

# Trellech Primary School



**'Nurture, Inspire, Achieve'**

## **Relationships Policy**

'A Positive Approach'

Reviewed: Autumn 2024

### Introduction:

This document is a statement of the aims and strategies for ensuring positive behaviour.

### Rationale:

This policy outlines the underlying philosophy, purpose and nature, organisation and management of pupil behaviour at Trellech Primary school.

It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider community.

The Policy is a result of consultation with pupils, parents and governors, staff discussion, auditing behaviour and training. It reflects current practice with-in the school. It's fair and consistent implementation is the responsibility of all staff.

### Aims:

To provide all stakeholders with the vision, guidance and support to create positive behaviour; leading to independence and success.

The aim of Trellech Primary School's behaviour policy is:

To ensure every member of the school community feels valued and respected, and that each person is treated fairly and well

To ensure we have a caring community whose values are built on mutual trust and respect

To develop in children a sense of respect, self-discipline and an acceptance of responsibility for their own actions

To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is concern for the environment we all share.

The school behaviour policy is therefore designed to support the way in which members of the school community can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

### Expectations:

At Trellech Primary we start every day as a new day, using positive strategies of behaviour, to promote positive behaviour. To do this we will:

Verbal Praise

As adults treat each other with respect at all times, therefore providing a positive role model for children and each other

Reward and promote good behaviour including acknowledgement from the HT and DHT

Provide encouragement and stimulation to all pupils

Treat all children fairly and apply this policy in a consistent way

Ensure that children are aware of the school values, vision and our 5-a-day Curriculum (Smile) and that each class has its own class charter.

Teach, through the curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

An effective relationship policy is one that seeks to lead children toward high self -esteem and self –discipline.

***Good discipline arises from good relationships*** and from setting expectations of good behaviour.

'If we are not modelling what we teach then we are teaching something else'

*Helen Flanagan*

### Central Methods to Positive Behaviour

Make the expectations very clear; don't be ambiguous.

Catch, highlight and celebrate pupils being "good."

Recognise and support pupils when they behave appropriately.

Consistently let pupils know you are happy with good behaviour (be specific).

Reward exceptional behaviour.

Ensure consistency in the consequences to negative behaviour... *You are choosing not to follow...*

Follow through and ensure consistency with negative consequences for breaking the rules.

Assertive discipline is a simple, effective system to assist teachers in achieving peace and structure in the classroom. It is the most popular classroom management method because of its simplicity and effectiveness. This method requires that the teacher use an attitude of cooperation and an assertive attitude to elicit cooperation from pupils. It also requires that the teacher catches their students "being good." The rules have to be clear, and expectations must be defined at the outset. **Consistency, fairness, and follow-through** are key.

We have several awards to help in our approach, including:

- Just2Stars which contribute to house points and Seren yr Wythnos in Golden Assembly
- Stickers
- Stampers
- Weekly certificates
- Marbles in the jar
- House Point Termly Awards
- Ambassador Values Awards
- Welsh Speaker Awards

### Expectations in Trellech

### Our Vision

Together we nurture every child, inspiring them to become healthy, confident, ambitious individuals who have an enthusiasm for life. We are passionate about developing skills, attitudes and beliefs to enable fulfilling futures as valued members of society.

### Our Culture



### When Things Go Wrong in a Relationships

When things go wrong, we acknowledge people need:

- A chance to tell their version of events
- Express their feelings
- Understand how the situation happened

- Understand how it can be avoided next time
- To feel understood by others involved
- To find a way to move on positively

Punitive Responses can:

- Cause resentment rather than reflection
- Be considered unfair
- Do not repair relationships
- Leave wrongdoers feeling negative about themselves, leading to further alienation
- Can leave the adults expected to act punitively feeling uncomfortable and frustrated.

The key to a successful outcome is, if it is arrived at by those people who actually involved.

**Restorative Approach** (For dealing with relationship & conflict).

Our approach to managing relationships at Trellech Primary School is through restorative practices. It supports our school approach to well being. It offers a way of thinking about how you make, maintain and repair relationships in every day life., being accountable for your behaviour and the choices you make.

Restorative Practice is based upon Five Core Beliefs:

1. Unique and equally valued perspectives
2. Thoughts influence Feelings
3. Empathy and consideration for others
4. Needs
5. Attributing the ownership of problem solving and decision making to those affected; working together.

**How We Use The Restorative Approach**

**Restorative Questions**

- What has Happened?
- What were you thinking? And so what were you feeling?
- Who has been affected?
- What do you need to move on?
- What could happen now to meet these needs and repair the harm?
- What next?

Our restorative model can be applied in a number of ways, ranging from informal work to formal conferences with the wrong doer and the harmed, inc working with whole classes.

**Restorative Chat** -informal chat using restorative questions.

**Impromptu Conference**- informal conference that may not include formal preparation, should/ may include an agreed contract and a follow up. An individual member of staff takes initiatives and leads processes.

