

## Woodlands' Positive Relationships Policy (June 2019)



As part of our ongoing School Improvement, following feedback from Parents, Carers and Staff we have made modifications to our positive relationships approaches:

- We have streamlined our school rules to centre around three key school values; Safe, Responsible and Respect. This makes it easier for pupils and staff to remember the rules and these key words should be referred to when talking with pupils e.g. "I saw you making a really safe choice there when you tidied away the blocks in the playground." Pupils should be supported in making connections about what each of these words mean through visuals in the classrooms like mind maps and photographs.
- Each class will have a recognition board on display, this can be personalised according to the needs/interests of the class. On the board there should be a section for an aim to be displayed e.g. To stay focused on our learning (responsible), to say please and thank you (respect) etc. All children in the class will be working towards the same target and once everyone in the class has their name up under the aim, then the class will be awarded 5 marbles to put into a class jar. This may take one day or it could take several days. The marbles are not awarded until everyone in the class has achieved the target.
- The board should be used in a positive way and a name MUST NOT be removed once it is up. It should also be referenced positively, "E.g. Remember, you can do this as you managed to achieve the target on Tuesday when you....". Pupils should be encouraged to tell the teacher if they see another pupil demonstrating the desired aim, thus building a positive classroom climate.
- Once the jar is full, the class will be rewarded by receiving a whole class treat. This should be negotiated at the start of the school session, be simple and reviewed on a termly basis to give pupils ownership of the rewards and make them meaningful and desirable.
- If a staff member spots a pupil going above and beyond in any other area linked to the school values then the child will receive a positive note home to share their achievements with parents/carers. These achievements can also be shared at assemblies in order to celebrate these children demonstrating positive behaviours.
- When a child is not managing their behaviour, a restorative conversation needs to take place with the member of staff who is involved and the pupil, once all parties are feeling able for this to occur. It is important that all staff take responsibility for supporting children's behaviour and use calm and consistent language linked to restorative scripts and reinforce messages linked to Respect, Responsible and Safe. Prompt Question Cards should be worn by staff on lanyards.
- If a restorative resolution is attempted and not successful at that time, staff should wait and try again later that day or the following day. If this still has limited impact then a discussion should take place with the member of staff and SLT and a decision should be made whether to meet with parents/carers ideally including the pupil where appropriate. If this is not successful then other supportive measures may be put into place (as detailed on the reverse of this sheet).
- If a child raises a concern/issue from playground, teachers ask who they informed outside to reinforce the need for it being managed at the time and to avoid it being managed twice.
- Children who are noticed going over and above to implement the school values in the playground are recognised with their name on the board and a positive note home. House Captains continue to encourage positive relationships across the school and recognise those children implementing the school rules with points during lining up time. The line with most points then has additional playtime at the end of the week and the points added to House Trophy points over the year.



## **Strategies for individual support**

When a child is not managing their behaviour then specific individual support interventions need to be considered. This may include, as appropriate:

- -Implementing Angus Council's continuum of need process for behaviour. This involves completing a wellbeing web with the child to assess and help identify strengths and need. A Child's Planning Meeting is then held with school, parents/carers and possibly School Nurse to discuss, review and identify specific strengths, needs and actions of support. Regular review meetings are then agreed.
- -Opening an IEP, this records targets, support strategies and evaluations of progress. Reviews take place termly with parents/carers and school and any other related professionals.
- -Completing a Boxall profile to identify appropriate support strategies.
- -Referral to Educational Psychologist or Additional Support Needs teacher.
- -Referral to Support to Families Team/Early Years Workers.
- -Creation and implementation of a behaviour protocol.
- -Creation and implementation of risk assessments.
- -Referral to CAMHS (Child and Adolescent Mental Health Service)
- -Regular communication between home and school with targets and strategies being agreed and discussed.
- -Completion of a functional analysis (exploring types of behaviour, frequency and potential triggers), to identify need and strategies.
- -Further implementation of Angus Councils' Continuum of Need approach, as appropriate with the child moving to Targeted Support which includes other agency involvement eg social work, dependant on the level of need and support.

### **Script for a 30 second intervention**

\*I noticed that you are....  
\*It was the rule about .... that you broke.  
\*I need you to.....  
\*Do you remember yesterday/last week you.... (something positive). That is the type of behaviour that I need to see today.

### **Restorative Questions**

What happened?  
What were you thinking?  
How did you feel?  
Who else is affected?  
What do you need to do now?