

Rogerstone Primary School



'Take Pride in how far you have come'
'Have Belief in how far you can go'

Relationships and Behaviour Policy

Our vision

Nurture, Inspire, Achieve

To achieve our vision statement, we will ensure a safe, secure, happy learning environment, that provides a variety of opportunities for all, making learning fun, that will allow every child to develop life long skills for the future and to reach their full potential.

Our Aims

- To ensure all pupils of all abilities and backgrounds achieve their full potential.
- To establish and maintain a caring and inclusive ethos, with the wellbeing of all a priority.
- To support all our learners in becoming ambitious, capable learners who are ready to learn throughout their lives.
- To enable our children to be enterprising, creative contributors who are ready to play a full part in their education, life and work.
- To support all children to become ethical, informed citizens who are ready to become citizens of Wales and the world, and who have respect for each other.
- To ensure children develop into healthy, confident individuals who are ready to lead fulfilling lives as valued members of our society.

To achieve our aims we will:

- Listen to our children and provide opportunities for pupil participation in school life
- Provide a stimulating, caring and safe environment, both inside and out
- Provide a versatile curriculum, that is challenging, creative and highly stimulating
- Equip our children with 'Learning Assets' : collaborating, researching, communicating, contributor, self-managing and thinking. These skills and dispositions will act as important assets to them as learners across the curriculum, in school and beyond.
- Ensure a relevant 'Pupil Offer' of experiences and opportunities that is unique to the needs of our learners and learning community.
- Provide an open door policy for parents and carers
- Provide high quality, caring, well trained staff
- Provide opportunities for pupils to work confidently, both independently and collaboratively
- Provide consistent and fair positive behaviour management strategies to ensure a calm working and learning environment
- Provide appropriate and good quality resources to aid teaching
- Provide strong, effective management and leadership
- Celebrate our learners' successes with our enthusiasm and smiles!

Relationship and Behaviour Policy (for all school staff)

Positive, trusting and respectful relationships are fundamental to positive wellbeing and behaviour for all.

Rogerstone Primary 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 and school staff, school staff and external agencies. Our school has a firm belief that '**Every interaction is an intervention**' and as such use this as the basis for supporting pupils to be able to learn, socialise and behave within the school and wider community, now and in their future lives.

Through collaboration between our school council and the whole school the following pupil vision was agreed.

*At Rogerstone Primary School, we are proud to be **kind, polite and respectful** of ourselves and others. We play and work together and take **responsibility** to help ourselves and each other to feel **safe**, feel **happy** and to **achieve**. We are **friendly**, we feel **listened to** and we are all **included**.*

Building positive relationships

We will use educational practices which Protect, Relate, Regulate and Reflect:

Protect

- Increased 'safety cues' in all aspects of the school day, e.g. 'meet and greet' at the school entrance and classroom door.
- Staff trained in 'PACE' modes of interaction (Hughes, 2015): being warm, empathic, playful and curious (proven to shift children out of flight/flight/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (fight/flight/freeze).
- A whole-school commitment to not use shouting, put-downs, criticisms, and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- 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 talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally-available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative person is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer area with an emotionally regulating adult).

- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally-available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. 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 interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally- regulating, playful, enriched adult-child interactions.
- The emotional well being and regulating of staff is treated as a priority 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 development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
- Provision of skills and resources to support parents and staff in meaningful empathic conversations with vulnerable children who want to talk about their lives. This is 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 given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/ play/ drama/music/sand-play/emotion worksheets/ emotion cards.
- PSE as preventative input, informed by current research (psychology and neuroscience) on mental health, mental ill-health, relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathic conversation, addressing children's negative self- referencing and helping them develop positive, coherent narratives about their lives.

Building Positive Behaviours

Clear and Consistent Expectations

At Rogerstone Primary School, we believe that it is important that children know what the expectations are for behaviour and that these expectations are consistent and clear.

Our expectations are supported by our Rogerstone Essential themes, which we believe develop positive and appropriate lifelong behaviours and attitudes. These themes are:

	Rogerstone Essential Themes	Behaviours
R E S I L I E N C E	Respect and Manners	This may include holding the door for someone, saying thank you, listening to the speaker, using appropriate language to other children and adults, following instructions first time when asked
	Kindness and Empathy	This may include using kind words, not calling names, thinking before we speak
	Managing Emotions	This may include needing support to coregulate with an adult, developing strategies to manage emotions, being able to talk about what we are feeling and recognise that all emotions are valid and useful.
	Friendships and Relationships	This may include kindness, patience, accepting differences, sharing, turn taking, listening, respectful conversations, accepting winning and losing
	Perseverance and Resilience	This may include accepting challenge, not giving up and sticking at something that is difficult, showing positive self esteem, being able to manage emotions, developing control

As part of the collaboration between the school council and pupils, the following actions and behaviours were agreed to help our children and staff to feel happy and safe in school.

- Make people happy
- Use manners
- Be respectful of others
- Asking and answering questions
- Try your best
- Follow the school rules
- Wear school uniform
- Help others
- Be safe
- Playing with everyone - don't leave people out
- Show sympathy and empathy
- Look after 'things' (belongings, resources, our school building)
- Tidy up
- Listen to others

It was agreed that the following behaviours would not support our children and staff to feel safe and happy in school.

- Inappropriate language
- Inequality- treating others differently because of their race, gender, ethnicity
- Chatting
- Fussing
- Messing about
- Disrespectful to adults
- Refusing to follow instructions
- Showing attitude
- Answering back
- Mimicking / copying
- Not respecting privacy
- Distracting others from their learning
- Calling out
- Hitting / hurting others
- Not following instructions
- Not looking after belongings
- Shouting
- Not taking part or trying

Knowing our Children

We take into account any current or historic circumstances that may be happening for the child and are aware of the potential impact these can have on behaviours, using the thinking of **'being kind on the child, but firm on the behaviour'**.

