

May 2023

Relationships Policy



A whole school approach to positive relationships

1.0 INTRODUCTION

The development of positive relationships is a key element of being human. This policy acknowledges the vital role that relationships have on wellbeing, the ability to learn and the outcomes for children in our school community. The policy includes our vision, our principles and our relationship aims; the way we teach and model relationships through learning opportunities and experiences; the way we promote positive behaviour and the way we promote good relationships between members of our wider school community; and roles and responsibilities.

2.0 VISION AND AIMS

Our mission is simple...

Achieve, Challenge, Enjoy (ACE)

2.1 Our Vision and Principles (Our Why) aim to:

- **Achieve** through high aspirations, high expectations and respect for all.
- **Challenge** through a curriculum that is inclusive, relevant and engaging.
- **Enjoy** learning together, in becoming independent, mindful and active citizens.

Putting our Vision Principles into Practice (Our How) -

Working together, providing opportunities and experiences to:

1. Build upon our high expectations of all children's learning and behaviour.
2. Ensure well-being is at the forefront of developing resilient, responsible, empathetic and respectful children - who feel valued, listened-to, respected and appreciated.
3. Provide an inclusive learning environment, which is happy, safe, secure and supportive.
4. Ensure that children develop their understanding of the UNC Rights of the Child, alongside opportunities to put this into practice.
5. Provide independent and critical thinking opportunities to support children as inquiring and reflective learners, with increasing agency.
6. Enable our children to become literate, numerate and digitally competent lifelong learners.
7. Appreciate, maintain and strengthen the value of positive relationships between children, staff, families and our community.
8. Encourage a climate of success by celebrating the perseverance, efforts and achievements of all children both inside and outside school.
9. Promote the positive social, emotional, moral and spiritual development of children, preparing them for time in our school and beyond.
10. Celebrate our heritage and culture - locally and nationally - whilst developing greater understanding and respect towards all others.

2.2 Relationships are at the heart of everything we do at Ysgol y Ddraig.

Our school community and every social interaction that takes place within it are based upon respectful and trusting relationships. Consequently as a school we are committed to:

- helping all of our young people to achieve their best in all aspects of life, so they grow into adults who are healthy, confident individuals;
- encouraging and supporting young people to respect themselves and others, to value diversity, and give them the ability to build healthy, respectful relationships.

2.3 This policy is relevant for all members of our school community - staff, children, parents, carers and families, governors and visitors. As such, this policy has been developed in conjunction with school staff, representatives from parents and carers, our governing body and our learners.

2.4 Through developing positive relationships our aims are to:

- build a school community which values care, respect and empathy for others and enjoys positive relationships between all its members.
- provide clear information about the deliberate actions we take to model, teach and nurture positive relationships.
- ensure that everyone in our school community is listened to and treated with respect.
- ensure that everyone in our school community has their culture and identity recognised, is given an equal opportunity to succeed, and is treated with fairness and dignity at all times.
- enable children to learn how to form friendships and working relationships with each other.
- ensure that parents, carers and families are recognised as those who know their children best and to enable school staff and families to work closely together to support and enrich the experiences of learners.
- help learners take control over their behaviour and be responsible for the consequences of it.
- create a culture where there are high expectations of behaviour: for learning, for community and for life.

2.5 A Glossary of terms used in this policy are included in the appendix.

3.0 LEARNING OPPORTUNITIES AND EXPERIENCES

3.1 Our policy derives its rationale from the Curriculum for Wales. At Ysgol y Ddraig we are designing and developing our ACE curriculum within the framework of our new Curriculum for Wales. It is a dynamic and inclusive curriculum that is driven by the Four Purposes:

Ambitious, capable learners, ready to learn throughout their lives;
Enterprising, creative contributors, ready to play a full part in life and work;
Ethical and informed citizens of Wales and the world, ready to be citizens of Wales and the world;
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

3.2 ACE Curriculum

Providing learning opportunities that equip children with the knowledge and skills to enable them to form and maintain positive relationships is central to the aims of this policy and the Curriculum for Wales. Children and young people need the help and support of adults to do this. As a school we commit to providing learning opportunities and experiences for children in the following ways:

- through planned learning opportunities based on the Curriculum for Wales For Purpose Statements, What Matters statements (WMs) and Descriptions of Learning (DoL) and through the YYD Achieve Challenge Enjoy (ACE) Curriculum' Content Lenses: Diversity; Wellness; Cynefin, Community and Citizenship; Discovery, Creativity and Expression;
- through a developmentally appropriate Relationships and Sexuality Education programme;
- through planned opportunities for Religion, Values and Ethics (RVE) within the Humanities Area of Learning (AoLe) ;
- through a developmentally appropriate programme supporting Health and Wellbeing AoLe (e.g. Jigsaw) and a planned programme of assemblies/collective worship;
- through workshops and activities delivered by outside agencies such as Show Racism the Red Card and Bullies Out;
- through the regular use of circle times;
- through a developmentally appropriate continuum of vocabulary, covering a full range of emotional experiences, that children throughout the school can use to express their feelings;
- through Learner Voice, the school Senedd and Learner Action groups which provides a clear structure for children to be part of the school decision making process and to develop positive relationships with other children and staff across the school;
- through learning opportunities based on the United Nations Rights of the Child (UNCRC)
- through specific interventions, such as ELSA and Motional, for children who have additional learning needs (ALN) or who have been identified as needing support in forming and maintaining relationships.

