

# LLANRHIDIAN PRIMARY SCHOOL

## Positive Relationships Policy



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## **Our Mission Statement**

**“Learn, Grow, Succeed  
Together!”**

## **Our Vision Statement**

**“Inspiring our children to be  
the best they can be!”**

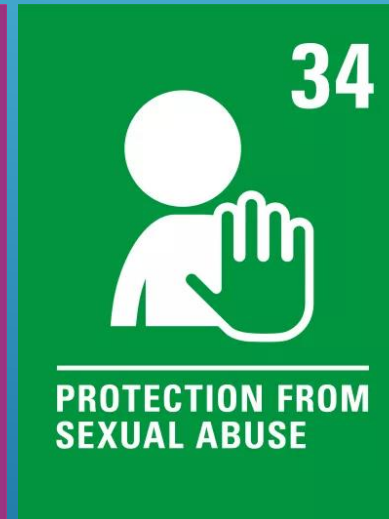
**MISSION & VISION**

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## This Policy Links to Children's Rights

Learning in Llanrhidian supports our pupils to understand their rights and the rights of others (Articles 2 and 42 of UNCRC).

It also supports children to experience their rights to be safe and protected from harm (Articles 19, 34, 36) and also promotes the right of children to relax and play (Article 31)



# CHILDREN'S RIGHTS

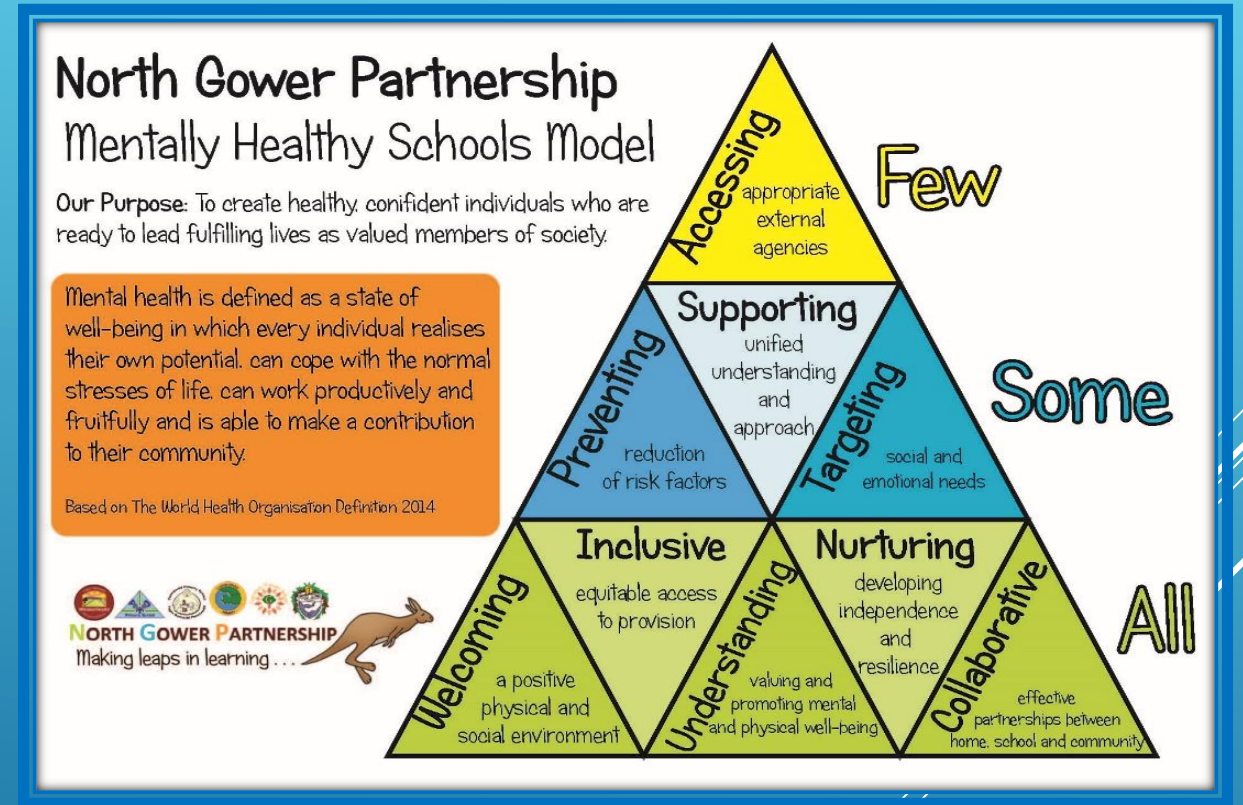
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# This policy is underpinned by the North Gower Partnership's "Mentally Healthy School's Model"

