



Our PLC Relationships Policy

As a cluster of schools, we have created a relationships policy that is aimed at meeting the needs of our Pencoedtre community.

Co-created by the following stakeholders from each of the primaries.

- Headteachers
- Deputy Heads
- Staff
- Chairs of Governors
- Family Engagers and Community Engagement Manager
- Parents
- Children

Be Respectful | Be Inclusive | Be Aspirational

Our Vision

Together we will create an inclusive, safe and enabling community where **relationships** flourish. We will strive to ensure that each child and every family in our community can grow and aspire to achieve their very best.

Our Behaviours

Be Respectful | Be Inclusive | Be Aspirational ... to thrive as a collective learning community.

Why?

Purpose:

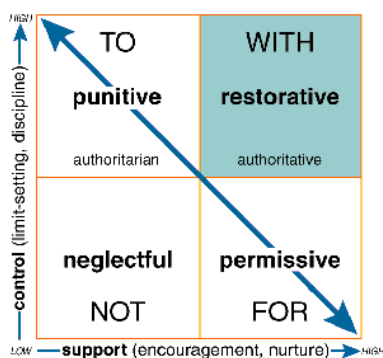
The purpose of this policy is to outline our approach to why, how and what we do to build, maintain and at times repair relationships.

By fostering Healthy Positive Relationship Development not Behaviour Management, We are **changing**, not managing behaviour. We therefore do not have a Behaviour Policy based on one set of rules with punishment, sanctions or isolations, but a policy that models inquiry, resolution and interactive repair.

We have one policy that is invested in supporting the very best possible relational health between:

- Adult to adult
- Child to child
- Adult to child

The policy is for child, **every** family and all members of staff and is based on establishing trust between all parties.



The Four Choices Window demonstrates if we do it with one another then we can:

- Learn skills for life
- Take responsibility
- Create empowerment and change

Our National Mission is for us all to embody the Four Purposes with confidence and self-belief, but this will only come if we practice healthy behaviours each and every day in the hope that they become habits for life.

How

Principles in practice:

We have agreed on the following underpinning principles to our relational practice:

- We are proactive in building and maintaining relationships in order to create a sense of community.
- Positive relationships between all members of our school community are imperative to our practice.
- When relationships are positive and individual needs are met, we are less inclined to harm each other.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with aspects of their lives with support from others by asking for support from others.
- The importance of fostering social relationships in a school community is essential.
- Responsibility and accountability for one's own actions and their impact on others. 'I can't control anyone else, but I can control myself'
- Respect for other people, their views, beliefs, feelings and circumstances.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change.
- Safeguarding is of paramount importance.
- Learning to be trauma informed will help give us an understanding in order to make a positive difference.

- Fairness does not mean everyone getting the same thing, fairness means everyone getting what they need to be successful, whatever their circumstances.

Our aims:

In each of our schools we will commit to developing positive, healthy relationships and recognise that knowing how to get along with others is a lifelong skill that enables us to be and become the Four Purposes.

- We will behave in a respectful way and treat others with consideration and empathy.
- We will ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- We will maintain a safe, happy and calm environment which encourages individuals to achieve their own potential through an aspiration to be the best version of themselves.
- We will know our rights and respect the rights of others.
- We will support the development of positive behaviours with strategies to manage and control our own emotions and actions.
- We will provide a clear and consistent approach.
- We will teach, foster, nurture and value strong and healthy relationships.
- We will find motivation 'to do the right thing because it is the right thing to do'
- We will be honest and expect honesty in order to build trust.
- We will not judge, or label and we will be allowed to make mistakes and learn from them.
- We will teach equity to gain equality

What- Learning and Teaching

We commit to remembering that 'all behaviour is a form of communication'. This will allow us to better understand the wider context in any given situation. No-one is to be defined by their behaviour but actions have consequences. We will actively work with each other to resolve problems and conflicts and we won't shy away from honest conversations or ignore issues. Our relationship policy is a tool used to promote good relationships and develop consistency. It means that people can collaborate with the common purpose to support everyone learn how to get along.

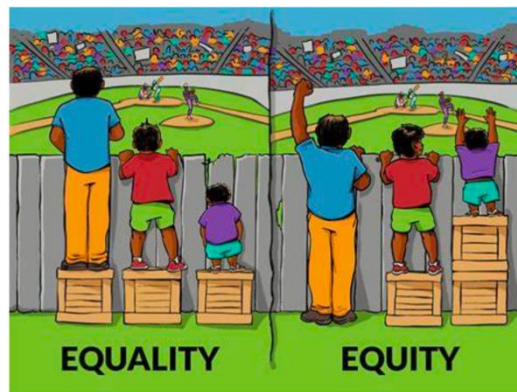


'We will not label a child naughty'

Children are not defined by their behaviour – this method of communication is 'normal' for them. Children and adults can make the wrong choices based on **our expectations** of 'normal' behaviour. For this reason, children cannot be defined by the behaviour they demonstrate. Children can make mistakes and learn from them.

