporting emotional health and wellbeing needs.



THRIVE APPROACHES

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 can equip you 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.

WHOLE SCHOOL REWARDS

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, school council 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.

FOUNDATION PHASE SPECIFIC APPROACHES

Golden Leaf Awards - In Foundation Phase, a wooden tree is the focus of the reward system. Each week a teacher chooses a child from their class and writes why they deserve a reward on a ‘golden’ leaf. The child collects their leaf in Rewards Assembly and places it on the tree. Certificates and rewards are also given for meeting weekly targets such as lining up really well.

PATHS - Promoting Alternative Thinking Strategies) is one way in which we learn to ‘STOP, take a deep breath and say what the problem is’. Every day a PATHS Kid is chosen in each class. You will find two pots labelled ‘Has had a turn’ and ‘Has not had a turn’. The children take in turns

to be the PATHS kid by having their name chosen from the pot. The child then wears a sash for the day and helps the class teacher and the children. The PATHS Kid is encouraged to set a good example to the others. If at all any child demonstrates 'turtle' (by crossing their arms across their chest), they are rewarded with stickers for behaving in the correct manner.

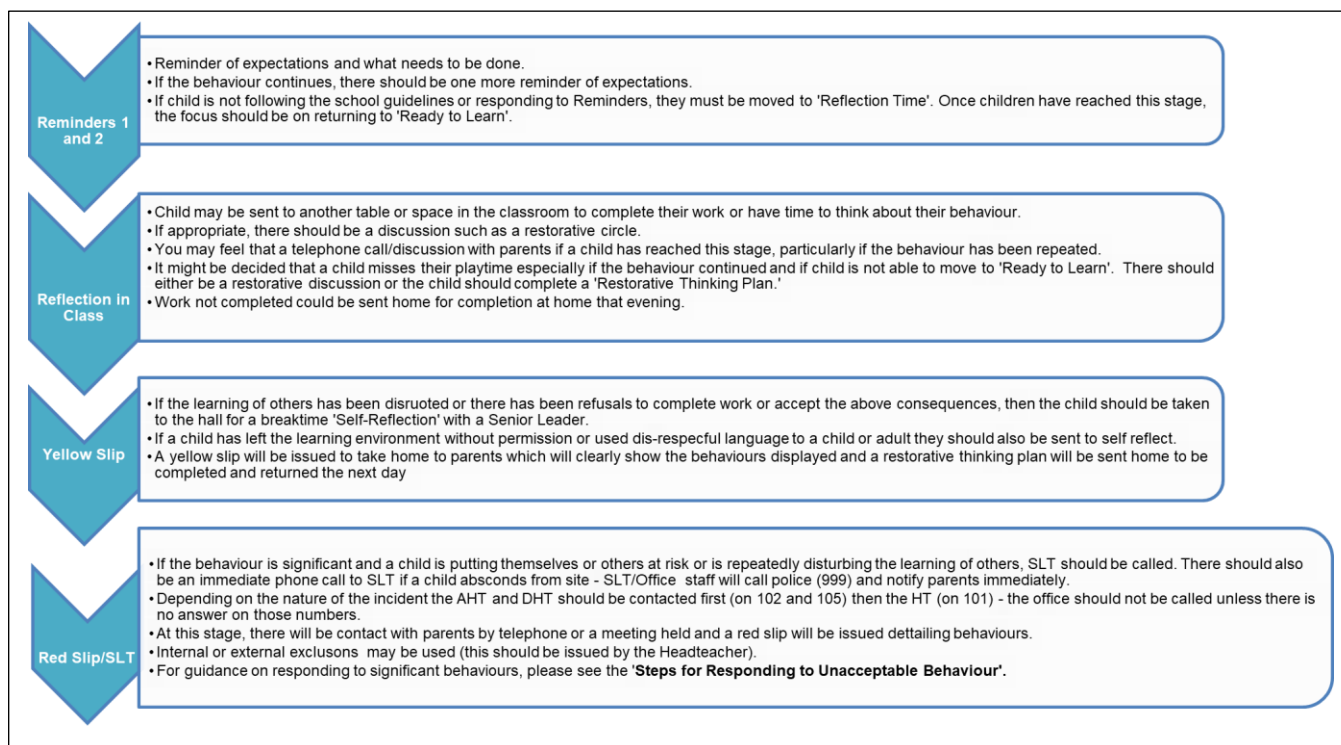
KEY STAGE TWO SPECIFIC APPROACHES

Awards Assembly - Each Thursday 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 in English, Maths and with their homework and 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.

