

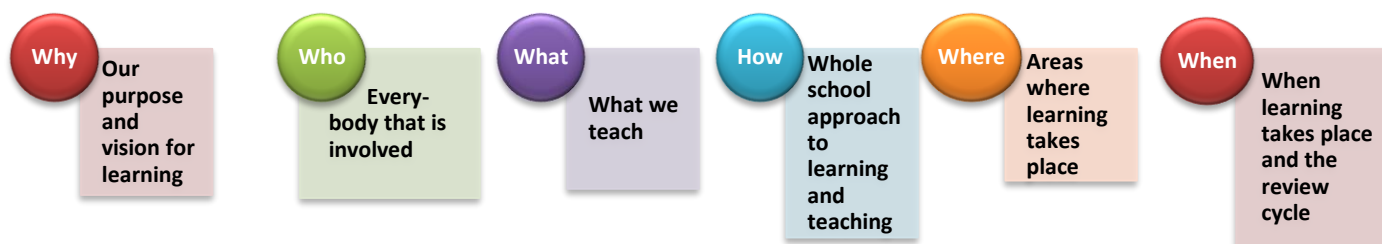
# Lakeside Primary School



## Positive Relationships Policy

2023 - 2025

At Lakeside, we have structured our curriculum under 6 headings in order to capture the purpose behind what we do and how we achieve this:



## Lakeside – Vision for Education

The United Nations Convention on the Rights of the Child (CRC) is at the heart of Lakeside Primary school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.

“What our children and young people learn during their time at school has never been more important.”  
(Donaldson, *Successful Futures*)

## SCHOOL VALUES

The school values are promoted and embedded in the daily life of the school. Throughout the school, pupils relate well to each other and show respect for others' ideas and views. They exhibit excellent attitudes to learning, which is a key factor in ensuring they make good progress. Throughout their learning projects, children discuss and debate issues and explore ideas in a climate of mutual respect and trust.



## Aims of the policy

- To raise self-esteem and help children to build positive self-image
- To support all members of the school community in building positive relationships
- To work collaboratively to create a caring and supportive environment
- To recognise and praise good efforts
- To respond appropriately to individual needs and encourage children to do the same for others
- To provide a stimulating and enriching curriculum that demands full participation
- To ensure consistency throughout the school

### Who is involved in the policy?

*“It’s relationships, not programmes that change children...young people thrive when adults care about them on a one to one level and when they have a sense of belonging to a caring community.”*

At Lakeside Primary we believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe, secure and respected. We recognise that every child needs praise, support, recognition and affection.

At Lakeside Primary we believe that:

- everyone has the right to be happy and safe
- every learner has the right to learn

We believe there should be fundamental rights for all who work and learn at Lakeside Primary School. These are:

- Everybody’s right, regardless of their gender, race and ability, to learn and teach to the best of their ability
- Everybody’s right, to be physically and psychologically safe on the school premises
- The right of everyone in the school community to have their voices heard, to be listened to and to know where to go to share their concerns
- The school access support from specialist teams, social workers and other specialists

**Our school is invested in supporting the very best possible relational health between:**

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and Senior Leads
- School staff and external agencies

### What do we teach and learn?

We are very proud to be a Thrive School, which recognises our commitment to providing the highest quality emotional health and wellbeing provision for our learners. We are passionate about THRIVE approaches and have benefitted from learning about recent advances in neuroscience, attachment theory and child development.

The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the approach equips us to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning. We provide an extensive range of reparative and right time learning experiences for our children to help them to develop emotionally and socially. Staff are trained to support learners when they are dysregulated and use techniques to help support children. The most common techniques are the Vital Relational Functions for Dysregulation:

- **Attune** – match the child’s energy using your body, face and voice. “Oh wow! I can see your face is red and your fists are clenched”.

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- **Validate** – let the child know it's ok to have that feeling. 'I'm wondering if/noticing that you might be feeling sad, angry. It's ok to feel like that. If that happened to me I would feel.....too.'
- **Contain** – be alongside as a helpful, supportive adult. 'I can see things are tricky for you and I will keep you safe.' Break things down, first we will...then etc.
- **Regulate** – soothe or stimulate the child back to social engagement. 'Let's breathe together until you feel calmer.'

### How?

These approaches are based on recent advances in neuroscience, attachment theory and child development. The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip you to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.

Our focus is on collaboratively repairing harm done to relationships, rather than on blame and punishment. We understand that the person being harmed *and* the person who has harmed have similar needs, including:

- Someone to listen
- Time to calm down and reflect
- A chance to ask or a chance to explain
- A sincere apology or an opportunity to apologise
- Things to be put right
- Reassurance it will not happen again and that we can all move on

Staff at Lakeside Primary School, endeavour to meet these needs through the way in which they respond to incidents; giving time for discussion, showing empathy and working collaboratively to find solutions.