4.0 PROMOTING POSITIVE BEHAVIOUR

4.1 We are committed to creating a school community where safe, respectful and responsible behaviour underpins positive relationships. Everyone is expected to maintain a high standard of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our positive behaviour approach provides consistent messages and high expectations for standards of behaviour.

4.2 Promoting positive behaviour is the responsibility of all school staff. Classroom staff are in control of their classroom. They promote and support positive behaviour and deal with any challenging or disruptive behaviour within their teams, very rarely escalating this to involving a member of the Senior Leadership Team (SLT). This means that children believe classroom staff can deal with negative behaviour and that they are the authority. At lunchtime, this also applies to midday supervisors.

4.3 Our school rules are based on the three questions. We ask:


- Is it Safe?
- Is It Respectful?
- Is It Responsible?

These questions help support our children with making the right choices in school and their lives beyond and all of our behaviour expectations fall under these three headings. The words 'Safe, Respectful, Responsible' are a consistent feature across the school. These words are displayed in classrooms and in the school environment and are referred to regularly throughout the day. At the

beginning of each year, staff work with their classes to develop an age appropriate understanding of what safe, respectful and responsible behaviour looks like and why this is important.

4.4 Behaviour Blueprint.

Our [Behaviour Blueprint](#) outlines the actions we take to promote positive behaviour.



Behaviour Blueprint

We ask: Is it...?

Safe Respectful Responsible

<p style="text-align: center;"><u>Calm, Consistent Adults</u></p> <ul style="list-style-type: none"> Praise in public, reprimand in private. First attention to best conduct. 	<p style="text-align: center;"><u>Visible Consistency</u></p> <ul style="list-style-type: none"> Relentless Routines Attention gained with raised hand or clapping rhythm. Fantastic walking 	<p style="text-align: center;"><u>Over and Above</u></p> <ul style="list-style-type: none"> Decided with and specific to class Displayed in classroom and referred to Rewarded with 'Over and above' postcard
<p style="text-align: center;"><u>Positive behaviour responses</u></p> <ul style="list-style-type: none"> Adult Praise Positive noticing from peers <ul style="list-style-type: none"> Over and Above Conversation with parents <ul style="list-style-type: none"> Star of the week 	<p style="text-align: center;"><u>Graduated Response</u></p> <p style="text-align: center; font-size: small;">When highlighting best conduct has not been successful</p> <ol style="list-style-type: none"> 1. Reminder of expectations with familiar adult. Take up time given. 2. Change of place within learning environment. 3. Change of face (familiar adult) <ul style="list-style-type: none"> Restorative conversation. 4. Change of learning environment within progression step. <ul style="list-style-type: none"> <i>Give the time back. Restorative conversation. Parents made aware at end of day. My concern.</i> 5. Involve a member of SLT. <p style="font-size: small;">Graduated response to continue as agreed with SLT. May include a change of environment to another progression step.</p> <p style="font-size: x-small;">Consequence agreed with SLT. Restorative conversation. Parent follow up support requested. <i>My concern and any other recording</i></p>	<p style="text-align: center;"><u>Consequences</u></p> <p style="font-size: small;">Consequence, not punishment</p> <p style="text-align: center;">Restorative conversation</p> <p style="font-size: small;">Give the time back - time used to put right anything caused by behaviour or to complete work missed.</p> <p style="font-size: small;">Conversation with parents - to make parents aware or to request follow up support from parents.</p>

Non-Negotiable Behaviour

In the instance of any non-negotiable behaviour, a member of SLT must be involved. Our non-negotiables are:

- Physical aggression
- Threatening behaviour
- Offensive language
- Deliberate damage to property
- Absconding


Recording and Reporting

Reporting: Speaking to SLT and parents

Recording: Log key details and action taken on My Concern, (may include behaviour escalation form for LA or a Restrictive Practices form if there has been SLT involvement)

Recording is a vital part of providing evidence when requesting help from outside agencies for continued challenging behaviour.