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 post card

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



*Steps for Responding to Unacceptable Behaviour can be seen in appendix 2.

If there appears to be a pattern in repeated behaviours we should be asking the question:

1. Does something else need to be put in place for that particular child?
2. Am I giving enough positive behaviour support for that child?
3. Is the way we use the reminders effective?

Make the most of the excellent information, sheets and games that can be found on staffshare/SEN/BEHAVIOUR. 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 socialise with a range of children. Adults join in the games with children to motivate and encourage them and there 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, used ICT equipment etc. The group is facilitated by an experienced Learning Support Assistant.

Time 2 Talk – if children are worried about something, including friendships, they have the option to speak to a trained Emotional Support Teaching Assistant 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).

Self Reflection – if children have had a difficult morning they may be sent to self-reflection with a Senior Leader. It is an opportunity to have quiet time to reflect on actions and to think of ways forward. Children sit in a circle together and have their snack together also.

Peer Mediation – 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 inappropriate 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

REFLECT 2 RESPECT (R2R) TARGET BOOKS

Every child will begin the new academic school year without a target book (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, to improve, develop their maturity and alter their SEN status for behaviour.

R2R Target Books (IBPs) for SA+ Children:

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

1. Myself
 2. Other children
 3. Other adults
 4. My surroundings
- 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).
 - 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:

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. Sessions including a range of activities including: question of the day, mediation, peer massage, discussions and calming techniques etc.

Key details:

- 12:00 – 1:00pm (Y3-4 pupils attend with DHT)
- 12.30-1.00pm (Y5-6 pupils attend with ALNCo/HT)

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- If a child has achieved all 4s that morning and previous afternoon, they will receive an R2R stamp; are collectively congratulated and go out to play.
- If a child have achieved 2 or above, a short conversation can take place about their 'blip' and they go out to play.
- If they have 1 or a 0 they stay in R2R where they have the opportunity to reflect on their actions and discuss ways to support them.
- If a child receives 5 stamps for the week they become an R2R Champion; they receive an 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.

RECORDING INCIDENTS

SIMS

- All incidences which require a yellow or red slip must be recorded as soon as possible.
- Incidences must tally with yellow and red slips and R2R targets scores.
- Data is essential in making our school reports fit for purpose:
 - ✓ Half termly reports– action plans (set by teachers)
 - ✓ Reports to school council
 - ✓ To show children in a solution focused approach
 - ✓ Annual reviews
 - ✓ Learning reviews
 - ✓ Referrals to outside agencies
 - ✓ To support IBPs
 - ✓ SIP
 - ✓ Parental consultations

KEEPING MY SELF AND OTHERS SAFE CONTRACTS

Keeping Myself and Others Safe Contract/Absconding Log:

- These are for children who have significantly challenging behaviour e.g. absconding, use physical aggression where they put themselves or others in danger.
- To be completed by SLT.
- A copy to be kept in a pupils' electronic file and in logged in their individual pupil profile.
- Risk assessments are also completed as needed.

POSITIVE HANDLING

- Positive handling is always a last resort but is necessary sometimes to keep children and others safe.
- If staff are involved in any positive handling it must be documented.

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- ✓ In SIMS– everyone involved should write their account on the same incident. Use the 'legal language; where possible (laminated card).
- ✓ In the Significant Incident Book (kept in the main office). This must be completed the same day. Use the 'legal language; when possible. (see laminated card) and then pass to the Headteacher for
- ✓ Violence at work form may need to be completed if staff are verbally/physically harmed by a child.
- Parents/guardian have to be informed.
- Following an incidence of positive handling you must offer the child a conference where you are able to discuss what happened. It is important to explain to children why the intervention was necessary, e.g. "I held you to keep you and others safe."