In Llanrhidian we teach and develop mental health through:-

- ▶ Explicit teaching the science self regulation
- ▶ A NGP mentally healthy schools model
- ▶ Self regulation areas and resources
- ▶ Flexible timetables to meet pupils' needs
- ▶ Effective links with outside agencies
- ▶ Daily Checkins
- ▶ Daily gratitude times
- ▶ Growth Mindset
- ▶ Restorative Practice



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# MENTALLY HEALTHY SCHOOLS

At Llanrhidian Primary School we are committed to delivering an authentic and meaningful curriculum that meets the needs for all learners. However, for all learners to reach their full potential and embody the Four Purposes, positive relationships must be established between pupils and pupils, and pupils and staff. The experience of positive relationships is also an essential foundation for effective teaching and learning within Relationships and Sexuality Education. Staff model positive relationships in their interactions with children, with each other, and with the school community. It is always in the best interest of the child for parents/carers to maintain a positive relationship with the school. If there are any concerns, parents/carers are encouraged to contact the school in the first instance.

The purpose of this policy is to provide every opportunity for our learners to aspire to the four purposes.

## PURPOSE OF POLICY



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- ▶ To develop a policy supported and followed by the whole school community, parents, teachers, learners and governors, based on a sense of community and shared values.
- ▶ To nurture positive relationships to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- ▶ To enable, through the school curriculum, the development of positive values as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in learners a respect for themselves, for other people and for property).
- ▶ To treat problems as and when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- ▶ To develop an understanding of why learners behave in a certain way to enable the best possible support for that pupil.
- ▶ To enable all children to experience their human rights laid out in the UNCRC, and to empower our children to stand up for the rights of others.' (links also with the requirements of the H&W AOLE)

## AIMS OF POLICY

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At Llanrhidian Primary School, we are proud of the great behaviour culture we have created. We love seeing our pupils being kind and well-behaved, and visitors often compliment them on their manners and behaviour, both at school and when out and about. Good behaviour is crucial for creating a great learning environment.

We have high expectations for our learners here at Llanrhidian - we expect them to be polite, always try their best, and show respect for others and for their surroundings. Each class comes up with their own set of rules, known as the 'Pod Charter', which guides how we behave every day. These rules focus on pupils' rights and values, including taking care of each other and working hard. Importantly, students are involved in creating these rules, so they reflect their own priorities and concerns.

We believe that self-discipline is the most important type of discipline. At Llanrhidian, we work hard to help our learners develop this skill. Pupils of all ages are encouraged to behave responsibly, and older students are encouraged to look out for and help younger ones.

Our staff are always on the lookout for good behaviour to praise and reward. We believe that in a positive and nurturing environment, pupils can grow in confidence and reach their full potential. Our goal is to foster a sense of responsibility towards the school, its surroundings, and each other. The supportive atmosphere at our school encourages good behaviour and self-respect. We aim to celebrate achievements, nurture potential, and recognise good behaviour at all times.