<p style="text-align: center;"><u>Microscripts for Relational Conversations</u></p> <p style="font-size: x-small;">When reminding of positive behaviour expectations.</p> <p style="text-align: center; font-size: small;"><i>W.I.N.E. - Wonder, Imagine, Notice, Empathise</i></p> <p style="font-size: x-small;">I'm noticing that you're not finding it easy to <i>expected behaviour</i>. I'm wondering if there's something stopping you. Can you help me understand? Can I do anything to help you?</p> <p style="text-align: center; font-size: x-small;">Now let's see <i>expected behaviour</i>.</p> <p style="font-size: x-small;">I'm noticing you still not finding it easy to <i>expected behaviour</i>. I'm wondering if <i>moving to/working with</i> might help. Let's try that to help you to <i>expected behaviour</i></p>	<p style="text-align: center;"><u>Parent Conversations</u></p> <p style="text-align: center; font-size: small;">To make parents aware</p> <p style="font-size: x-small;">Share what the learner has had difficulty with. Explain that it has been fully dealt with in school, that the time has been given back and that a restorative conversation has / or will be held.</p> <p style="text-align: center; font-size: small;">To request follow up support</p> <p style="font-size: x-small;">Share what the learner has had difficulty with. Explain that it has been dealt with in school, but that a follow up conversation regarding importance of <i>expected behaviour</i> and to prepare learner for restorative conversation / consequences as applicable.</p>	<p style="text-align: center;"><u>Restorative Questions</u></p> <p style="font-size: x-small;">To take place when learner is calm, with learner and any other person involved. Led by familiar adult. Where possible, every effort should be made to ensure that the restorative conversation takes place before the end of the school day.</p> <p style="text-align: center; font-size: small;">What happened? What were you thinking / feeling? Who was affected by what you did? How were they affected? What do you need to do to put it right? What could you have done differently? What needs to happen from now on?</p>
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4.4.1 Calm, consistent adults

All school staff commit to:

- react calmly, confidently and assertively in situations that require behaviour management. Assertive staff do not see children as adversaries; nor do they shout or use an abrasive, sarcastic, hostile style ("hostile staff"). Neither do they react in a passive, inconsistent, timid, non-directive manner ("non-assertive staff");
- have a consistent approach. Children know that adults are fair when they consistently hold children to the same high standards. Consistency ensures that we are responding to the behaviour, and separates the behaviour from who the child is as a person;
- give firm, clear, concise directions to children who are in need of additional support;
- use Praise in Public, Reprimand in Private. Public praise and celebration of exemplary behaviour and attitudes to learning (with a group, whole class, or wider context) promotes positive behaviour. We protect our own and children's dignity by having conversations about negative behaviour on a 1:1 basis. This also enables other learners to continue with their work uninterrupted and prevents negative behaviour from becoming 'showmanship';
- give their First Attention to Best Conduct. Children want our attention and will quickly learn the fastest way to gain it. For this reason we teach that the best way to get our attention is through positive behaviour. We do this through frequently highlighting positive choices. Faced with a child who is showing challenging behaviour and 29 children who are doing what we expect, where possible, we always highlight the children showing the expected, positive behaviour before 'noticing' the negative;
- understand that the use of harsh voices, shouting, put downs and criticism are proven to be psychologically damaging, and therefore commit not to use these;
- monitor their own emotional regulation and recognise when they need someone else to step in and support, and support each other when needed.

4.4.2 Routines

Good routines promote positive behaviour. They reduce anxiety for children and remove the need for classroom staff to give the same instructions repeatedly. Classroom staff work with children at the start of the academic year to embed routines. Routines may be displayed in classrooms. Staff continually monitor and may identify times during the day where they can implement a routine to eliminate 'flashpoints' where incidents of poor behaviour may occur.

We commit to establishing, as a minimum, the following routines:

- visible, age appropriate, timetable of the day displayed in the same place every day. Knowing what to expect is vital for reducing anxiety for some learners, and is helpful for all. Some learners may also use individual 'Now and Next' boards or have an individual timetable as needed;
- routines around the start of the day. All children should have a 'do now' activity to engage them and help them settle at the start of the day. Specific learners may require a more supported start to the day, for example meet and greet and time spent with a trusted adult;
- routines around the end of the day and collecting belongings. Having a large number of

children collecting belongings at one time is a flash point for potential behaviour incidents, so consider how this will be managed;

- routines around transitioning between activities, e.g tidying up resources after a learning activity; coming inside from play; starting the afternoon session.

4.5 School Environment

We recognise the importance of the school environment and the impact this can have on wellbeing, and therefore behaviours and relationships.

- We commit to providing calm, comfortable and clutter free classrooms and learning environments which are carefully designed to reduce stress, and support learning, concentration, engagement and wellbeing.
- We provide staff only work spaces which enable staff to work collaboratively.
- We provide staff only break spaces to enable staff to have informal dialogues and build supportive relationships.
- We recognise the importance of nature and green space as a regulating factor, lowering stress, calming the body and aiding concentration. Our school grounds and environment have been specifically designed with this in mind and outdoor learning opportunities, including forest schools, form an important part of our curriculum.
- We provide specific quiet areas and nurture spaces for learners who need quieter areas or those who may need a space to regulate.

