

# Windsor Clive Primary School



## Ysgol Gynradd Windsor Clive

Every Child – Every Chance – Every Day

## Positive Relationships Policy

Date agreed: May 2025

Review date: May 2026

# Positive Relationships Policy

## Introduction

*“Positive relationships in schools are central to the well-being of both students and teachers and underpin an effective learning environment.”*

At Windsor Clive we view relationships as the most significant factor that influences success at our school. We want everyone to feel and experience a sense of belonging, safety, love and respect. We believe that when people, especially children, are genuinely valued and nurtured as individuals, they feel a sense of purpose and understand their place in a community. When this happens in schools, children engage and thrive with high levels of well-being and develop a love for learning (UNCRC Article 2 and 29)

## Mission Statement

Our school mission statement reflects our beliefs. Our mission is to provide every child with the chance to thrive and succeed every day.



*‘Every Child – Every Chance – Every Day’*

*‘PobPlentyn – PobCyfle – PobDydd’*

## Vision

Our vision for the future is focused on a relentless commitment to developing all pupils as ethical, ambitious and capable citizens who are ready to learn throughout their lives.

## Values

We have six values that enable all members of our school community to **THRIVE**:

**Trust** because this is the foundation to positive relationships

**Healthy** because good physical and mental health improves well-being

**Respect** because everyone should be valued

**Inspirational** because we want everyone to aim for excellence

**Valiant** because being courageous and brave leads to success

**Equality** because everyone should be treated fairly and the same

## **Mantra**

Each morning our pupils recite our 'Mantra' so that everyone knows and understands what it means to be a 'Positive Citizen' in our school:

"The me I see, is the me I'll be; I am somebody, I am me!"

## **Aims of the Policy**

- To support all members of the school community to develop positive relationships (UNCRC Article 3).
- To work collaboratively to create a caring, supportive and nurturing environment.
- To recognise, praise and communicate excellent behaviour and effort.
- To respond appropriately to the individual needs of pupils and ensure they are effectively supported.
- To ensure consistency throughout the school.
- To ensure pupils rights are being respected (Article 29).

This policy should be read in conjunction with the Anti-Bullying Policy and Use of Reasonable Force Policy.

## **'The Windsor Clive Way'**

Instead of school rules, we expect all pupils to follow the 'Windsor Clive Way'.

- Be ready.
- Be safe.
- Be respectful.

This is a working document where pupils take ownership of developing their vision of what the Windsor Clive Way looks like (UNCRC Article 12). A lot of time is invested at the start of the year for teachers and children to establish these high expectations. For an example of this see Appendix 1.

Children following 'The Windsor Clive Way' are recognised by *all* members of staff through the following rewards:

- Verbal praise.
- Class Do Jo and the 'Do Jo Shop'.
- Reward stickers.
- Notes home/phone calls home – for above and beyond behaviour.
- Class board that displays the Windsor Clive Way, Whole class Thrive target and the RRS article.
- Celebration assembly where children and staff receive wrist bands and attend the 'Windsor Clive Way' tea party.

## **Teaching Positive Relationships**

We adopt a preventative rather than reactive approach to positive relationships and recognise that teaching pupils about relationships is part of our curriculum.

Children are taught positive relationships in the following ways:

1. The Five Pillars Approach
2. As part of the Health and Well-being AOLE
3. Through Teach Like a Champion Techniques
4. Daily mindfulness activities- Smiling Minds/Cosmic Yoga/ other
5. Thrive – whole class activities groups and individually
6. Morning check in – general check in as a whole class, set expectations for the day, assess any children who may need support.
7. Restorative Approaches
8. Rights Respecting Schools

## **The Five Pillar Approach to Positive Relationships**

We follow the Five Pillar Approach to Positive Relationships and this underpins all the work in our school. (taken from Pivotal Education and Paul Dix research 2017)

1. Calm, consistent modelled behaviour every day.
2. First attention for best conduct – reward, recognise, praise, motivate and engage pupils in the behaviours we expect.
3. Relentless, clear daily routines.
4. Scripted interventions – consistent, positive language to manage behaviour and de-escalate situations.
5. Restorative Follow Up – ‘Certainty of the follow up. This allows the child to think about their actions and learn that someone important believes that they are better.’

See Appendix 2 for more information on The Five Pillar Approach.