**Circle/ Classroom Conference**- formal conference that requires pre-conference preparation, a contract, debrief and a follow up session.

**Formal Restorative Meeting**- this will require preparation and planning. Senior Leaders will be involved and may involve parents. Following a formal meeting, outcomes may be recorded through agreed actions e.g. behaviour contract. These will be shared with pupils and parents.

**School Expectations**

We share, take turns and are considerate to others.

We are respectful to others and use kind words.

We say 'sorry' if we accidentally hurt somebody – accidents can happen!

We play together and ask children who are alone to join in.

We talk to an adult on the playground if we have a problem.

We take care of the playground equipment and use it correctly.

We put our litter in the bin.

We line up quickly, quietly and walk safely to the line.

In addition to the agreed expectations, rewards and consequences, we have class charters and a emotimeter in each class. This allows teachers to monitor pupils' feelings linked to displayed behaviours throughout the day.

### **Staff Guidance**

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set.

## **Bullying Prevention Policy**

### **A Definition of Bullying**

Bullying is a 'persistent, deliberate attempt to hurt or humiliate someone and often involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional and/ or physical harm to another person or group of people.

Isolated incidents of hurtful behavior, teasing arguments or falling out between individuals of equal power should not be seen as bullying.'

Bullying can take many forms but the three main types are:

- Physical: hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal: name calling, insulting, making offensive remarks
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones, comments on social networking sites.

There are many important categories of bullying including:

Socio- Economic Status

Gender Based

Sexual Orientation

Homophobic

Faith- Based

ALN/ Disability

Gifted/ talented

Cyber

Racist

### **Racist Incidents and Racist Bullying**

A racist incident is "any incident which is perceived to be racist by the victim or any other person."

All incidents of racist bullying are racist incidents and will be reported to the Local Authority in accordance with the LA e-form.

Not all racist incidents, however, are necessarily instances of racist bullying. Racist bullying is included in the general definition of bullying, see above, because of a persons' colour, ethnicity, culture, language, faith community, national origin or national status.

### **Cyber Bullying**

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and may include:

- posting slurs or rumours or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;
- posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
- impersonating or representing another student through the use of that other student's electronic device or account to send e-mail, text messages, instant messages, phone calls or other messages on a social media website;

· sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or mobile device.

All incidents of cyber bullying will be reported to the Local Authority and we will seek advice from our Police School Liaison Officer.

### **Whole School Approach to Bullying Prevention**

In Trellech Primary School, all members of our school community should be able to feel safe and respected. We will challenge all forms of bullying and discrimination and such behaviour is unacceptable. This policy has a clear link to the school's Relationships Policy.

The school uses the following strategies:

Positive Class / School Rewards

Positive role models

Restorative Approaches

Supervision during break and lunch times

National Anti-Bullying Week publicity and focused activities

Regular discussion about online-safety and how to keep safe

Lessons focusing upon Digital Citizenship and what it means to be a digital citizen in the 21st century

Buddy System

These strategies are supported throughout the curriculum to prevent bullying and to promote positive behaviour and good relationships within our school.

### **Roles and Responsibilities**

All members of the school community have an active role to play in the prevention of bullying behaviour, to promote positive relationships and respect as well as responding to incidents when they occur.

Governing Body will:

- Ensure that every pupil has the right to learn, free from the fear of bullying or discrimination.

Headteacher will:

- Ensure that the schools Bullying Prevention Policy and reporting procedures are known to the whole school staff, pupils, parents/carers and outside agencies (where appropriate);

-Ensure that all staff have the opportunity to receive training;

-Ensure that there is suitable and sufficient opportunity in the curriculum and non-curriculum time through the school's wellbeing/ RSE programme to explore issues relating to all types of bullying and discriminating incidents;

-Ensure online safety and Digital Citizenship form a key part of learning and pupils understand their roles and responsibilities in being a digital champion;

-Ensure that incidents are recorded, monitored and reported to the LA and inform the schools self-evaluation process;

-Report to the Governing Body annually.

**School staff will:**

-Receive and respond, taking seriously and acting upon information which is disclosed;

-Report any observed, suspected or disclosed incidents to the nominated member of staff.

-Ensure our pupils safe and secure use of the internet and explain how incidents should be reported

**Pupils will be encouraged to:**

-Tell someone you trust straight away;

-Ensure the internet is used safely and any incidents are reported straight away;

-Ask parents/family or teachers for advice and help. If you are too scared to tell an adult on your own, ask a friend to go with you.

### **Parents/carers should:**

- Reassure their child that they are doing the right thing to tell you;
- Remember that you may be the first person to know of any bullying incident. Try to stay calm and make notes which may be useful later;
- Contact the school to report and discuss your concern;
- Work with the school to draw up ideas that will help to support your child.