4.6 Trauma and Mental Health Informed Approach

Our school is committed to implementing a Trauma and Mental Health Informed Approach to support children in developing positive relationships and therefore positive behaviours. We understand that when children have experienced Adverse Childhood Experiences (ACEs), or a traumatic event that is frightening, painful or out of control that they suffer the impact of toxic stress. We know that putting protective factors in place to support children can mitigate the impact. Our priority as a school is to ensure psychological and environmental safety and we recognise that this is the foundation on which everything else depends.

We do this by:

- providing a culture and environment that has safety and compassionate relationships at its heart to ensure that, as a school, we never unwittingly re-traumatise children;
- implementing practices based on the principals of Protect, Relate, Regulate and Reflect. These practices benefit all children in our school community and are essential for those who have experienced ACEs or traumatic events;
- implementing research based interventions to support children who we know have experienced trauma;
- ensuring that children have access to emotionally available trusted adults who can provide calming and containing of 'big emotions' children may feel when they are overwhelmed.

4.7 Recognising Positive Behaviour

Our expectation is that all learners will behave positively. Safe, Respectful, Responsible behaviours are our minimum standard and we expect all children to meet these. Therefore we recognise rather than reward this. When learners go 'over and above' the standard expected this is rewarded. We use the following recognition approaches:

- Praise

We understand that praise is a powerful tool. Praise should be specific to the behaviour, e.g. 'Well done, you persevered even though that was tricky,' rather than a generic 'well done' or 'good boy/girl'.

- Class Recognition Boards/ Systems

Every classroom has a class recognition system that targets expected learning attitudes. The theme of what is being recognised changes daily/ weekly and is appropriate to the class needs. Recognition systems (such as an 'All In Board') are used to highlight children in the classroom who have displayed the expected learning attitude. The aim is for all children to be recognised and peers support and encourage each other to achieve the expected standard. Names cannot be removed. When everyone is 'in', the reward is given. This will be agreed by the class and staff in advance, such as a collective whoop, three cheers or a round of applause. Recognition Systems are used persistently and relentlessly to catch learners demonstrating the right attitudes and behaviours.

- Over and Above Award

We reward those who demonstrate behaviour that is 'Over and Above' the expectation. Over and Above behaviours are specific to and agreed by individual classes. These are each displayed in the classroom. As examples, "Going out of our way to help someone" or "Responding with kindness in a difficult situation". Over and Above certificates are given when children demonstrate these behaviours. These are sent home on the day they are awarded. In the case of exceptional behaviour, or where an impressive improvement in behaviour is seen, a phone call home to parents is also made. In addition to rewarding children, this phone call helps us build positive relationships with parents.

- Star of the Week

We hold weekly Stars assemblies where our Stars of the Week are celebrated. Classes decide on a Star Target at the beginning of the week and classroom staff will identify the recipient of the weekly award based on how they have demonstrated the star target during the week.

4.8 Incidents of poor behaviour

We recognise all behaviour as a form of communication and commit to understand and support the needs being communicated. We also understand that some children have additional needs where their behaviour is affected by particular difficulties or from personal challenges. We expect all children to meet our school expectations for behaviour but understand that some may require additional support to do so.

We use “Safe, Respectful, Responsible” as our guide. Examples of behaviours that would need to be corrected include, but are not limited to:

- Disrupting learning of others
- Not engaging in learning
- Speaking disrespectfully to others
- Failure to follow adult instructions

4.8.1 Identifying behaviour triggers and de-escalation

Our aim is to proactively prevent poor behaviour. Staff do this by being aware of, identifying and mitigating any potential behaviour triggers. In the event of poor behaviour, our primary objective is to prevent a situation from escalating through the use of calming de-escalation strategies.

4.8.2 Managing Incidents of poor behaviour

All children are held responsible for their behaviour choices. We do not employ punitive sanctions that are detrimental or inappropriate to a child’s development. We recognise that children who are emotionally dysregulated need an adult to come alongside them to support them to regulate, and as such we never employ isolation as a punitive measure.

4.8.3 Non Negotiable Behaviour

Non-negotiable behaviour is considered extreme and falls outside of our stepped sanctions. In the occurrence of non-negotiable behaviour, staff should use calming and de-escalation strategies to minimise the impact, and the safety of other pupils should be prioritised if needed. A member of SLT should be notified so that a way forward can be agreed.

Our ‘Non Negotiables’ include:

- Physical violence toward other children or adults.
- Swearing or offensive language / actions.
- Racist or discriminatory language / actions.
- Dangerous behaviour (likely to lead to serious harm or accident to self or others)
- Destruction of property or equipment.