Everyone is at different starting point daily and we must empathise with what has happened and understand the context. Based on their life experiences, this is an individual experience for every child. We

deal with the wrong choice that has been made and move on, supporting individual children to have ownership over their personal choices and actions. We will talk to and listen in order to understand.



We will commit to not using harsh voices, shouting, put downs, criticisms, shaming (proven to be damaging psychologically and neurologically).

Consequences for behaviours should be linked to the context of the situation and viewed as a 'teachable moment' that supports the child / children in moving forward and making a different choice in the future. When talking to the child, we refer to the behaviour actions and not the child e.g. "I don't like the choices you just made".

Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to both child and adult.

Restorative Approach:

Aiming to be a restorative practice involves developing a mindset that affects everything we do. It means that 'one size' can't fit all. Many of our children have additional needs and require more time and space to explore their emotions and appropriate coping strategies. We are committed to an inclusive approach no matter what the level of the need is. Likewise, all our families face their own personal challenges. We live in a community that is under-resourced and therefore we offer support to families whatever their situation.

Restorative Principles

Respect: Listening to others' opinions and learning to value them.

Responsibility: Taking responsibility for our own actions.

Repair: Identifying solutions that can repair harm and ensure behaviours are not repeated.

Re-integration: Working through a structured and supportive process that aims to solve the problems and allow the relationships to thrive.

Restorative Practice

- If incidents are sustained or reoccur, a restorative conference may need to take place with all the appropriate affected people.
- Consequences will be appropriate and will be chosen and agreed between all involved. We will ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.
- Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as to whether the parent of the harmer is informed of the incident. It

should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is resolved.

- We will agree to apologise in order to take responsibility and repair. This can be child to child, adult to adult or adult to child.

<u>Traditional</u>		<u>Restorative</u>
What's happened?		What's happened?
Who's to blame?	becomes	Who's been harmed and in what way?
How should we punish them?	becomes	What needs to happen in order to put things right and ensure that this never happens again?

Clarity of Approach:

Process of Response

Focus:

- For every child to demonstrate being safe, being respectful and being the best they can be *from their starting point*. Changing *not* managing behaviour.

Wrong behaviour choice:

- Child not safe, child not being respectful, child not being the best they can be, child not being kind.

Adult mind-set at time of incident:

- Where is it happening?
- Have the child's basic needs been met prior to behaviour choice being made?
- What has happened before the wrong choice has been made?
- What is the child trying to communicate?

Use of common language to diffuse a situation, pre-empting a wrong choice being made:

'... make the right choice to keep yourself / others / me safe.'

'... I wonder if... '

'... I am thinking... '

'... I noticed ... '

Wrong choice is made:

- Identifying the triggers, predicting triggers and knowing what to do before they happen. This is the purpose of a One-page profile and why it needs to be continually reflected on. To be flexible and adapt strategies, using of emotionally available adults and appropriate resources.

Encouraging self-regulation:

- What does 'normal' look like for this child?
- Are they in a position to take ownership of their behaviour?
- Have their basic needs been met?
- Identify a 'safe' place for child to self-regulate or give time to 'calm' down. The length of time needed will be specific to the individual and situation.
- Use relate-regulate-reflect always!! Never miss the reflect and try to ensure it happens the same day where possible.

Action:

- Tailored to individual's wrong choice. Not everyone getting the same consequence but everyone getting what they need to be successful.
- Not everyone's non-negotiables can be the same, the list needs to be made with and for the child.

- Whenever a consequence is put in place there needs to be a reflective conversation and sometimes an action to put the relationship back on track or to move towards tolerance.

Consequences – After the behaviour:

- Moving forward, *not loss of rights*, e.g. physical activity or learning experiences. We understand that this is the ideal and not always possible.
- Loss of right to physical activity or learning experience are used to prevent and protect from further incidents – not resolutions, such as, alternative provision or supported with resources or an adult.

Structured and supportive response to wrong behaviour choices:

Others do not feel safe around you when in the playground / during PE / in the class. How can we ensure others feel safe?