RESTORATIVE APPROACHES LESSONS

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

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

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

- What is the persons 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 session 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.

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) REGISTER

Children who are registered on the SEN register for having behavioural difficulties are catered for in the following ways;

School Concern - These are children whose behaviour causes us some concern and are catered for by the class teacher and by the inclusion team as the need arises. The inclusion team liaises with staff regularly and offers more support if the child's behaviour deteriorates. If the behaviour does not improve with this level of support the child will go onto School Action.

School Action and School Action Plus – Following consultation with parents and class teachers these children are placed on an Individual Behaviour Plan that clearly identifies targets to be met. Group or individual sessions are carried out on a weekly basis with children who need to develop anger management or social/friendship skills. These children are identified during Learning Reviews or through teacher referrals.

Those at School Action Plus receive extra support from Pupil Support Services or one of the medical or social service teams.

School Action Plus and Statement - These children are closely monitored and some receive support from the Achievement and Inclusion Service. The inclusion team gives these children a higher level of support and monitors them more closely.

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 IBP's.

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

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.

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.
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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 throughout the school, when appropriate.

CONSULTATION AND POLICY FORMATION PROCESS

The policy has been written following the Restorative Justice Course and Guidelines.

- 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.
- 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 formation of the policy.

The Learning Squad work with the Senior Leadership to regularly monitor and evaluate the effectiveness of the policy. 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 annually 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 told about IBP's and are asked to sign in agreement.
- Herbert Thompson Primary School has an active Parent Council.
- 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	Coordinator
January 2019	January 2021	<i>Mrs J Dunne</i>

Headteacher:	<i>Mrs S Marsh</i>	Date:	<i>07.01.2019</i>
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APPENDIX ONE – THE FIVE PILLARS OF POSITIVE RELATIONSHIPS

1. Calm, Consistent Modelled Behaviour

Key Elements - The visible consistent that happens every single days, modelled by every adult in the school.
<ul style="list-style-type: none"> • Please see Schools Graduated Response (Stage 1) for everyday • Visible consistency around school – every adult and every child. • Fantastic walking around school (on the left hand side along corridors and up and down the stairs). • Quiet, calm movement around the school, especially in the foyer. • Coming into the assembly hall in silence and sitting in silence. • Following steps for responding to unacceptable behaviours. • Consistent at playtime – one bell (stop and drop), second bell (walk no talk) and third bell (ready to learn). • Greeting the children at the circle and before each child enters the classroom with a handshake with Bore Da and a chance to comment to the children who need to be noticed in THRIVE action plans. • Classroom Reflection steps – in every class there should be a 'Ready to Learners' Display with three key areas 'Ready to Learn, Time to Reflect and Superstar Learners'. During every session, this should be referred to. At the start of the day every child should be on the 'Ready to Learn' and should remain on this, for exceptional behaviour they may move to the 'Superstar Learner'. Any child who is on there at the end of the day gets a Superstar of the day Sticker. If a child is not making the right choices during a session, they may be moved to 'Time to Reflect'. *See Classroom Reflect Steps for guidance. • Assembly – all teachers to stay in assemblies and to stand at the front of the class, ensuring that no child is talking. During the assembly teachers/support staff to intervene if a child in your class is talking/shouting out etc. • Consistent policy – please follow the Steps for Responding to Unacceptable Behaviour very closely.
Key Documents
<ul style="list-style-type: none"> • School Guidelines that everyone follows every single day. • School Values and Guiding Principles – DAILY MANTRA. • Schools Graduated Response - stage 1 is the day to day good practice that we should all be doing every day. • Classroom Reflection Steps (linked to Ready to Learn Display)