4.8.4 Positive Handling

In very rare circumstances, where there is a risk of harm to the child or to others, it may be necessary to intervene physically. Physical intervention is always the very last resort, when all other efforts have failed, and will be as minimal as possible. Further information can be found in our Restrictive Practices and Physical Interventions guidance.

4.8.5 Repairing Relationships using Restorative Approaches

Following any incidents of poor behaviour, we use restorative approaches to repair the relationships between those involved. Restorative approaches are used to pro-actively manage conflict and tensions by repairing the harm that has been done and by building relationships. Restorative approaches are used as part of our daily practice to support the development of

emotional and social skills, and equip children and young people with problem solving skills as well as the ability to manage conflict when it occurs.

4.8.6 Recording and Reporting

Any non-negotiable behaviour is reported, in person, to a member of SLT. Reporting should take place as soon as possible on the same day.. Recording of non negotiable or ongoing behaviour should be recorded by the person who dealt with the behaviour. Recording is necessary for a range of reasons, including for use in referrals to outside agencies. Recording should be done within a time frame that ensures the incident is accurately recorded.

4.9 Transitions

We recognise that transitions and periods of change can be difficult for children. This varies from child to child, and can change depending on age, stage and circumstances.

Transitions include:

- Starting school (joining Ysgol y Ddraig)
- Arriving to and going home from school each day
- Returning to school after a holiday or period of absence
- A change in teacher/support staff due to staff absence
- Changing classes at the start of a new academic year
- Moving from primary to secondary school
- Moving between schools due to family circumstances

To support all children to experience transition and periods of change, we commit to:

- A consistent approach to new admissions
- Staff being a welcoming presence to 'meet and greet' children on entry to the school gates and at the classroom door each lesson.
- Facilitating circle time check in assemblies at the start of the week
- Providing 'Do Now' activities to give children time to settle at the start of the day
- Providing opportunities for children to meet their new teachers at the end of the previous academic year through "Move Up Mondays' and similar activities.
- Tailoring learning activities to provide opportunities for children and staff to get to know each other at the start of a new academic year
- Facilitating teacher transition meetings where staff share detailed information with the staff team for the following year.
- Home visits and school visit for new nursery and reception starters
- Supporting the transition to secondary school through the transition programme with Llantwit Major School, starting in year 4.
- Supporting transition with positive links with local Non Maintained Settings and Childcare providers, where possible.
- Implementing interventions and for learners who require additional support with transitions.

5.0 Anti Bullying

The Welsh Government guidance defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.”

Bullying behaviour is not tolerated at Ysgol y Ddraig and any report of bullying is taken seriously. We have a duty of care to protect pupils from bullying. All children have the right to be educated in a safe and nurturing environment as identified by the UNCRC.

We commit to ensuring that there is good awareness of what bullying is and why it is unacceptable in our school community. We ensure that children know who they can talk to if they are worried about bullying. More detailed information is available in our Anti-Bullying Policy.

6.0 WIDER SCHOOL COMMUNITY

Engaging Parents, Carers and Families

Schools and parents have a shared priority to deliver the best outcomes for their children. There is a substantial body of evidence that indicates strong home-school links involving families and school staff working in partnership has a beneficial effect upon children's wellbeing and learning. We recognise that parents know their children best and have vital knowledge, skills and expertise to contribute to their child's learning journey. We are, therefore, committed to developing a community empowered by communication and positive relationships.

We commit to:

- Value and respect parents and carers as the authority on their child and recognise them as partners in supporting children's learning.
- Have an Open Door policy. Parents and carers are encouraged to speak to staff to share information, queries and any concerns. We understand that in order to best support children, we need to know what is going on in their lives. Staff are available informally at the end of the school day and meetings can be arranged as and when needed.
- Provide a variety of opportunities for parents and carers to come into school and work as partners in supporting their children's learning such as 'Show and See' family sessions, curriculum workshops; Parent-Teacher-Learner Reviews. Parents are also regularly invited into school for special events such as concerts, assemblies and sporting events.
- Communicating information regularly with parents and carers in a variety of ways including via weekly newsletters, emails, text messages, twitter and social media, letters, the school website.
- Involving parents in the development of School Support Plans or Individual Development Plans if these are needed. Parents are valued as a vital source of information on what works best for their child.
- Use of Seesaw and Google Classroom enables parents to engage with children's learning.
- Communicating positive and, where needed, information about challenging behaviour and attitudes to learning with parents. We recognise that, while sometimes necessary, communicating negative information has a discouraging effect on parental engagement and so a balance is needed.

Community Engagement

We commit to building relationships with our local community and are continually looking for ways to increase our levels of community engagement in order to provide the best experiences and support for our children and families.