### Therefore, when dealing with conflict we ask the following questions:

1. What happened?
2. What were you thinking/how were you feeling?
3. Who has been affected?
4. What do you need?
5. How can we move on?

By asking these questions we help all sides to begin to understand what is going on inside another person's head, their thoughts and feelings and what they need. We refer to our **school values** to help us work together with children to reflect on what has happened and to design a suitable solution or consequence. It is our aim at Lakeside Primary to encourage children to think how their behaviour impacts on others and to enable the children to develop an '**inner moral compass**'.

Please refer to the Additional Learning Provision for additional support for pupils (appendix 1)

Please refer to the Additional Staff Guidance (appendix 2)

## WHOLE SCHOOL REWARDS

- **House Points / Class Dojos** – Children are rewarded with House points (which is a whole school reward system) for a variety of reasons, such as listening well, being kind to others etc.
- **Lakeside Learner certificates** - All teachers have a supply of reward certificates, which are given out in assemblies
- **Lakeside Learner stickers** – All teachers have a supply of reward stickers, which are given out when children demonstrate one of the learning behaviours (these may also go into their books)
- **Golden Time** – Children from years 3 to 6 can earn Friday Golden Time across the week
- **Stickers** – Children receive stickers across the week for a variety of reasons e.g. good work (these may also go into their books)

Rewards are flexible and reflect the ages and interests of learners over time.

## POSITIVE HANDLING PROCEDURES

*"I held you to keep you and others safe."*

- If you are involved in any positive handling it is a legal requirement to document it. SLT must always be informed if positive handling is required. NB Violence at work form may need to be completed if you are physically harmed by a child
- Parents/guardian must be informed as soon as possible.
- Following an incidence of positive handling you must offer the child a conference where you are able to discuss what happened.

## ROLES AND RESPONSIBILITIES

### Governors

- To ensure the legal framework is followed
- To implement the Positive Relationships Policy through the Head teacher
- To make, and keep up to date the school's policy with regards to behaviour
- To 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.
- To include a summary of the content and organisation of behaviour in the School Prospectus.

### Headteacher

- To implement the Positive Relationships Policy.
- To liaise with the Governors on teaching, wellbeing and care, support and guidance in school.
- To liaise with parents.
- To ensure the policy is reviewed at least every three years.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

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### Class Teacher

- To implement the Positive Relationships Policy
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties
- To work closely with the ALNCo and outside support.

### Emotional Health and Wellbeing Specialist Teacher

- To give support throughout the school, when appropriate.

### Parents / Carers

- The school promotes an ‘open door’ policy for parents. Parents are encouraged to discuss any matters of relevance with teachers as and when they arise.
- Parents may be invited to work with the ALNCo and other members of staff to support a child’s need
- Parents may be asked to join meetings to discuss a child’s needs around relationships and behaviour – it is important we work together to support the child’s needs
- Parents may be informed of support services e.g. Cardiff Family Advice & support and encouraged to accept help from outside agencies

### Related Policies

- Health and Wellbeing AOLE
- Anti-bullying Policy
- Safe Touch Policy (Linked to Thrive and Trauma Informed Approach)
- Cardiff Positive Handling Policy and Guidance

Date	Review Date	Leaders
January 2023	January 2025	Russ Vanstone / Sarah Hart / Mike Haines

<b>Chair of Governors:</b>		<b>Date:</b>	
<b>Headteacher:</b>			

## Appendix 1

### Graduated Response for Additional Learning Provision

Provision which is in addition to or different from what is normally made available in a mainstream school is considered additional learning provision (ALP). ALP will of course be an enhancement of what is available at a routine/universal level and will be related to whole-class teaching.

#### Universal Provision

Positive whole-school and classroom ethos including:

- Calm classroom environments
- Communication friendly practice
- Well organised resources
- Whole class visual timetable

Good quality classroom teaching including:

- Positive, consistent communication
- Pupil centred practice
- Clear instructions (short, concise, visual)
- Multi-sensory teaching strategies
- Listening and attention strategies

Effective differentiation including:

- Achievable tasks fostering success
- Resources to support/ scaffold learning, such as word mats, letter mats, number lines, writing frames, key words, sentence starters, visual/symbol reinforcement
- Good home-school communication
- Appropriate and focussed use of TA (if available)
- Regular access to training for all staff on effective whole school practice and inclusion