## **Recognising Emotions and Managing Behaviours.**

At Windsor Clive Primary School we recognise that no one is perfect! This includes pupils and adults. There will be times when all of us get annoyed, upset or angry. We call this feeling ‘a wobble’ and teach the children that this is perfectly acceptable and normal. We support the children and staff using a range of strategies and techniques, so that we can recognise and understand different feelings and respond in a socially appropriate manner.

- Thrive
- Mindfulness
- Paul Dix – When the Adults Change Everything Changes
- TLAC
- Restorative Practise
- Agreed Mantras
- Scripted Response
- Rights Respecting Schools

### **Response Steps for 'Wobbles'.**

The staff at Windsor Clive will follow the agreed 'Response Steps' to support children when they are having a 'wobble'.

For more detailed explanations of Response Steps 1-5 please refer to the Appendix 3.

### **Check Out Rooms**

The 'check out' rooms are where a child can visit to talk about a problem or issue that they have with a trained THRIVE practitioner at any point in the day. An adult will also give a child the opportunity to 'check out' of the classroom in the Response Steps.

### **Role of SLT / Supporting Adult**

At Windsor Clive we have a clear system in place for staff members when children's 'wobbles' escalate and there is a need for more support. See Appendix 3.

- Call for designated SLT for **support**. Need the member of SLT to stand next to you for a united front.
- Call for designated SLT to **help**. Take your class while you have a wobble or work with a child.
- Call for designated SLT to **remove** a child. Don't talk to child. Teacher follows up with restorative practice.

If any of the following behaviours occur, a child will be fast tracked to Response Step 5 immediately and dealt with by the Headteacher or Deputy headteacher.

- Physical assault on a pupil /adult
- Abusive language directed at a pupil/adult
- Wilful destruction of property
- Absconded from school

### **Monitoring 'Wobbles'**

When monitoring behaviour data, if a pupil is persistently needing 'Response Steps' to manage his/her behaviour the following should be considered:

- Are we using the reminder steps effectively? e.g. use of scripted interventions
- Has there been a change in the child's home life? e.g. discuss with child/parents
- What other approaches can be used with the child in relation to the school's Additional Learning Needs (ALN)? Or graduated response for Emotional Health and Wellbeing (EHW)?

The Assistant headteacher will monitor pupils' who are demonstrating repeated behaviour patterns and will ensure the following measures are adhered to: (See **Graduated Response Appendix**)

- Discussion with class teacher/adults involved.
- Discussion with the child/parents.
- Refer to ALN graduated response for EHW to support child.
- Liaise with EHW Specialist Teacher from Cardiff ALN team.
- Set up regular pastoral support meetings with child/parent/teacher.
- Document behaviour on MyConcern.

### **Playtimes and Lunchtimes**

Playtimes and lunchtimes should be viewed as an excellent vehicle for pupils and adults to develop and enhance their relationships in a fun and relaxed way (UNCRC Article 31). The 'Windsor Clive Way' applies at playtimes and lunchtimes and the same Response Steps should be taken to deal with pupils who are not following the Windsor Clive Way. Children are supervised by a variety of teachers, TAs and midday supervisors. A member of the SLT is always on duty at lunchtime out on the playground too.

### **Positive Playtimes**

At playtimes pupils can access a range of activities such as football, Trim Trail adventures, Gym Equipment and traditional games such as skipping, hopscotch, snakes and ladders etc. Adults must participate in all activities to model the desired behaviours to pupils. Adults will be responsible for setting up the activities and equipment before playtime starts. At the end of playtime, there are two whistles blown. On the first whistle all pupils must stop and stand in silence. Any equipment that they are using should be placed calmly on the floor. On the second whistle, all pupils must help to tidy the equipment away before walking quietly and sensibly to their circles where they will be met by the class teacher and TAs.

### **Lovely Lunchtimes**

The format for lunchtime will be the same as playtime. However, in addition there will be further activities such as 'free play' with resources where pupils are encouraged to design their own games such as 'The Floor is Lava' and 'Den Building' with friends.

Also at lunchtimes, the 'Check out' room is open for pupils who prefer quieter activities such as colouring and board games.

Provide the opportunity for pupils who are having a 'wobble' to use the check out room or arrange a quieter time in class with their teacher for some positive 1:1 time, using the Thrive Inside bag or other mindful activities.

### **Guidance about fighting on the playground**

If there are children fighting on the playground. Staff need to follow the Response step 3 script. Staff will need to call for help and if comfortable then use Team Teach techniques to de-escalate the situation. The following protocol should then be used.

- Send for SLT/call for SLT. In the first instance this should be AHT/DHT/ALNCO
- Recorded on MyConcern.
- Parents informed by SLT.