- We provide opportunities for families and children to engage with the community through activities such as Together Tuesdays, Food and Fun programme, Summer of Fun holiday clubs and through our Big Bocs Bwyd initiative both curriculum and community focussed.
- We plan a programme of visits to and from community groups including PCSOs, Coastguards, local emergency services, the RNLI, history society, sports clubs, local scouting groups.
- We plan for visits to facilities within the community including the library, swimming pool, bowls club, tennis club.
- We have good links with local churches and ministers who are involved in supporting our collective worship programme.
- We have links with United World College -Atlantic College and have a programme of outdoor activities visits.
- We have links with the MoD through St Athan base, Forces Fitness and MPCT activities.
- Our Learner Action Group work supports children in making links and working with community groups to make a positive difference in the local community.
- We value links with the Llantwit Major School and the Primary cluster schools, including Ysgol Dewi Sant
- We value links with the local Non-Maintained Settings (NMS)

Promoting Equality and Respect for Diversity

We acknowledge that our current staff and school community does not represent the diversity of our nation. Consequently, it is even more important that children are introduced to diversity through our school culture, our curriculum and opportunities to work with and learn about those with both different and similar lived experiences to their own.

We commit to creating a culture and curriculum that is anti-racist and anti discrimination. This means that in addition to dealing with racist or discriminatory incidents robustly, that we also take deliberate action to proactively to eliminate any forms of discrimination, including racism through:

- Curriculum projects planned through the lens of Diversity and Equality. Our approach is centred on how we are similar and respect for our differences. We do not shy away from sensitive topics but approach these in an age appropriate way.
- Opportunities for children to work with people from across the protected characteristics (skin colour, age, disability, sexuality, religion and gender) through planned visits and visitors to the school.
- Opportunities for children to visit a range of places of worship.
- Links with schools with a more diverse makeup than our own.
- Ensuring that the diversity of society is reflected in the resources we use in all areas of learning.
- Planned workshops and assemblies throughout each school year, for example, Show Racism the Red Card.

- The work of our Learner Action Groups
- Ongoing work with DARPL and BAME Ed Cymru to continually improve our approach. and to educate ourselves as a staff.

Further information can be found in our Strategic Equality Plan (SEP), Equality Policy and Anti-Bullying Policy.

7.0 ROLES AND RESPONSIBILITIES

7.1 Learners

Learners will work towards the aims of this policy by:

- following the school rules being 'Responsible, Respectful and Safe';
- taking a growing responsibility for their own learning and behaviour;
- sharing any conflicts, concerns or problems that they may have with a trusted adult so that school staff can address these as soon as they occur.

7.2 Parents and Carers

The most important and most influential relationships that children have are with their parents and carers who play a vital role in supporting their children to develop the skills needed for positive relationships. Children look to their parents and carers as examples of how they should relate to others. Evidence shows that children whose parents have positive relationships with school staff find it easier to make relationships; have increased motivation for learning and therefore better outcomes,' have improved behaviour; have more regular attendance, and have a more positive attitude about school in general.

We ask parents and carers to commit to:

- building positive relationships with school staff based on mutual respect;
- modelling respectful relationships with school staff, and when talking about school staff with their child or within their child's hearing to promote a positive attitude towards school;
- sharing any concerns or relevant information regarding their child with us as soon as they occur. Parents are welcome to approach class teachers at the end of the school day or to make an appointment via the school office;
- supporting children by giving them a positive start to the day so that they stand the best chance of starting the school day in a positive way;
- reading and acting on communication from school (e.g. weekly school newsletters/year group class letters and accessing Twitter feed and the school website) We request that parents inform us if there are any problems in accessing this information;
- attending Parent-Learner-Teacher Reviews;
- ensuring that their child has the best attendance record possible;
- promoting good behaviour at school;
- sharing their views on all aspects of school life through our parental information channels, e.g. questionnaires;
- fulfilling the requirements set out in the home/school agreement.

7.3 School Staff

All school staff will:

- act as good role models in their relationships with others in the school community;
- work to build positive relationships with parents and families based on mutual respect;
- interactively repair relationships on occasions when they themselves may have moved from a position of openness to defensiveness;
- contribute towards the strong collaborative culture in *Team Dragon*;
- maintain the strong, open and supportive professional relationships that are in place that strengthen and underpin practice;
- support children in developing, maintaining and repairing relationships with others in the school community;

In addition, teaching staff will:

- keep parents and carers informed of their child's progress in developing relationships in terms of Health and Wellbeing and the four purposes, and share any barriers to progress
- plan and provide learning opportunities that develop children's relationship skills;
- develop the existing links and ongoing work with our cluster schools through curriculum development, PLCs and transition activities

7.4 Senior Leadership Team (SLT)

The SLT are responsible for:

- producing and implementing this policy;
- monitoring and reviewing the effectiveness of the policy;
- ensuring all staff are supported to implement the policy effectively;
- ensuring good lines of communication and engagement with parents, carers and the wider school community.