- Observe other role models whilst walking with a teacher at playtime, whilst class do PE.
- Spend time with the person they have made feel un-safe to repair relationship.
- Come up with a set of rules together, 'Playing safely'.
- Watch good role models instead of participating in the next session.

What are our non-negotiables:

A child is not allowed to cause harm either with words or actions to another human being without a consequence.

Strategies used, When self-regulation has not worked:

Low level

Calm space provided for restorative conversation with action to show they are genuinely sorry and can move on.

WINE (Wonder, imagine, notice and empathy) and PACE (playfulness, acceptance, curiosity and empathy) are used as a common language.

Communication with Parents

Feedback to parents should be given when a child has been harmed by words or actions. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved. Trust is needed from both parties that the situation has been handled and is now over!

The new approach is acknowledgement and positive feedback not just praise or rewards.

Rewards are: Individual motivators for the child

- We don't want our children to become reward-addicts or crowd-pleasers, but be self-motivated, faithful to themselves, following their own interests and be hooked on school and learning.
- Some children will need extrinsic rewards for short term goals and with the aim of getting them motivated to learn.
- Replace rewards with appreciations and acknowledgment at a personal level.

Exclusions- whilst we want to have an approach where we are preventative rather than reactive we recognise there are times when things go wrong for a child and a time away from school is necessary to put support measures in place and rebuild relationships. Following any period of exclusion a reintegration meeting will be planned with a focus on rebuilding relations using restorative approaches.

As a PLC we recognise the damaging effects of excluding children as it leaves them open to social exclusion which increases the chance of future harm. As a result, we only exclude when the child, other children or adults are at risk of harm. As an individual school we need time to make a plan engaging other agencies in providing support. When a child is in 'crisis' and in an increasing state of dysregulation, our team will work **with** a Team Around the Family (TAF) approach to utilise our external support to put strategies of support in place. This may involve adapting the child's timetable (reducing), learning space and using additional resources including available adults. When an offence is committed more than once then the number of days of exclusion can increase at the discretion of each school. We commit to having regular check ins with each school to moderate how we are excluding and to audit the purpose of exclusions. This will lead to a more consistent approach. Governing body to be informed about any exclusion undertaken by the head teacher.

Strategies for all

Clear expectations given to all children including:

- Provide a safe environment for learning
- Show visible kindness and visible consistency
- Give compliments, eye contact and use names
- A fresh start is given every day
- Notice the unnoticed
- Ramp Up recognition
- Praise in Public and Reprimand in Private
- Positive reminders
- Positive reminders for those around the child
- Adult to move to closer proximity of the child with a positive reminder given
- Warning given
- Restorative conversation - adult to be present with the child to discuss how to 'fix' this behaviour, even if that is the next day. Usually this will be on an individual basis. These are given discreetly and not publicly, there are designated areas for these conversations to happen.
- Thanking the child when they do what you have asked. Adults to ignore any secondary behaviours that occur and address later.

'Top Tips' for implementing an Attachment

Aware Approach

Recognise behaviour as a form of

communication.

Consider what might be underpinning a pupils behaviour. Don't immediately seek within-child explanations - e.g. labels such as ADHD, ASD. Consider the pupil holistically/ in context. Their behaviour might be a very normal response to adverse life experiences.

Promote a positive approach

- Spot pupil behaving well/ doing the right thing.
- Offer specific and descriptive praise (or for those pupils who find it difficult to accept praise, offer discrete non-verbal feedback).

Differentiate expectations

- How long should you expect a pupil who is hypervigilant to sit still during carpet time or worship?
- What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure? Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.
- Set up the expectations accordingly, so that pupil isn't set up to fail.

Differentiate response

- Some pupils perceive/experience public verbal reminders/prompts around expected behaviour very shaming.
- Consider non-verbal cues/gestures (agreed with the pupil, which can also powerfully remind them that you are holding them in mind).
- Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

Relationships first!

'Engage, don't Enrage'

'Connection
before
Correction'

'The 3 Rs:
Regulate,
Relate,
Reason'

Remember empathy comes before limit-setting/problem-solving around the behaviour.

Use emotion coaching and attachment aware scripts

e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

The success of a whole school attachment aware ethos relies on a consistent approach that is embedded across our school, through policy development, choice of language, non-verbal behaviours, and communication with families, as well as those outside of the school community. One or two 'key adults' working to support a pupil using attachment aware approaches is not enough. We need the whole school community to be signed up to an attachment aware approach.

Use agreed tools for recording, monitoring and sharing planned strategies/support/progress around behaviour so that they can be consistently implemented.