- Playground exclusion in school during next break/lunch time (
- Restorative conference between pupils
- If there are further occurrences of fighting on the playground, especially over a short time period, then some of the following will also apply:
  - Meeting with parents and the HT
  - Playground exclusion for break and lunch for one day
  - External exclusion for lunchtimes
  - Fixed term/permanent exclusion
  - Police called

### **ALN Graduated Response for Assistant Headteacher.**

A small number of pupils will have recognised EHW needs and will require additional support to enable them to develop positive relationships. This may mean that these children will need additional resources such as Success Charts, ABC charts or as directed by the ALN EHW team.

### **Recording Behaviour**

All incidents from Step 4 and 5 of the 'Response Steps' must be recorded on SIMS (training to be given to all staff)

It is crucial that incidents are recorded to enable effective tracking of behaviour data and to provide additional support to pupils who demonstrate EHW needs.

### **Positive Handling and Team Teach**

Staff receive annual Positive Handling training from Cardiff LA officers to ensure that if they are required to physical intervene with a child, then this is done so in a safe way.

### **Restorative Approaches**

We use Restorative Approaches to restore, redraw and repair when trust in a relationship is damaged or broken and when behaviour falls below the expected level (Article 12). We use the approach when a child/children have had 'a wobble' e.g. tempers have frayed, when manners have disappeared or when things have been said that should not have. This approach allows for all parties involved to be listened to and it teaches empathy and better behaviour with the ultimate aim that the incident does not happen again so that pupils have improved strategies to deal with their 'wobbles'. We want to teach them how to deal with their 'wobble' so there is no need for a response from an adult.

All staff receive training on how to conduct a Restorative Approaches session.

We focus on 5 key questions when using Restorative Approaches:

1. What happened?
2. What were you thinking/how were you feeling at the time?
3. Who has been affected?
4. How did this make people feel?
5. What can we do to put things right?

### **Responsibility for Implementing the Positive Relationships Policy**

All staff are responsible for implementing this policy.

#### **Class Teachers will:**

- Follow the policy.
- Use the agreed response steps.
- Use the agreed scripted mantra in response steps.
- Liaise with EHWP lead/ DH/ ALNco for pupils who may need support from Stage 2 of the EHW ALN graduated response.
- Liaise with parents/ carers as stated in the policy.

#### **The Health and Wellbeing team will:**

- Provide professional learning for staff on implementing the policy.
- Lead key aspects of Health and Wellbeing such as Thrive, Mindfulness
- Ensure that all staff feel confident to embed the 'What Matters' statements for Health and Wellbeing across the curriculum.

#### **The Emotional Health and Wellbeing Senior Teacher**

- Be responsible for the implementation and management of Thrive throughout the school, including professional learning, to support positive relationships.
- Liaise with the ALNCo about pupils at Stage 2/3 of the EHW ALN graduated response and liaise with the specialist teacher for EHW from Cardiff LA.
- Liaise with parents/carers as stated in the policy.
- Consult with the Headteacher regarding serious incidents at 'Response Step 4/5' in this policy.
- Liaise with ALNco on EHW needs/professional learning

#### **The Assistant Headteacher will:**

- Liaise with the ALNCo about pupils at Stage 2/3 of the EHW ALN graduated response and liaise with the specialist teacher for EHW from Cardiff LA.
- Liaise with parents/carers as stated in the policy.
- Consult with the Headteacher regarding serious incidents at 'Response Step 4/5' in this policy.
- Analyse behaviour data recorded by staff on MyConcern.



#### The ALNCo will:

- Complete referrals for Stage 3/4/5 for EHW with support from the Deputy Headteacher.
- Liaise with the Assistant Headteacher on EHW needs/professional learning.

#### The Specialist Teacher for EHW from Cardiff LA will:

- visit school regularly to provide support to staff around EHW needs, professional learning for staff, meet with the Deputy Headteacher/ALNCo/Headteacher/Teacher to discuss the strategic direction of meeting the needs of EHW pupils.

#### The Headteacher will:

- ensure that the policy is effectively implemented and followed.
- meet with the Assistant Headteacher and ALNCo regularly to discuss individual pupils and positive relationships across the school including analysis of pupil behaviour data that has been gathered by staff on MyConcern or SIMS.
- Update governors on wellbeing and positive relationships
- Ensure that the policy is reviewed annually.

#### Governors will

- Ensure the legal framework is followed.
- Delegate the implementation of this policy to the Headteacher.
- Make and keep up to date the school's policy regarding Positive Relationships.
- Make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- Include a summary of the content and organisation of behaviour in the School Prospectus.