7.5 Governing Body

Governors monitor and review school policies including the Relationships Policy. Governors will:

- function as a 'critical friend', supporting, challenging and holding the school to the highest standards;
- monitor how school buildings and premises are used to support the development of positive relationships;
- monitor how effective learning activities and interventions are in terms of developing relationships and therefore improving learning outcomes;
- monitor how staff professional development and training opportunities equip staff with the skills needed to support children's development of positive relationships;
- monitor the effectiveness of the school's Relationships Policy through the school self-review processes.

7.0 PROFESSIONAL LEARNING AND DEVELOPMENT (PLD)

The PLD programme and staff induction procedures ensure that everyone is aware of and adheres to this policy. A Behaviour Blueprint overview is visible in classrooms. PLD provides ongoing and arising needs throughout the academic year.

Midday supervisors attend training sessions on at least a termly basis and are updated/supported throughout the year as and when required/appropriate.

8.0 EXTERNAL AGENCIES

It is important that we engage with a range of external agencies for children and families when appropriate. These agencies may include:

- Educational Psychologist
- Inclusion Team
- Engagement Service
- School nurse / GP
- Children's Services
- Families First
- School based counselling
- Child and Adolescent Mental Health Services (CAMHS)
- Single Point of Access

9.0 MONITORING, EVALUATION AND REVIEW (MER)

The policy was drawn up in consultation with staff, parents, governors and children over an extended period and adopted in May 2023. The policy will be promoted and implemented throughout the school. The school will review the policy and assess its implementation and effectiveness annually as part of the school's self-evaluation processes.

Appendix

Links to documents referenced

- Curriculum for Wales
- Our YYD Culture of Learning
- Behaviour Blueprint
- Relationships Charter
- *Home - Child - School Agreement*

Links to other policies

- Safeguarding Policy
- Restrictive Practices and Physical Interventions
- Anti Bullying Policy
- Equality Policy
- Relationships and Sexuality Education (RSE) Policy
- Staff Wellbeing Policy

The principles of our policy and practice have been informed by wider reading and research, whole school professional learning and development, including:

- Culture of Learning, Ron Ritchard,
- Trauma Informed Schools (TIS)
- Paul Dix, When the Adults Change, Everything Changes
- Welsh Government, A Whole School Approach to Emotional Health and Wellbeing

Glossary of terms

Adverse Childhood Experiences (ACES)	These are experiences that are known to increase the risk of negative mental and physical health. Direct experiences include: Physical abuse, verbal abuse, sexual abuse, physical neglect, and emotional neglect. ACES related to other family members: a parent who's an alcoholic, a parent who is a victim of domestic violence, a family member in jail, a family member diagnosed with a mental illness, and experiencing divorce of parents, death of a parent or loss of parents through being taken into social care. The more ACES a child experiences the higher the risk of impact upon their mental and physical health.
Toxic Stress	Toxic stress is the build up of high levels of stress chemicals in the body. This means that the child is in a constant state of alert, unable to feel calm and relaxed, and as a result is likely to tip over into a dysregulated emotional state very quickly because they have much less capacity to cope with everyday demands.
Protective Factors	Protective factors reduce the impact of ACES. Protective factors for children include having a good relationship with an emotionally available adult who believes in them and relates to them with compassion and empathy, and helps them by providing opportunities for them to regulate, understand and reflect.
Emotionally regulated	Feeling in control of emotions. Emotional regulation refers to the ability to manage disruptive emotions and impulses, controlling one's behaviour, emotions, and thoughts in the pursuit of long-term goals.
Emotionally available adults	Trusted adults with whom children have a good relationship who make themselves available to emotionally support children when needed.
School Support Plan (SSP)	A written plan detailing strength and difficulties, and any additional learning or emotional and behavioural support in place for a learner. These are contributed to by staff, parents and the learner, and sometimes outside agencies.
Learner Action Groups	Groups where children carry out research and plan to take action on issues of interest to them relevant to their group. Our groups are -