2. First Attention for Best Conduct

Key Elements - Positive Reinforce of the key behaviours we expect.
<ul style="list-style-type: none"> • Positive behaviours must get the first attention (except when a behaviour is significant/puts others at risk). THRIVE Mindset: • Children who are attention needing – reassure them that they will get your full attention and say 'I know you need me...' perhaps put a reassuring hand on their shoulder. • Every day is a fresh start and a chance to build/repair relationships, even if the previous day was challenging. • Modelling and encouraging children to role model learning. • Absolute belief that all children can build positive relationships and will be the best that they can be. "If I say I can't I won't, if I say I can I will." • Reinforcing the high expectations every single day. • Consistent positive messages –use of the 'Ready to learn chart', class warm fuzzy jar. • 3 positive pieces of news to be shared with parents/carers at the end of the day. • Praise postcards to be sent home, phone call home and purple slips. There should always be more purple slips than yellow or red slips. • Positive Values Mantra to be said every single day after registration so that children understand the values really well. The constant reinforcement will aid understanding and help to build their own self esteem as they are reminded daily that they are loved, they are strong, they are important and they are special.
Key Documents
<ul style="list-style-type: none"> • School Guidelines and Values. • PowerPoint Behaviour for Learning.

3. Relentless Routines

Key Elements - Clear, consistent daily routines seen at key times throughout the school.
<ul style="list-style-type: none"> • Our children struggle when out of routine, so as much as possible we need to keep consistency with every day routines. • Clear routines daily: <ul style="list-style-type: none"> ➢ Meeting at the circle, greeting with a smile ➢ Greeting every child at the classroom door ➢ Children seated for registration ➢ Read allowed the values mantra ➢ Maths, Literacy etc ➢ Use of calm music to settle children ➢ Escorting children to play, assembling on circle for toast before play ➢ Three bells at the end of play ➢ Movement around school ➢ Timings for play and lunchtimes ➢ Silence on entry to the hall at assembly times ➢ Sitting quietly and respectfully in assemblies • At the end of the day, going through the class golden time tick chart (have children earned the 5 minutes for a Friday? This will be linked to the focus for the 30 day challenge). • 3 positive pieces of news/praise at the end of the day • Consistent use of rewards and consequences.
Key Documents
<ul style="list-style-type: none"> • Positive Relationships Policy (available on MyConcern). • School Guidelines, vision and values. • Values Mantra

4. Scripted Interventions

Key Elements - Consistent, positive language used by every adult.
<p>Emotional Currency: the effort by an adult to build a relationship with the children. This could be through meeting and greeting, casual conversations, caring when they are upset, being happy when they achieve – those important connections.</p> <p>Say something positive about the child. Let them know you have been thinking of them, e.g. I was thinking of you when I was watchingand I saw...</p> <p>Line up outside the classroom and shake every child's hand at the start of the day.</p> <p>How can we build emotional currency with our trickiest learners?</p> <p>Scripted Interventions – this is the consistent, positive but assertive language used by all adults.</p>
Key Documents
<ul style="list-style-type: none"> • Pillar 4 Scripted Intervention Sheet. • Assertive Sentence Starters.

5. Restorative Follow Up

Key Elements - Restorative practices to repair relationships.

Restorative Approaches are values based and needs led. They are based around strong, mutually respectful relationships and a cohesive community. Our children are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school. Restorative Approaches build upon the basic principles and a positive regard for all individuals - valuing the person for who they are.

Empathic understanding – being able to understand another's experience.

Individual responsibility and shared accountability.

Self-actualisation - the human capacity for positive growth.

Optimistic perspectives on personal development - that people can learn and can change for the better

Restorative conferences are discussions that take place in an circle including the victim/s and perpetrators/s to incidents.

Therefore when dealing with conflict we ask the following questions:

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.
- Encourage children to think how their behaviour impacts on others and to enable the children to develop an 'inner moral compass'.

Our school Guidelines/rules are:

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

Solutions Circles - a useful tool to discuss what is happening and to find ways to improve a situation (see guidance). Can be used with the children or within a staff team.

Empathy glasses – when the children put the glasses on, they are encouraged to think of how another person might be feeling/emotions. Buddy groups or activities to ensure children understand different perspectives and empathise with one another.