#### **Information about the Formation of this Policy**

- Staff have put forward their ideas through the annual staff questionnaire.
- Parents/carers have put forward their ideas through the annual parents/carers questionnaires.
- Staff have been consulted about the policy.
- Compiled with the support of the Health and Wellbeing team.
- The SLT have researched a range of literature and visited schools using ideas from the following to formulate the policy: Paul Dix, When Adults Change Everything Changes, Pivotal Education, Professor Kathryn Riley, The Art of Possibilities, Restorative Justice, Belinder Hopkins, Ely and Caerau Cluster Schools and Adamsdown Primary School.

#### **Professional Learning**

We understand that for a policy to become reality, a significant amount of professional learning will be undertaken by staff. This policy will be delivered to staff during professional learning sessions to ensure the training needs of all staff are met and so the policy is

implemented consistently. Professional learning will take place in a variety of ways e.g. coaching, mentoring, observations, training, research, INSET days etc.

### **Community**

The role of the parents/carers and the local community in this policy is also crucial. We believe that positive relationships should permeate from the school and into the local community by:

- Adopting an open door policy.
- Work undertaken with parents/carers by the school's family engagement officer.
- Having an active PTFA 'Friends of Windsor Clive'.
- Pastoral meetings held with the child, school staff and parents/carers
- Parents/carers being informed on a daily basis of how their child is doing in school
- Sharing key aspects such as the Windsor Clive Way, rewards and Response Steps with all families, and encourage them to use these at home with their children.

## Appendix 1 – The Windsor Clive Way

Place	Be Ready	Be Respectful	Be Safe
Classroom	<p>...to learn.</p> <ul style="list-style-type: none"> <li>• TLAC techniques</li> <li>• Star sitting</li> </ul>	<p>...to each other.</p> <ul style="list-style-type: none"> <li>• Kind hands, feet and mouth</li> <li>• Looking after our school resources</li> </ul>	<p>...wonderful walking.</p>
Corridor	<p>... stop at the corners when doing wonderful walking and check if anyone is coming.</p>	<p>... use your manners:</p> <ul style="list-style-type: none"> <li>• Excuse me, After you, Bore da.</li> <li>• Holding the doors open for others.</li> </ul>	<p>...wonderful walking on the left hand side.</p>
Playground	<p>...to run, play, learn, exercise and have fun.</p> <ul style="list-style-type: none"> <li>• Dressed appropriately.</li> <li>• Drop equipment calmly and stand in silence when you hear the first whistle.</li> <li>• Walk quietly to your circle when you hear the second whistle.</li> </ul>	<p>... to each other and the environment.</p> <ul style="list-style-type: none"> <li>• Have kind hands, feet and mouth</li> <li>• Look after our school resources</li> <li>• Make sure we put all litter in the bin</li> </ul>	<p>...use equipment appropriately.</p> <ul style="list-style-type: none"> <li>• Do not climb on areas that aren't allowed or unsafe.</li> <li>• No leaving school property.</li> </ul>
Assembly	<p>...to listen to the speaker.</p> <ul style="list-style-type: none"> <li>• TLAC techniques</li> <li>• Star sitting</li> </ul>	<p>...to the speaker.</p> <ul style="list-style-type: none"> <li>• Listen in silence</li> <li>• Sit still</li> </ul>	<p>...have kind hand, feet and mouth.</p>

Hall/P.E	...for instructions <ul style="list-style-type: none"> <li>• TLAC techniques</li> </ul>	...to the game, follow the rules. <ul style="list-style-type: none"> <li>• Looking after our school resources</li> </ul>	...use equipment appropriately.
Canteen	... wait your turn. <ul style="list-style-type: none"> <li>• Queue up one behind the other.</li> <li>• Clean your area</li> </ul>	...to the staff and each other. <ul style="list-style-type: none"> <li>• Use your manners and do not push in.</li> </ul>	...have kind hands, feet and mouth.