Examples:

Personal Education Plans (PEPs) for Children in Care and Previously in Care;

Positive Handling Plans (Risk Assessments) (PHPs);

Individual Development Plans (IDPs) / Individual Behaviour Plans (IBPs);

One Page Profiles. These should highlight strengths and areas of resilience - not just within child but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/ confronting). Children and their families need to be involved and central to this process. Consider who else might need to be involved in support - e.g. other key adults or agencies such as CAMHS or Social Care workers.

Small actions can make a big difference!

Even smiling at/greeting a pupil on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Don't expect immediate results or returns!

A child might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they

need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

Expect sabotage from some children and name it, where appropriate.

Dan Siegel's 'Name it to tame it'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

Recognise that what you feel is a likely indication of how the child feels. If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the child is feeling inside and what they are projecting out.

Be cautious around suggestions of a 'fresh start'

Often people start to look for fresh starts such as another school for a pupil when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the child. Often children who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/ excluded.

Recording Behaviour Incidents

My Concern - staff will record on My Concern the following behavioural information: incidents around racism or protected characteristics, bullying, fighting, vandalism and exclusion. Exclusion will be reported to the Local Authority and will be recorded on the child's record on SIMS. Parents can request to see their child's records at any time and will be offered this following an exclusion.

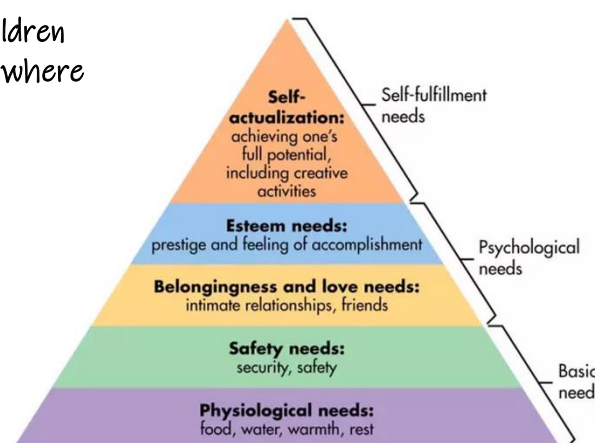
What?

Learning and Teaching

We will communicate using a common language across our schools that comes from research and professional learning. This training will be at different levels depending on the needs of the staff. We will teach healthy relationships and also address what an unhealthy relationship looks and feels like. Our schools all have systems and processes that explore Maslow's "hierarchy of needs" (see diagram below).

All members of staff are responsible for supporting the behaviour of pupils across the school. Attachment/ building relationships is everybody's business!


Meet our children and families where they are.



Approach/Professional learning	Key Professional terminology/learning
Trauma Informed X3 models	PACE- Play, acceptance, curiosity and empathy 3Rs-Regulate, Relate and Reflect ACE- Adverse childhood experiences Motional- tool used to identify and track triggers and progress of interventions- fear/panic and grief systems.
Whole school Approach to mental health and wellbeing	Every school has an annual action plan linked to improving practice. RSE- Relationships, Sex and Education – Jigsaw is used as a scaffold and to support progression. Health and Wellbeing are part of our curriculum offer and taught at an age-appropriate level Emotional coaching
Restorative Practices	Building-maintaining-repairing Restorative Conversations Restorative Conferences- circle time to explore Mediation
Emotional Literacy Support Assistants	ELSA is initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific case. SELFIE- questionnaire for all children

This table is individual to the school- we are all at different stages of development. Each of our schools endeavour to provide all children with a clear, confidential and non-shaming system of self-referral to an adult and safe space to get help/talk time.

WHAT:

Building, Maintaining and Repairing Relationships	What	Who	When	Where
	Restorative Conversations	Child to child Adult to adult Adult to child	Giving and receiving feedback at the right time	Quiet, calm area
	Circle time/ Family Group time	Child to child Adult to child	As and when needed	In class and additional learning spaces
	Class Circles – check in and check out	Child to child Adult to child	At the beginning and end of each week	In class
	Individual Check in and check outs	Adult to child	Daily and planned for individual child	Safe spaces
	'I wish my teacher knew...' jars	Child to adult	At the beginning of each year and as and when appropriate	In class
	Classroom Restorative Conferences	Child to child Adult to child	As and when they are needed	In class
	Restorative Conferences	Child to child Adult to adult Adult to child	As and when needed	Quiet, calm area
	Residential trips and away days to build relationships	Child to child Adult to child Adult to adult	Year 6 – residential Away days and local visits throughout	Various offsite locations