Key Documents

- Letter of apology
- Reflection sheet
- Solutions Circles guidance

Ysgol Gynradd Herbert Thompson – Positive Relationships Policy 2019-2021

APPENDIX TWO – STEPS TO RESPONDING TO UNACCEPTABLE BEHAVIOURS

STEPS	POSSIBLE BEHAVIOURS	RESPONSES	WHO?
1 Reminder 2 Reminder	<ul style="list-style-type: none"> Non completion of work. Distracting behaviour. General refusal. 	<ul style="list-style-type: none"> Reminder of expectations. One further reminder of expectations. Moved to 'Reflection Time' on Class Chart. 	Pupil Class based staff
3 Reflection in class	<ul style="list-style-type: none"> Not following school guidelines. Repeated refusals. Repeatedly distracting behaviour. 	<ul style="list-style-type: none"> Reflection time in class If behaviour continues, use playtime to complete 'Restorative Thinking Plan'. Phone call home or discussion with parents if needed. 	Pupil Class based staff
4 Yellow slip	<ul style="list-style-type: none"> If the behaviour above continues. Disrupting the learning of others. Repeated refusal to complete work. Disrespectful language to children or adults. Unacceptable behaviour in the class or on the yard. Leaving the learning environment without permission. Refusal to accept a consequence. Noted on SIMS Behaviour. 	<ul style="list-style-type: none"> Restorative discussion/conference/solutions circle. Parent discussions/meeting – especially if a child had left the class or has several yellow slips. Incomplete work can be sent home if appropriate. Child issued with a yellow slip that is given to parents and takes home a restorative thinking plan to complete and return. Miss next break time to attend 'Self Reflection' with a Senior Leader in the junior hall (please ensure someone escorts them to the hall). 	Pupil Class based staff Parents Senior Leader
If a child leaves class they should always be supervised, often a short discussion can encourage them to go back into class. Please use class LSAs where needed to ensure children are safe/supervised. If they are not call SLT immediately.			
SIGNIFICANT INCIDENTS – PUPILS PUTTING THEMSELVES OR OTHERS AT RISK OR REPEATEDLY DISRUPTING THE LEARNING OF OTHERS. IF ALL OTHER STEPS ARE FOLLOWED STEP 4 SHOULD BE LESS FREQUENT.			
4 SLT Red slip Phone call home to be made by SLT	Behaviour affecting themselves, other children or property: <ul style="list-style-type: none"> Physical assault on a pupil. Abusive language directed at a pupil. Unacceptable conduct on the yard or during an outside activity. Wilful destruction of property. 	<ul style="list-style-type: none"> Parent meeting arranged. Restorative conference if appropriate. Internal or fixed term exclusion (if appropriate). Contact local PCSO for advice/support (as needed). As per school policy, parents may be asked to pay for damage to property. Red slip issued and incident formally noted. 	Pupil Parents Teacher AHT/DHT/HT Governing Body (if appropriate) LA Behaviour Support and or exclusion team (if appropriate)
Note on SIMS and scan copy into pupil folder	<ul style="list-style-type: none"> Absconding from school site. 	<ul style="list-style-type: none"> Alert SLT immediately. Parents to be called. Police to be called. Absconding meeting and contract to be completed. Internal/fixed term exclusion. Red slip issued and incident formally noted. 	Pupil Parents Police (999) HT (DHT/AHT in absence)
	Behaviour affecting adults: <ul style="list-style-type: none"> Physical assault on staff. Abusive language directed at staff. Threatening behaviour towards staff. 	<ul style="list-style-type: none"> Fixed term exclusion or permanent exclusion (as per LA policy). Outside agencies involved. Police may be called. Red slip issued and incident formally recorded including via LA Violence at Work form. 	Pupil Parents HT (DHT/AHT) Governing Body (in absence) LA –outside agencies
All children at Herbert Thompson are valued as individuals and therefore any incidents will be treated in isolation. If a child has two or more red slips, a behaviour meeting must be held with parents - please discuss this with SLT.			