	Learning Leaders, Enterprise Troopers, Relationships Ambassadors, Criw Cymraeg, Food and Fitness Champions, Equality Ambassadors, Eco Warriors.
Learner voice activities	Regular activities designed to gain children’s opinions about school life. These feed into our self valuation process.
Senedd	Learner voice leadership team - Elected leaders of Learner Voice groups and First Ministers and Deputy First Ministers. These meet regularly to review work done in Learner Action groups and to make decisions about the school.
Protected characteristics	As defined by the equality act, protected characteristics include gender, skin colour, religion, age, sexuality and disability.
Containment	Keeping something harmful or under control or within limits, the ability to ‘hold’ a child’s ‘big’ emotions and remain in control of your own.
behaviour triggers	things that cause children stress and are likely to lead to a state of dysregulation or an escalation in negative behaviour.
circle time check in’s	Circle times are used to enable classes to hold discussions. They are used in all year groups as part of our Restorative Approach. Children sit in a circle and are all given the opportunity to speak in turn while others listen.
SLT	Senior Leadership Team
dysregulated	Feeling out of control of emotions. Unable to manage disruptive emotions and impulses, unable to control one’s behaviour, emotions, and thoughts..
My Concern	An online programme used in school for recording and monitoring safeguarding and behaviour concerns.
Interventions	Interventions provide students with the support needed to acquire the skills being taught by the educational system and address functional skills, academic, cognitive, behavioural, and social skills that directly affect the child’s ability to access an education.
ALNCo	Additional Learning Needs Co-ordinator
SELFIE	Social and Emotional Learning for Improvements Elsewhere A screening programme used to monitor wellbeing.

Where to find further help and advice

Bullies Out – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. E-mentors offer online support (e-mail mentorsonline@bulliesout.com). www.bulliesout.com

e-mail: mail@bulliesout.com

Anti-Bullying Alliance – Information for schools, parents/carers and children and young people on all aspects of bullying.

www.anti-bullyingalliance.org.uk

Kidscape – Anti-bullying charity that runs workshops for children and young people who have been bullied.

www.kidscape.org.uk

The Diana Award – Trains young anti-bullying ambassadors to help others.

www.antibullyingpro.com

Helplines and support services

General

Samaritans – Charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. E-mail, live chat and other services available. www.samaritans.org

Tel: 116 123 (English-language line – free to call)

Tel: 0808 164 0123 (Welsh-language line – free to call)

Rethink Mental Illness – Advice and information for people with mental health issues.

www.rethink.org

Tel: 0300 500 0927

Mencap Cymru – Advice and information about learning disabilities.

<https://wales.mencap.org.uk>

Tel: 0808 8000 300

Children and young people

Meic – Information advice and advocacy for young people. www.meiccymru.org

Childline – Provide counselling for anyone aged under 19 in the UK. www.childline.org.uk

Tel: 0800 1111

Kooth – Online counselling and emotional well-being platform for children and young people.

www.kooth.com

CALL (Community Advice and Listening Line) – Emotional support and information/literature on mental health and related matters for the people of Wales. www.callhelpline.org.uk

Parents/carers

Family Lives – Support and advice for parents/carers. Tel: 0808 800 2222

ParentZone – Support and advice for parents/carers. www.parentzone.org.uk

YoungMinds – Support to help improve the mental health of children and young people.

www.youngminds.org.uk

Tel: 0808 802 5544 (parents'/carers' helpline)

Schools/professionals

Professionals Online Safety Helpline – For those working with children and young people who require help for an online issue.

Tel: 0344 381 4772

e-mail: helpline@saferinternet.org.uk

Advice and support networks

General

Internet Watch Foundation – For reporting online images of child sexual abuse.

www.iwf.org.uk

Victim Support – Report hate crime in Wales. www.reportheate.victimsupport.org.uk

CEOP (Child Exploitation and Online Protection) – If child sexual abuse or exploitation is suspected. www.ceop.police.uk

NSPCC – National Society for the Prevention of Cruelty to Children. www.nspcc.org.uk

Tel: 0808 800 5000

Mental Health Matters Wales – Works with people who have a mental health-related issue.

www.mhmbcb.com/index.htm

Children and young people

Heads Above The Waves – Support for children and young people suffering depression or self-harming.

<http://hatw.co.uk/straight-up-advice>

Parents/carers

Internet Matters – Advice on online issues for parents/carers and children and young people.

www.internetmatters.org.uk

Resources for schools

EACH (Educational Action Challenging Homophobia) – Provide services to inspire lesbian, gay, bisexual and trans equality. <https://each.education>

Show Racism The Red Card – Training and resources to tackle racism in society.

www.theredcard.org

The ACE Support Hub Wales – Toolkit for school staff on ACEs.

www.wales.nhs.uk/sitesplus/888/page/88504

South West Grid for Learning (SWGfL) – Self-evaluation tool for schools and guidance.

www.swgfl.org.uk

Other

School Beat – All Wales School Liaison Core Programme.

www.schoolbeat.org/en/parents/know-the-programme/national-events/what-isthe-all-wales-school-liaison-core-programme

Children in Wales – www.childreninwales.org.uk/our-work/bullying

Children’s Commissioner for Wales – www.childcomwales.org.uk

Time to Change Wales – Campaign for young people, which aims to change attitudes towards mental health, ending stigma and discrimination.

www.timetochangewales.org.uk/en/mental-health-stigma/young-people/ wecanwewill

Childnet International – Support on all aspects of online safety. www.childnet.com