### **Rewards and sanctions**

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children verbally and non-verbally.
- Teachers give children Hwb Stars which contribute to house points
- Stickers and stamps are given out when good work is recognised.
- Targets achieved are recognised and celebrated within class
- Each week during our Golden Assembly children's achievements both academically and socially are celebrated.
- Children may receive a Gold award from the Headteacher depending on the achievement being recognised.
- We distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We award weekly Pupil of the Week certificates – 2 per year group
- Every half term one pupil from every year is recognised as Student of the Half Term and rewarded with a certificate and medal.
- Pupils are encouraged to take on roles and responsibilities that reinforce the school's positive approach to behaviour and attitude e.g. Ambassadors, House Captains, Reading Buddies
- Tocyn Iaith are distributed by Criw Cymreig

The school acknowledges all the efforts and achievements of children, both in and out of school through the weekly Golden Assembly celebration.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit away from distractions.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher connect with him or her. If a child misbehaves repeatedly, we move the child from the rest of the class until they calm down, and are in a position to work sensibly again with others. This movement is either within sight of a teacher, member of staff or the headteacher and is for a short, timed period only.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is sanctioned. A deliberate act that causes harm to another child results in A member of the SLT logging the incident in the Behaviour Book, a behaviour letter (referred to as a 'Think' Sheet) sent home and a phone call to parents to explain the behaviour with a view to ensuring consistent messages from home and school that it is never acceptable to hurt another child in a way that is not accidental. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Anti-social or dangerous behaviour during break time will result in the child missing break outside and remaining inside or in the clam zone with a member of staff.

## Class Sanctions and Rewards system

The class teacher discusses the school expectations with each class. In addition to the school expectations, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during an appropriate time.

### Reception – Year Six Traffic light system (that is communicated verbally)

- Gold – celebrated as a role model- 5 House Points
- Green- every child starts on Green every day
- Amber – 5 minutes off the next break time, supervised by duty staff with no interaction
- Red – 10 minutes off next break time, supervised by duty staff with no interaction

Physical Interaction that does not follow the school agreed expectation of 'Kind Hands, Kind Feet and Kind Words' will result in a Think Sheet being issued.

## The Management of Incidents

Any incidents should be reported to the head teacher. The head teacher has a responsibility to act upon the information and liaise with all parties. Wherever possible, the school will endeavor to deal with incidents and resolve issues through restorative approaches.

### Incidents Outside School

Bullying can take place outside of school, on mobile phones and social networking sites. The school may take reasonable steps, at the discretion of the head teacher and Online-Safety Lead to investigate incidents that have a negative impact on the orderly running of the school and/or might pose a threat to another pupil during school time.

### Working with the Police

The school will cooperate with the police if a pupil or parent/carer has reported an incident. In these cases the school will contact the Police Liaison Officer.

### Monitoring and Evaluation

The school will monitor incidents of bullying and racism in order to identify patterns of behaviour and the extent of the bullying. The school will then use this data to review the effectiveness of current policy and practice and identify priorities as part of the schools' self-evaluation process. The school will also take into consideration any findings or recommendations from Estyn Inspections, independent reviews or the LA annual report to Head teachers.

The policy will be monitored and its success evaluated by the SLT and Governing Body. A review of the effectiveness of the policy will be carried out involving all staff.

**Headteacher:**

**Date:**

**Chair of Governors:**

**Date**

Review Date: September 2024





**Think Sheet**

Name: \_\_\_\_\_ Year Group: \_\_\_\_\_ Date: \_\_\_\_\_

What happened?

A large, empty speech bubble with a tail pointing towards the thinking face emoji, intended for the student to describe what happened.

- How did you feel at the time?
- How did others feel?
- Who was hurt?

What should we do to make things better?

What would you do next time?

A scroll icon on the left side of a large rectangular box, intended for the student to describe what they would do next time.

Dear Parent/ Carer,

There has been an incident at school today involving your child. We are committed to guiding children to take responsibility for their behaviour and so he/she has completed this Think Sheet. Please read and discuss with your child before **signing and returning the sheet to school.**

Thank you for your support,

K Peacock  
Acting Headteacher

**To support the school I will ...**

Parent/ Carer signature:

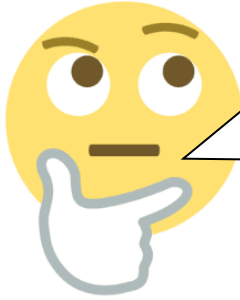
Date returned to school:



My Feelings Sheet

Name: \_\_\_\_\_ Year Group: \_\_\_\_\_ Date: \_\_\_\_\_

What happened?



A large, empty speech bubble shape for writing the answer to 'What happened?'.

How did you feel when it happened?

A small empty circle for writing the answer to 'How did you feel when it happened?'.

How do you feel now a grown-up has helped sort it out?

A small empty circle for writing the answer to 'How do you feel now a grown-up has helped sort it out?'.

Dear Parent/ Carer,

There has been an incident at school today involving your child. The behaviour policy has been followed and **consequences have been put in place for the other child(ren) involved.**

Kind Regards,

*K Peacock*

Acting Headteacher