



## Ysgol Gynradd Springwood Primary School



### **Relational Policy**

Springwood Primary School is a caring community, whose values are built upon mutual trust and respect for all. Our relational policy is therefore designed to ensure that all members of the school can live and work together in a supportive way. It aims to promote an atmosphere in which everyone feels happy, safe and secure and an ethos of respect, kindness and co-operation. We are a Rights Respecting School and the UNCRC Rights are embedded in our ethos.

We have embedded the Thrive Approach at Springwood so therefore strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours. We know that children can be at different stages developmentally and take this into consideration when planning for and meeting their needs.
3. We provide containment, predictability and routine to build a sense of safety and calmness in the emotional and physical environment.
4. We encourage children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken; 'Connection not Correction'. Although this does not exclude the use of consequences, we seek the most appropriate way of supporting pupils to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

### **Supporting behaviour**

#### **All staff will:**

- Take time to recognise and record positive behaviours and attitudes and reward success
- Try to catch children and young people doing the right thing and enhance this by having high expectations and clear agreements about how all members of the learning community will behave.
- Engage in establishing the non-negotiable (our classroom agreement) and negotiable rules with pupils' input at the start of the academic year and re-visit these regularly and at least half-termly.

- Focus on our rights (UNCRC) and our responsibilities when establishing these boundaries in conversation with the pupils. (See Appendices 1 and 2)
- Remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights.
- Seek both resolution and learning when dealing with incidents
- Consider how our actions and words help and give children and young people time and space to resolve the situation
- Keep in mind that children and young people benefit from a clear structure (containment) within which to learn
- Use consequences only as a form of appropriate, proportionate and positive intervention
- Keep in mind that any consequence used is to resolve rather than escalate a situation whilst preserving the dignity of all involved.
- Keep in mind that consequences must be applied compassionately and in a fair and consistent way appropriate to the child's developmental stage.

Relate to children and all member of our community using an attitude of PACE (Playfulness, Acceptance, Curiosity and Empathy)

### **Positive rewards**

We recognise, praise and reward children for doing the right thing frequently and consistently. This is done in a variety of ways:

#### **Whole class Rewards**

If the whole class follows the golden rules or demonstrates collective use of the Learning Powers they will be rewarded with star stickers on a chart. The charts have three levels; bronze, silver and gold. The class teacher and pupils decide collaboratively what the rewards will be for each level at the beginning of each term.

#### **Individual Rewards**

Class dojo is used in all classes. These are presented on an app and are totaled on a daily basis. The pupil with the most points is awarded 'Dojo of the day'. Every day is a new day and all previous dojo points are deleted. New pupils are added and parents invited to join Class Dojo as soon as they begin at our school.

Both of our bases have bespoke individual rewards systems that are appropriate for the developmental stage of their pupils.

To promote intrinsic motivation, rewards will also be given for the process of learning (behaviours for learning) rather than the output of an activity (which may promote extrinsic motivation).

### **Consequences**

We have a number of strategies designed to support children to be accountable for their actions and to develop skills to change their behaviour rather than to punish the actions taken by the child.

Each consequence is applied logically and appropriately to each individual child in each individual situation. Springwood Staff know our pupils very well and in some cases it is not appropriate to follow the procedures shown below due to the pupil's emotional and developmental needs. In this case, the pupil will have an All About Me card as part of their Individual Development Plan which will detail the positive behaviour strategies to be used.

Golden rules are displayed in each class and are referred to regularly. We expect children in our school to follow these non-negotiable rules and respect others' rights.

Springwood uses a proactive approach; if a child does not follow an aspect of their class agreement, an adult will remind them using the steps shown in the Appendix. This will be on display in every classroom so that all pupils and adults know what to expect.

If a pupil demonstrates verbal or physical abuse and takes away the right of others to feel safe they will be 'fast tracked' to a member of SLT.

When a child is in a high state of stress we use the Thrive Vital Relational Functions (see Appendix 5) to support the child's emotional regulation:

**Attune:** Catch and match the feeling

**Validate:** Validate how the child is feeling (we can do this through the WIN sentence stems, please see Appendix 6)

**Contain:** Contain the child either physically or by providing safe choices

**Regulate:** Meet the intensity of their feelings then calm and soothe.

The child's actions will be monitored by the class teacher or member of staff, using My Concern. Parents/carers will be informed if their child's behaviour is being monitored in this way. If necessary, a reward chart will be used to reinforce and encourage good behaviours. If progress is not made then parents are informed by the class teacher, advice is sought and a support meeting will be held with the parents / carers, the pupil, their teacher and the ALNCo resulting in appropriate support to address the child's needs. If necessary, additional support from the Emotional Health and Wellbeing Team will be sought.