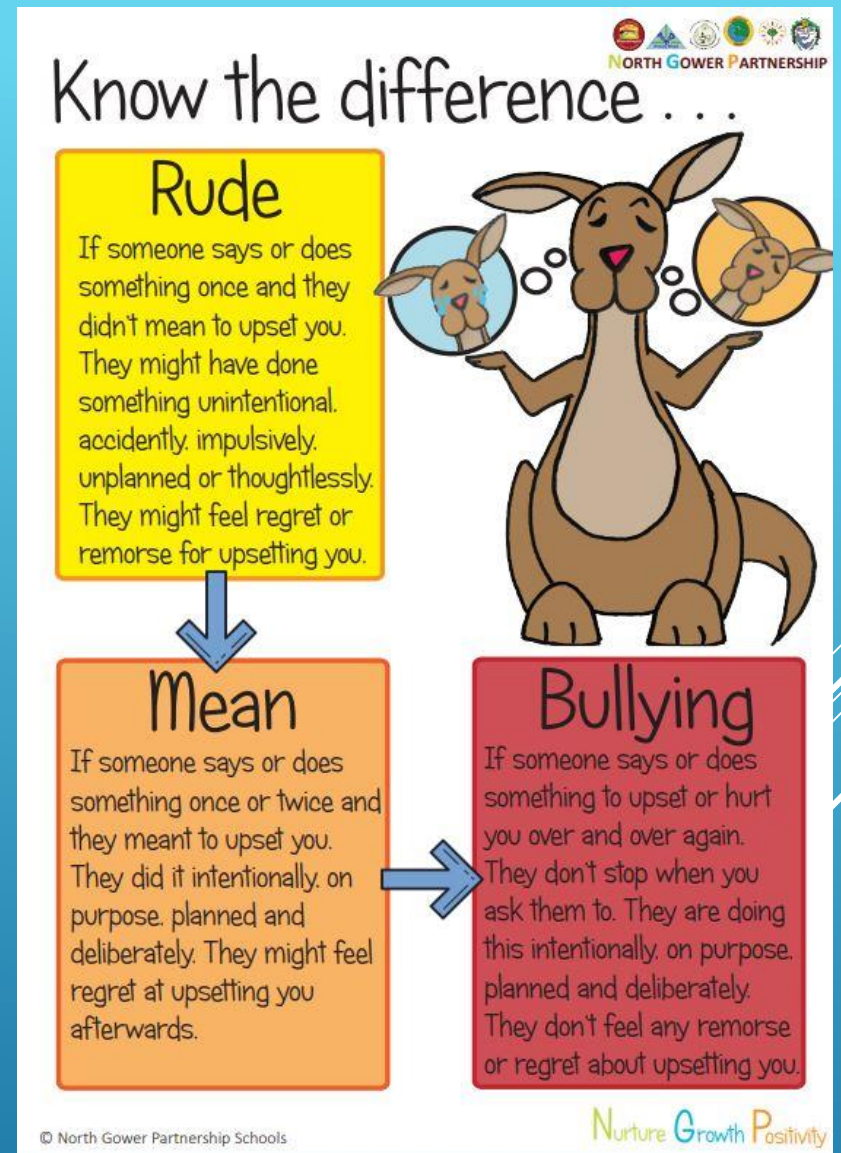
# CULTURE OF POSITIVE RELATIONSHIPS

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- ▶ **Treat all learners fairly and equally and with equity, through Restorative Practice. The learners must be given an opportunity to explain and reflect upon their behaviour. Adults need to appreciate children's personal experiences from home, and give them the time and space needed to set their personal boundaries where safe to do so.**
- ▶ **Be friendly and approachable.** Learners need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you.
- ▶ **Give gentle reminders.** Learners often forget some rules, e.g. running in the corridor. A gentle reminder is often all that is needed to correct this.
- ▶ **Stay calm.** Try to stay calm at all times. This will help you to remain in authority and be effective.
- ▶ **Smile.** Try and remember to smile at the learners, they will then see you as someone warm and friendly.
- ▶ **Try and Chat.** Be willing to chat to the learners about their news, interests and activities.
- ▶ **Give praise.** Praise is more effective than criticism so try and use praise frequently.
- ▶ **Be polite.** Set a good example to the learners by speaking politely to them.
- ▶ **Avoid getting into a confrontation.** Don't argue with a pupil, this undermines your authority. Repeat your request calmly with a "thank you" at the end to emphasise it is more of a command that you expect them to do, then use your sanctions system.
- ▶ **Help a pupil "back out" of an awkward situation.** If a pupil is deliberately rude ask them to repeat what they said. Or say "I don't think I heard that correctly. What did you say?" This allows the pupil to retract the statement or apologise. Accept any apology graciously.
- ▶ **Try not to shout.** Avoid shouting at all times. If the noise level is high use other ways to gain silence.
- ▶ **Don't use labels.** Don't give learners negative labels such as, "naughty", "rude", or "stupid". Always label the behaviour and NOT the pupil.
- ▶ **Watch out for loners.** Watch out for lonely or isolated learners. Talk to them and try and involve them in games with the other learners.

# GUIDELINES FOR STAFF AND ALL ADULTS



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## Restorative Practice

In our school, when a child misbehaves, we focus on helping them understand and learn from their actions. We use a positive approach that takes into account the situation, the child's age, and their understanding. By asking three simple questions:

What happened?

How were you feeling?

What could we do next time?