## Appendix 2-The Five Pillars of Positive Relationships

	1.Calm, consistent modelled behaviour	2. First Attention for best conduct	3.Relentless Routines	4.Scripted Interventions	5.Restorative Conversations
What does this look like at Windsor Clive?	Wonderful walking/ Mindfulness strategies TLAC strategies Windsor Clive Way Daily mantra and school values	Recognition boards for following the Windsor Clive Way TLAC strategies Award assembly.	TLAC strategies Windsor Clive Way. Response Steps – see appendix 2	Agreed mantras Response steps- see appendix 2	Response steps –see appendix 2

### Appendix 3– Five Response Steps to Children not following the Windsor Clive Way

Response Steps	Possible behaviours	Armoury of Strategies	Adult response with Scripted Interventions	Follow up steps  <i>‘Certainty of the follow up. This allows the child to think about their actions and learn that someone important believes that they are better.’</i>
<p>1 - Reminder of the Windsor Clive Way</p> <p>2 – Second reminder of Windsor Clive Way. <i>‘Children who behave badly in class will inevitably need more of your time outside of lessons. Don’t give it to them in class too.’</i></p>	<p>Not following the rules</p> <p>Shouting ‘Off task’</p> <p>Distracting others</p> <p>Non completion of work</p> <p>General refusal to follow instructions</p> <p>Other ‘low level’ behaviour</p>	<p>Remind pupil of the rule using PIP (TLAC).</p> <p>Remind pupil to use the box resources to help them regulate.</p> <p>Phase 3 – separate table and chair to complete work.</p> <p>Teacher judgement to use</p> <p>Thrive inside bags at this stage.</p> <p>Use WINE, HALT and PACE techniques in tone with child.</p> <p>Incident logged on MyConcern</p> <p>Use agreed script.</p>	<p>I noticed you are....(having a wobble)</p> <p>I need to see you</p> <p>I expect</p> <p>Do you remember....<i>that</i> is who I need to see today.</p> <p>Thank you for listening.</p>	<p>Teacher writes down notes on incident to refer to when all is calm.</p> <p>Teacher makes time to discuss behaviour with child, referring to the class rules/restorative approach.</p>

3	Continuation of the above after second reminder	<p>Teacher judgement - offer the option to 'check out' if appropriate.</p> <p>Teacher to discuss with parents/phone parents/SLT if several occurrences in a short time period.</p> <p>Call for EHWB lead for <b>support</b>. Need the member of SLT to stand next to you for a united front.</p> <p>Call for EHWB lead to <b>help</b>. Take your class while you have a wobble or work with a child.</p> <p>Call for EHWB lead to <b>remove</b> a child. Don't talk to child. Teacher follows up with restorative practise.</p> <p>Use agreed script.</p>	<p>You need to</p> <p>It was the rule about....that you broke.</p> <p>You have chosen to...</p> <p>I know you will</p> <p>Thank you</p>	
4	<p>Repeated refusal to complete work</p> <p>Regularly leaving the classroom without permission</p>	<p>Restorative discussion/solution circle completed by teacher/child for up to 5 minutes of break/lunch time in class</p>	<p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought since?</p>	<p>Parents informed by teacher</p> <p>Parents meeting if several occurrences in a short time period by</p>

	<p>Abusive or threatening language directed at other pupils.</p> <p>Refusal to accept a consequence at Step 1-3</p>	<p>Incident logged on MyConcern</p> <p>Use agreed script.</p>	<p>How did this make people feel?</p> <p><b>Who else has been affected?</b></p> <p>How have they been affected?</p> <p><b>What can we do to make things right?</b></p> <p>On a scale of 1 to 10, how angry were you?</p> <p>I can see that you aren't quite ready to talk....</p>	<p>teacher and DHT.</p> <p>Incomplete work sent home</p>
5 Fast Track	<p>Physical assault on a pupil especially in class</p> <p>Abusive language directed at an adult</p> <p>Fighting on the yard</p> <p>Wilful destruction of property</p> <p>Physical assault on staff.</p> <p>Absconding from school site</p>	<p>Team Teach Techniques</p> <p>Use agreed script.</p> <p>Parents called</p> <p>Fixed term/permanent exclusion</p> <p>Outside agency involvement</p> <p>Police notified if appropriate</p> <p>LA Violence at Work form completed and submitted to HT</p> <p>Incident recorded on MyConcern</p>	<p>You need to</p> <p>I need to see you</p> <p>I expect</p> <p>I know you will</p> <p>Thank you</p>	<p>Internal e.g. missed playtime/ lunchtime or lesson time /fixed term/permanent exclusion</p> <p>Meeting with parents by DHT/HT</p> <p>Restorative conference when appropriate.</p> <p>Letter home / communication to parents</p> <p>If physical assault continues then a reduction in timetable.</p>



Signed: Kim Fisher

(Head Teacher)

Date: 06/05/25

Signed: Dr Alex McInch

(Chair of Governors)

Date: 06/05/25