When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe this as 'distressed behaviour' rather than 'challenging behaviour' because we understand that the behaviour is communicating a level of need within the child/young person. We can use the 'WIN' sentence starters (Appendix 6) to begin to unpick their distressed behaviour.

If distressed behaviour is frequent, ABC charts will be used to identify triggers so that planning can take place to support all involved.

### **Further support**

If a child is unable to regulate their behaviour and their behaviour is judged to be a danger to themselves or others, or will result in serious damage to property, a fully trained member of staff

will use the agreed positive handling technique to support them. The least amount of force will be applied for the shortest amount of time in order to calm the situation and ensure safety for all. All such incidents will be recorded and reported to parents. After the first incident a Positive Handling Plan will be put in place and parents consulted. A risk assessment will also be completed.

### **Working in Relationship Together**

We work as a team to support the children in our setting as they grow and develop socially and emotionally. We use PCP approaches to ensure that the child is supported to express themselves and that their voice is reflected in the ethos, systems and practice of the school as well as in their individualized graduated support.

We actively promote a partnership with parents/carers; we use Class Dojo to communicate regularly with parents celebrating positives and also helping parents/carers to understand and support children/young people to be accountable for their actions.

If a child's distressed behaviour is affecting home life, school will support parents/carers to access support from appropriate agencies.

### **Supporting staff**

Dealing with a child demonstrating distressed behaviour can be upsetting. It is okay to feel upset and to feel hurt. If you feel that you are getting angry when dealing with an incident, withdraw, give yourself space and time, and seek support during and afterwards. Managing distressed behaviour when you feel angry can escalate the situation. We actively use 'change of face' to ensure that situations do not escalate for either adults or children. Once a consequence is imposed we avoid arguments and negotiations but continue to give clear choices about further conduct.

All staff have access to a Mental Health First Aider (Cerys Barry) and training opportunities to develop their awareness of supporting pupils with unmet needs and the resulting behaviour they may display.

## Appendix 1

Step 1: Orange ; the adult quietly explains the rule the pupil has chosen to not follow

Step 2: Yellow: the child chooses a different place to learn within the classroom.

Step 3: Blue; the child will miss 5 minutes of playtime, this will be monitored by the class teacher.

Step 4: Purple; the child will be moved to their partner class (See Appendix 3 )

Step 5: Red; the child will see the PS Leader to reflect on their behaviour.

During this time, the member of SLT will 'shine a light' on the behaviour shown. If appropriate to the child's development, this may mean completing a 'think sheet' alongside an adult. (See Appendix 4) The child will reflect on their behaviour, how it affected others and what they could do next time. If the child is not developmentally ready to reflect in this way, the adult will lend them their 'thinking brain' to talk the situation through, possibly with resources such as social stories and puppets. The time taken to 'shine a light' on a child's behaviour can also be a consequence; time will be needed to ensure the child is calm and understands their feelings and what has happened. Time out of the classroom may be needed whilst we are supporting them to make better choices.

## Appendix 3: Who to contact if support is needed

	Partner class	Member of SLT
Nursery	Reception	PS 1 leader
Reception	Nursery	
Year 1	Year 3	PS 2 leader
Year 2	Year 1	
Year 3	Year 2	
Year 4	Year 5/6 cl 1	PS 3 leader
Year 5/6 cl 1	Year 5/6 cl 2	
Year 5/6 cl 2	Year 4	

## Appendix 5: Vital Relational Functions

Let's help every child thrive

**Attune** → Validate → Contain → Regulate



Catch n' match  
the feeling!

The Vital Relational Functions (VRFs)

www.thriveforchildren.com

Let's help every child thrive

Attune → **Validate** → Contain → Regulate



Stop the  
behaviour,  
validate the  
feeling

The Vital Relational Functions (VRFs)

www.thriveforchildren.com

Let's help every child thrive

Attune → Validate → **Contain** → Regulate



Make the  
unbearable  
survivable!

The Vital Relational Functions (VRFs)

www.thriveforchildren.com

Let's help every child thrive

Attune → Validate → Contain → **Regulate**



Meet the intensity  
then calm  
and soothe

The Vital Relational Functions (VRFs)

www.thriveforchildren.com

Appendix 6 : Sentence stems – WIN





When you  
said... I felt  
you ...



That  
sounds..