This approach allows the child to communicate their thoughts and feelings, encouraging them to realise the impact of their behaviour on others. We believe that involving parents is important, especially if the incident is serious. Parental support is vital to ensure a consistent approach in helping the child grow and learn from their mistakes.

# RESTORATIVE PRACTICE



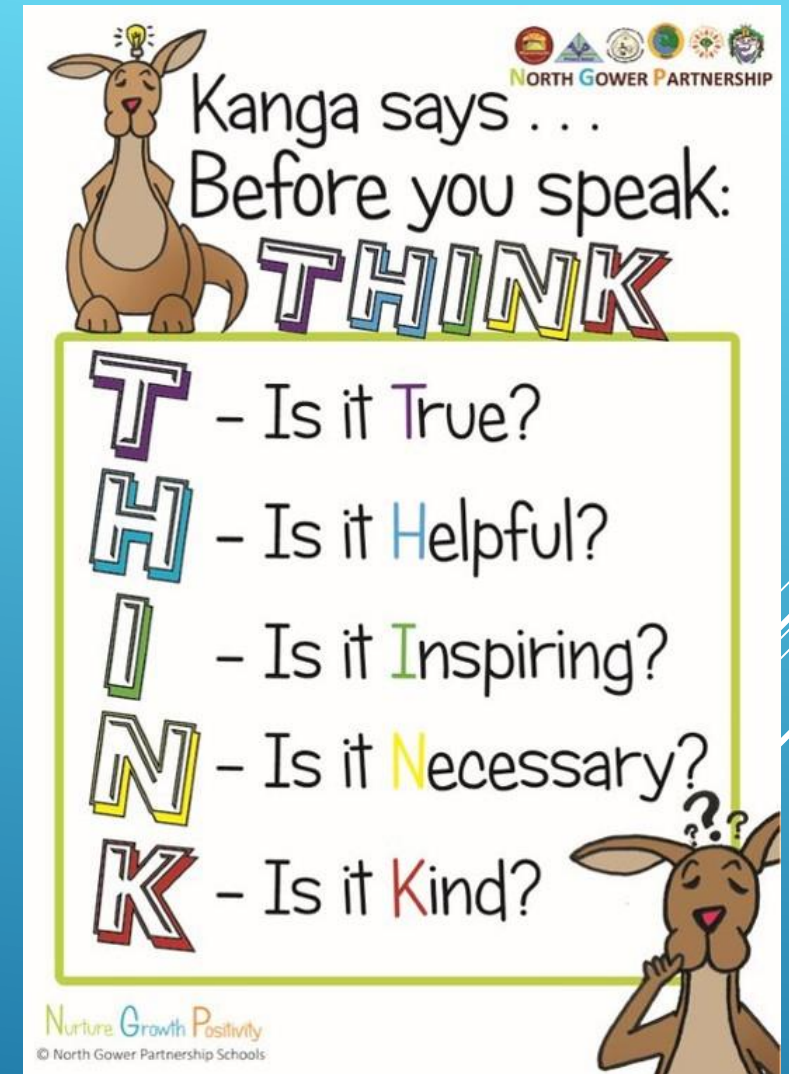
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At Llanrhidian, we have clear expectations in place to ensure a safe and respectful environment for all.

- ▶ **Be Kind to Each Other:** We ask everyone in our school to treat each other with kindness.
- ▶ **Look After Belongings:** Pupils should take care of their own and others' belongings.
- ▶ **Be Well-behaved and Polite:** Children are encouraged to be well-behaved, polite, and always do their best.
- ▶ **No Rough Play or Retaliation:** Physical violence and retaliation are not okay. Let's resolve conflicts peacefully.
- ▶ **Only Bring Safe Things:** Kids should only bring safe items to school unless a teacher asks otherwise. We can't take responsibility for any lost or damaged valuable items. We do not allow mobile phones to be brought in to school)
- ▶ **Correct School Uniform:** Please make sure your child wears the school uniform correctly.
- ▶ **Everyone is Equal:** Every child deserves respect and fairness. Discrimination is not accepted.

# HIGH EXPECTATIONS



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Growth mindset is all about the idea that everyone can improve their intelligence, ability, and performance. It's a theory developed by Dr. Carol Dweck. Instead of thinking that talents are fixed, we believe that with effort, everyone can grow. Research shows that our mindset can change. By helping our children develop a growth mindset, we can support them in achieving their goals.