Whilst our aim is to develop self efficacy, resilience and confidence, so that our pupils feel good about the work they have done, we also want to celebrate our children and positive behaviours (social and learning). To do this we will use the following approaches **'as a result of'** the behaviour observed:

1. Celebration assembly for Golden Book certificates, focusing on academic and effort, and Rogerstone Essentials, focusing on the themes for the term
2. Praise
3. Stickers – particularly in Reception in the Autumn term
4. Tocyn Tys from Reception to Y2
5. Dojos from **Y3 to Y6** based on identified focus areas. There will be no prizes related to dojos – it is a self motivator.
6. Whole class starbles – given by class staff or SLT (1 starble per time). When the class reach 25 stars, the class celebrates with a starble treat, voted by the children.
7. Whole school activities

NOTE:

As some Foundation Phase pupils will be mid badge collection, for the 2025 – 2026 academic year, the badges can continue until Dec 25 to support the transition from the old system to the new.

Foundation staff, please ensure pupils know that the Tocyn Ty system and badges is only up to the end of Y2.

There will be times when a child needs support to manage their behaviour and we will remain curious about the behaviours and adopt different approaches to support . These may include:

1. Time with a trusted adult
2. Movement breaks
3. Adapted work expectations
4. WINE – Wonder, Imagine, Notice, Empathy
5. PACE approach – Playful, Acceptance, Curious, Empathy
6. Time away from the situation
7. Reminders and prompts
8. Choices (when helpful)
9. Timers
10. Visuals
11. Reduced language

On some occasions, we are aware that there may be times when we need to act **‘as a result of’** behaviours that are impacting negatively on pupils’ wellbeing or learning. To do this we will use the following approaches **‘as a result of’** the behaviours observed:

1. Remain curious about the behaviours
2. Reminders / prompts
3. Consistent and clear expectations
4. Assess and adjust demands as appropriate
5. Sit near adult in class
6. Time with leaders
7. Discussion with home

Working with our Families

Rogerstone Primary School prides itself in having open and honest relationships with our parents / guardians and believe that working together is the most effective way to support our children. During these discussions, school staff and families will treat each other with respect and kindness to plan how best we can work together to support the pupil or family.

Appendix 1

Meet and Greet Protocol

For all humans, connection is a biological imperative (Porges). Strong, positive relationships and secure attachment with another not only has a profound impact on self-esteem but also on our physiology. Eye contact with someone who is significant and important to us, contingent touch and social joy release brain and body biochemistry that reduces stress hormones, increases activation of our prosocial systems and cements our connection to others.

Establishing a meet and greet protocol for all in our organisation means that children and young people, staff and parents are better able to engage with others, be more available and ready to learn and lessens the stress load that may accompany them as a result of their experiences. It is a fundamental element of PROTECT, increasing safety cues and creating psychological safety for all.

For children who have not yet established a secure attachment being seen, heard and responded to grounds them and gives them a sense that they matter.

In addition, a meet and greet protocol that is planned for and embedded into practice has been shown to increase academic attainment, decrease disruptive behaviour and as a result adds over an hour of learning a day (Cook et al, 2018). Adults also report an uplift in their wellbeing.

Where possible, all children should be greeted at the point they enter the school grounds, ideally by the Head or a member of the senior leadership team. This allows for the team to be both visible and accessible for children and parents and carers. A member of staff should also be positioned at the point of entry to the school building if children enter via a reception area.

On entry to the classroom, at the door, children should be greeted by their class teacher or in their absence a familiar adult – ideally a teaching assistant who is consistent in their presence in the classroom. Greeting should follow the four at the door format.

- 1. Greet the child using their preferred NAME*
- 2. Establish EYE CONTACT with the child, where it is comfortable for the child to do so*
- 3. Offer the child some form of non-verbal, friendly, appropriate HUMAN CONTACT*
- 4. CONNECT to the child on a personal level with a comment or question*

Appendix 2

Emotionally Available Adults

There will be some children who have trauma or attachment difficulties or who are experiencing painful life events, that may require a more robust meet and greet, particularly at the start of the day .

- Delight in the child should be evident increasing the cues of safety. Be mindful of proximity, facial expressions, body language and the prosody of the voice. Appropriate touch can support connection and regulation if the child is comfortable with it.
- Ensure the child has your full attention. Sit alongside the pupil, against a wall and where there is full view of the area. Support the child to reflect on their journey to school, the previous evening and on the day ahead. Demonstrate holding the child in mind, recall something about the previous day or a special interest they have.
- Be mindful of transitional objects the child may have brought with them from home. If these are too big to be kept in a pocket or are of special value, place them carefully in a special box that has a lid, or in a personal tray and locate them somewhere visible to the child .
- Prepare the child for the day, with a visual timetable or planner. Take note of any subject or relationship that might require additional input. Highlight any changes in routine and prepare the child with social stories or strategies to manage
- Remind the pupil that they will be 'kept in mind' and when they will next see you.. A Post-it note or a sticker in the planner can reinforce this.
- Where the child attends a breakfast club, the process should be replicated with the adult participating in the sharing of food with the child.

Bomber, L., n.d. What about me? - inclusive strategies to support pupils with attachment dif. (London: Worth 2010)

Cook, C., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E., Thayer, A. and Renshaw, T., 2018. Positive Greetings at the Door: Evaluation of a Low-Cost, High-Yield Proactive Classroom Management Strategy. *Journal of Positive Behavior Interventions*, 20(3), pp.149-159.

S. Porges, *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-*