



Ysgol Gynradd Springwood Primary School



Relationships Policy

May 2025

The Springwood Way

In Springwood we respect others and our environment so that everyone can **Be Happy**

In Springwood we help each other to play and learn so that we can all **Achieve**

In Springwood we try our best so that we can all **Succeed**

Springwood Primary School is a caring community, whose values are built upon mutual trust and respect for all. Our relationship policy is therefore designed to ensure that all members of the school can Achieve, Succeed and Be Happy. 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 and curriculum.

We have embedded the Thrive Approach at Springwood so therefore 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 focus on 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.

We celebrate children's achievements in different ways:

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 points are reset. 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.

Whole Class

If the whole class follows The Springwood Way, they will be rewarded with ticks on a Whole Class Reward 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.

Supporting Relationships

We have a number of strategies designed to support children rather than to focus on negative behaviour. Depending on the child's development this could include; providing co-regulation, modelling self-regulation skills, and offering safe calm spaces with appropriate resources.

When a child is in need of support, we follow our Relationship Support system which is a graduated response to behaviour.

When supporting a child to reflect on their behaviour, the adult can lend the child their 'thinking brain' and use the 'WIN' sentence stems. (See Appendix).

When a child is in a high state of stress, we use the Thrive Vital Relational Functions 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.

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 and wellbeing will be monitored by the class teacher or member of staff, using My Concern. Parents/carers will be informed of any changes in behaviour and support that is in place.

When an incident occurs, we understand that this could 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. We can use the ‘WIN’ sentence starters to begin to unpick their distressed behaviour.

If the child continues to display distressing behaviour, advice a support meeting will be held with the parents / carers, the pupil, their teacher and the ALNCo to identify triggers so that appropriate support can be put in place to address the child’s needs. If necessary, additional support will be sought.

So that all adults and children understand the Springwood Way each classroom will have on display:

- The Springwood Way printed in A3**
- Our Behaviour Support System printed in A3**
- Whole Class Reward Chart.**
- WIN sentence stems**

Can you make
me
understand ?

I wonder if
you felt..

I can
imagine....

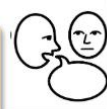
That
sounds..

I notice
that ...

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

Our Relationship Support System

The adult explains which rule has been broken or which right has been taken away.



Choose a different place to learn in the classroom.



A logical consequence.



Move to a different classroom.



Speak to a senior member of staff to reflect on my behaviour.