At Llanrhidian, we have a whole school approach to promoting a growth mindset that forms the foundation of positive relationships within the school. Here are three key aspects of our approach at Llanrhidian:

- **Praise:** We encourage pupils by celebrating their efforts and development, rather than just focusing on the end result.
- **Feedback:** Learners are encouraged to ask for feedback on their work and behaviour, and to act on it to improve.
- **Self-regulation:** We help pupils understand their emotions and reactions. Our "Zones of Regulation" helps children move to the best state for learning.

# GROWTH MINDSET



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At times, students may need assistance to return to the 'Green Zone'. To support students when they are in the red, yellow, or blue zones, a 'Getting Back to Green' plan may be necessary. This plan is collaboratively created by staff and students to identify the specific support needed for the student to return to the 'Green Zone'. These strategies may address the student's physical, emotional, social, and spiritual needs. Each plan is tailored to the individual student and is adjusted alongside the needs of the child.

## Some examples of strategies include:

- Count to ten
- Take deep breaths
- Draw or write
- Talk to adult

**More strategies can be found on the 'My Well Being' page on our website.**

[illegible]

# GETTING BACK IN THE GREEN ZONE

At times, pupils may lack awareness of how their behaviour impact others. In such instances, collaboration between teachers and parents is essential to develop a comprehensive plan incorporating visual cues to aid pupils in understanding the effects of their behaviour.

Such visual cues are utilised to facilitate discussions on various types of negative behaviours and the corresponding emotions they evoke in others.

Subsequently, these visual cues may be deployed as visual aids and non-verbal prompts to reinforce understanding when the identified behaviour is exhibited by the pupil.

## VISUAL CUES






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In Llanrhidian, we believe in putting your child's health and happiness first. Encouraging independence is a vital step towards helping them work well with their friends. We have created a consistent set of positive behaviours and attitudes to help your child develop integral skills throughout their time at school. These form the foundation for achieving the four main purposes of our curriculum, all centred around building your child's independence.

# INTEGRAL SKILLS

Pod	To be organised I must..	To be effective I must ...	To be a thinker I must..	To be creative I must.
<b>Pili Pala</b> 	<ul style="list-style-type: none"> <li>Know where things are</li> <li>Get what I need</li> <li>Know what's next</li> <li>Know what I need to do</li> <li>Tell you what I am doing</li> </ul>	<ul style="list-style-type: none"> <li>Listen to ideas</li> <li>Ask if I don't know</li> <li>Help my friends</li> <li>Make mistakes</li> <li>Try my best</li> <li>Talk about what went well</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions</li> <li>Try to make things better</li> <li>Choose my own activities</li> </ul>	<ul style="list-style-type: none"> <li>Be brave</li> <li>Try new things</li> <li>Be imaginative</li> <li>Be curious</li> <li>Explore</li> </ul>
<b>Pengwin</b> 	<ul style="list-style-type: none"> <li>Find the equipment I need</li> <li>Plan and talk about my ideas</li> <li>Check my work</li> <li>Use what I know to help me</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Work with other people</li> <li>Ask for help</li> <li>Share my ideas</li> <li>Understand that I learn from mistakes</li> <li>Help my friends</li> <li>Be kind, even when I don't agree with others</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions</li> <li>Try new ideas</li> <li>Say when I am stuck</li> <li>Say what I have done well</li> <li>Make my own choices</li> <li>Understand what I need to do to get better</li> </ul>	<ul style="list-style-type: none"> <li>Be curious</li> <li>Think up new ideas</li> <li>Have a go</li> <li>Explore something new</li> <li>Share your ideas</li> </ul>
<b>Pysgodyn</b> 	<ul style="list-style-type: none"> <li>Look where the equipment is kept after equipment and know where it is kept</li> <li>Check my work against the success criteria</li> <li>Choose how to set out and organise my work</li> <li>Ask questions if I don't understand</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' opinions</li> <li>Listen to people in my group</li> <li>Have a go at new things</li> <li>Listen and follow instructions</li> <li>Understand making mistakes is essential to learning new things</li> <li>Use what I already know</li> <li>Take turns</li> </ul>	<ul style="list-style-type: none"> <li>Always have a go</li> <li>Ask questions</li> <li>Learn from mistakes</li> <li>know when I need help - SNOT</li> <li>Check my own work</li> <li>Discuss my work with my friends</li> <li>Make my own choices about my work</li> <li>Explain how I have done my work</li> </ul>	<ul style="list-style-type: none"> <li>Identify my own ideas</li> <li>Value my ideas</li> <li>Think of different ways to do things</li> <li>Explain my choices</li> <li>Be brave with my work</li> <li>Present my work in different ways</li> </ul>
<b>Pry Cop</b> 	<ul style="list-style-type: none"> <li>Collect appropriate equipment for the activity and return it afterwards</li> <li>Identify the skills and knowledge I need to apply to the new work</li> <li>Plan my own work using the success criteria</li> <li>Set myself high expectations</li> <li>Adapt my work and make changes to improve it</li> <li>Effectively research information that I do not know</li> <li>Use HABER</li> <li>Move between the workshops and be ready for my learning</li> </ul>	<ul style="list-style-type: none"> <li>Activate Prior Knowledge to apply skills I have learnt before</li> <li>Choose relevant information from my research</li> <li>Appreciate the views of others</li> <li>Ask for help when I don't understand</li> <li>Help others if they don't understand</li> <li>Use self and peer assessment to improve my work</li> <li>Recognise when I have worked hard and achieved my targets</li> <li>Focus on minimising distractions so I can be the best I can be</li> <li>Choose the correct learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions</li> <li>Have a growth mindset</li> <li>Be resilient</li> <li>Focus on the key information</li> <li>Understand the difference between opinions and information</li> <li>Plan out my work first</li> <li>Be flexible and adaptable</li> <li>Use what I already know to help me</li> <li>Assess my learning honestly</li> <li>Reflect on my own progress</li> </ul>	<ul style="list-style-type: none"> <li>Explain my ideas to others</li> <li>Maggie the ideas of others – then make them my own</li> <li>Try something I haven't done before</li> <li>Step outside my comfort zone</li> <li>Develop my skills by not just relying on what I am good at</li> <li>Use a range of different strategies such as pictures, text, number, digital, graphs etc.</li> </ul>