			the year in each year group	
	Glad2Share Food Pantry	Adult to adult	Every morning and Wednesday afternoon	Glad2Share
	Transition Planning and provision	Child to child Adult to Child	End of the year	All classes
	Playground Pals	Child to child	Lunchplay – Y3-Y6	Back playground
	Meet and Greet	Child to child Adult to child Adult to adult	Daily at the start and end of everyday When a new family starts Anyone who visits the school	Entrances to school
	Home visits and Inductions	Adult to child Adult to adult	Term prior to a child starting in Nursery	Home visits and Nursery classroom
	Parent/teacher consultations	Adult to adult	Termly	School halls
	Sharing Days	Child to Adult	Twice yearly Y2-Y6	School halls
	Parent relationship workshops	Adult to adult	Throughout the year	Community Room
	One page profile for every child. More detailed one page profile for children with ALN / CLA / vulnerable need	Child to adult	Annually At least annually and more often when needed for ALN/CLA	In classes
	Family 1:1 support with Family Engagement Officer or outside agencies including families involved with Children's Services	Adult to Adult	Self-referral or with/through family engagers Specific meetings	FEO room Quiet rooms within the school
Staff Only	Individual / group supervision	Adult to adult	Open to all staff on a monthly basis	Library
	Individual / team coaching	Adult to adult	As and when needed after school	Quiet place
	Staff meetings	Adult to Adult (Staff)	Wednesday morning	Staff room
	Glad2Share pantry open to all staff	Adult to adult	Friday lunchtime	Glad2Share

Key Terms	Cluster Definition
Respectful	A respectful relationship is one of mutual respect, trust, good communication, understanding and honesty. Being in a relationship should be a positive experience for both people.
Aspirational	A strong desire to want to achieve success. A belief that you can achieve success. What success means is defined and personal to the individual.
Inclusive	You feel welcome, valued and you belong. You get the right support to develop your needs and achieve your goals.
Equity	Meeting every individual at their starting point
Behaviour	Is a form of communication or action as an emotional response
Fairness	Does not mean equal, it means treating our children and families as individuals and supporting them to take ownership of their choices and actions.
Rewards	Individual motivators for each child
Consequences	What happens after the behaviour. Moving forward, not loss of rights , e.g. physical activity or learning experiences. We understand that this is the ideal and not always possible.
Punishment	We do not punish children. We do give consequences to negative actions. When children receive a punishment, it does not address the reason why or repair the relationship. We do accept the feelings not the behaviour and look to understand why.
Discipline	Means strategies and practices to behave in an appropriate way
Self-regulation	Knowing what they need to manage their own emotions and actions
Bullying	Behaviour that is repeated and <ul style="list-style-type: none"> intended to hurt someone either physically or emotionally often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Supervision	Emotional support and problem solving for adults with peers or with experts, such as educational psychologists.
Emotionally Available Adult	An adult who is named by the child to talk to when needed. They have the time and space to spend time using WINE - Wonder, Imagine, Notice and Empathy

So what ?

We will evaluate the success using our aims of this policy with regular checks of our schools. This will reflect on what is happening in practice and identify clear next steps for development and professional learning. By defining our core values, we have created our own success measures.

F	A	I	R
Fair Meeting our children, staff, and families	Aspirational A strong desire to achieve success.	Inclusive You feel welcome, valued and you belong!	Respectful Mutual trust, good communication,

Induction, Development and Support

We will hold each other to account using this policy. We ask that all stakeholders must read and agree to the relationship policy and principles on entrance to a PLC school.

Parents/Guardians: Family school contract

Staff/Governors: Read and sign the policy

Children: classroom agreements

Children

All children need to build positive relationships to thrive. For some this may take longer or need more support than for others.

The transition process for all of our children is tailored around the individual needs of the child. For some children it may be agreed that a staggered transition is appropriate to support the process. This will be led and reviewed by the ALN Team accordingly.

For all children starting at Gladstone, there is an induction process. As part of this process, we work closely with the child and family to ensure that they are aware of the routines of the day, the expectations in terms of behaviours and the support available in school. We will also ensure that we have communicated with the parents/carers and previous setting to obtain all relevant and key information about the child to support our understanding of their needs on entry.

Staff

All new staff take part in an induction process. Part of this process is to introduce them to key recording systems (My concern, Edukey), key policies and procedures. The new member of staff will also work closely with the class team to ensure that they are aware of the needs within the class and that key information about the child is communicated and understood.

For all stakeholders involved, there will be an ongoing professional learning entitlement.

All staff read and sign their commitment to our PLC relationship policy when they start and annually thereafter. The policy will be reviewed, updated and agreed annually and therefore needs to be agreed annually by all stakeholders.