#### Targeted Provision

Individualised approach to elements of whole-school and classroom practice, including:

- A focus on individual pupil wellbeing and promoting independence
- Consideration is given to unstructured times and support given to scaffold social interaction and/or alternative opportunities are made available such as clubs, buddies, support to understand games

Good quality teaching focussed on individual pupils through:

- Appropriate interventions accessed by pupils which have entry and exit data
- Suitable adaptations made when transitioning between class groups or Progression Steps

Effective individualised differentiation of work including:

- Tasks broken down into achievable steps, fostering success for the individual
- Tailored resources to support/scaffold learning, such as individual visual timetables, individualised reward systems, access to a quiet space

Establish home-school communication including:

- PCP meetings, through which school have maintained open dialogue with parents about pupil progress
- School hosts IDP review meetings to engage with families and a range of professionals involved with the pupil (such as children's services, therapy services, medics, specialist

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teachers, educational psychologists and third sector organisations) to plan multi-disciplinary response to pupil's persistent and complex needs

- Individual home-school communication strategies agreed and in place
- School offer signposting for support where needed
- Consideration of specialist advice in consultation with parents

### **ALN**

High quality, differentiated teaching for learners with ALN

Targeted interventions and support for learners with ALN

Effective systems for monitoring the progress and achievement of learners with ALN and their inclusion in the everyday life of school

Arrangements for involving specialist professionals when it is appropriate to do so (such as children's services, therapy services, medics, specialist teachers, educational psychologists, and third sector organisations)

Arrangements for reviewing the effectiveness of interventions used to support learners with ALN and the skills and expertise

Well established and regular home-school communication including:

- Regular PCP meetings
- Requests for support/ EP consultation requests shared with parents and consent gained before submitting to the LA

School engages with external professionals, implement advice and have established mechanisms for monitoring and evidencing impact

Specific training for complex health needs (if required)

Specialist equipment to support access to learning environment (if required)

### **Targeted Interventions**

#### **Well-being**

##### **Thrive**

A programme to support learners to feel safe, supported and ready to learn. Sessions can be undertaken either in a group or individually. Thrive practitioners are able to provide children with techniques of self-regulation and the language so that they can articulate how and why they feel the way they do. Recognising how they are feeling and wrapping language around that enables them to tell us when they need help and support and when they are not feeling safe.

##### **Time to Talk**

Structured programme created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old. It supports children to develop the basis of interaction with the help of Ginger the Bear who is a core feature in all of the activities.

##### **Talk About**

Structured programme for teaching and measuring social skills. It uses a hierarchical method of teaching social skills by developing self-awareness and self-esteem before processing body language. It also covers conversational skills and friendship assertiveness.



## Appendix 2 – Trauma Informed Approach

Our school is committed to Trauma Informed educational practices, which **Protect, Relate, Regulate and Reflect**.

### Protect

- Increased 'safety cues' in all aspects of the school day, e.g. meet at the school entrance.
- School staff trained in 'PACE' modes of interaction: being playful, accepting, curious and empathic, as well as being warm (proven to shift children out of fight/flight/freeze positions).
- School staff to ensure that interactions with children are socially engaging not socially defensive, in order to decrease chances of children relating defensively (fight/flight/freeze).
- A whole school commitment to avoid using harsh voices, shouting, put downs, criticisms, shaming (proven to be damaging psychologically and neurologically).
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness.
- The implementation of pedagogic interventions that help staff to get to know children better on an individual basis, e.g. 'I wish my teacher knew ...' what matters to them, who matters to them, their dreams, hopes. This is key to enabling children to feel safe enough to want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable children to have easy access on a daily basis to at least one named emotionally available adult, and these children know where and when to find that adult. If the child does not wish to connect with this adult, an alternative person is found.
- School staff adjusting expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgemental way from situations they are not managing well (e.g. children who keep 'triggering' into alarm states in the main playground given access to a separate calmer smaller playground).
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

### Relate

- All school staff trained in emotional coaching and in relating to children in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- A whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

### Regulate

- The implementation of interventions designed to bring down stress hormone levels (from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as high priority in order to prevent burn out, stress related absence or leaving the profession, through stress related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

### Reflect

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions or giving lectures)
- The provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff ('working alliance'), children are to be provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for children through art/play/drama/music/sand play/emotion activities.
- PSHE informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions) relationship health: family, parenting, relationships and tools for how to do in life well. Curriculum content to enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- Staff trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences through empathic conversations in order to address negative self-referencing and help them to develop coherent narratives about their lives.
- A Positive Relationships Policy, which is not based on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair (restorative conversations).