Minor behaviour issues are addressed by the class teacher through three restorative questions. All staff strive to see these as learning opportunities for the children. This is consistently done in a caring, supportive, and fair way, with due consideration for the child's age and stage of learning. The class teacher decides if there should be any consequences, such as missing playtime, restricted access to certain areas, or working in a different workshop. Each situation is handled on an individual basis. Pupils are reminded that they are accountable for their actions and that misbehaviour will result in consequences. Restorative Practice will be carried out when all pupils are in 'the green zone' and at a time that is suitable for all learners, in some cases, this is not always straight away or on the same day.

If there are ongoing or recurring problems, the class teacher will get in touch with the parents. This allows the home and school to collaborate for the child's benefit. More serious disciplinary issues are rare. If the class teacher believes escalation is necessary, perhaps due to safeguarding concerns or the need for additional support, they will refer the matter to a senior teacher such as the ALNCO or Deputy Head. Senior staff may advise the teacher, handle the situation directly, or refer it to the Head Teacher.

In the event that behaviour requires the Head Teacher's involvement, a Team Around the Child (TAC) meeting will be arranged with the parents. This meeting focuses on the child's needs and best interests, ensuring that all adults collaborate to support the child in developing positive behaviours.

However, in our school, all staff will address any behaviour concerns promptly when they notice them.

## A CONSISTENT APPROACH



To ensure our pupils' well-being needs are met, we have introduced a well established initiative called "Relax and Refuel Time" in place of traditional playtimes. This helps pupils to understand that their brains, like muscles, require rest and nourishment. Moreover, every child has unique ways of fulfilling these needs.

During this designated time, pupils have the option to engage in activities that cater to their preferences, such as playing games with an adult, interacting with peers, reading, and more. We value and celebrate the diverse needs of our pupils by offering them choices.

Our commitment to promoting well-being extends to lunchtime, where our dedicated team of "Lunchtime Well-Being Leads" (LWLs) provide a variety of options for pupils to select from. Building positive relationships and ensuring the well-being of our pupils remain the focal point during lunchtime.

The LWLs are equipped to address most behavioural issues using restorative approaches. However, in cases where they deem it necessary to involve the pod teacher due to the seriousness or recurrence of an issue, prompt communication is vital. This enables the class teacher to intervene effectively.

If a child requires a moment of "Time Out" to calm down, they will be guided to a safe and quiet space where they can engage in a calming activity like playing with Lego. At times, a mindfulness video may be used to help the child relax before proceeding with restorative discussions.

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# RELAX AND REFUEL

## How Parents Can Support Their Child's Education

- ▶ Working together with teachers and their child to build a strong positive relationship.
- ▶ Talking with their child about the school's expectations, showing that everyone wants what's best for them.
- ▶ Participating in Parents' Evenings, school events and any meetings about their child.
- ▶ Understanding that a good relationship between all involved is important for effective learning and teaching to happen.
- ▶ Knowing that staff use restorative approaches to manage behaviour.
- ▶ Understanding the Four Purposes of the Curriculum for Wales
- ▶ Signing the electronic Home/School agreement in the school's September Pack.
- ▶ Acknowledging that their child and all children have rights.

Staff members involved in a situation of unacceptable behaviour are responsible for recording the details on the school's safeguarding system called “My Concern”. Such incidents may include:

Aggressive behaviour

Physical harm

Property damage

Loss or theft

Disclosure of a safeguarding concern

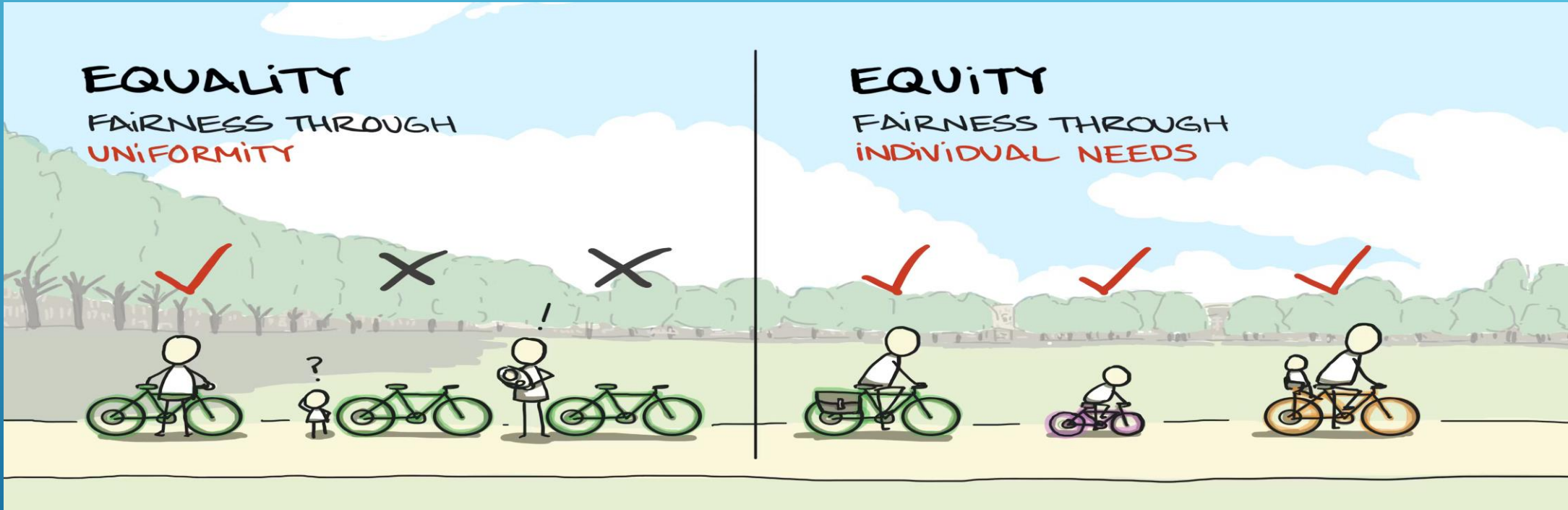
At times, the school may need to seek guidance from the LA Behaviour Support Team or external services like Child and Adolescent Mental Health Services. Referrals to these services are always made in the child's best interests, and are done with the support of the school's Additional Learning Needs Coordinator (ALNCO) in partnership with parents and carers.

In extreme cases of verbal or physical abuse causing harm, a form (HS3) is filled out and submitted to the local authority.

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# RECORDING INCIDENTS

As a school, our main goal is to help your child reach their full potential in all areas of the curriculum. We will do our best to make sure that every child receives the support they need to do well in every area of learning. This is in line with our commitment to providing equal opportunities for all children, as outlined in our policy on equal opportunities and supporting learners with disabilities.



# EQUAL OPPORTUNITIES AND DISABILITY

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