

# GRIFFITHSTOWN PRIMARY SCHOOL



<b>Title</b>	<b>Positive Relationships and Wellbeing Policy</b> (inclusive of behaviour and anti-bullying)
<b>Date</b>	<b>Summer 2025</b>
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## INSPIRE CHALLENGE ACHIEVE

## **Griffithstown Primary School**

### **Positive Relationships and Wellbeing Policy (inclusive of behaviour and anti-bullying)**

#### **Aims and objectives**

All behaviour is a communication. At Griffithstown Primary School, we strive to foster positive relationships with each other, supporting emotional wellbeing using restorative and nurturing approaches. Our school is a place where pupils feel included, listened to, respected and celebrated.

#### **Ethos**

All members of staff must be familiar with the policy. All staff must be committed to 'assertive discipline' as a positive and supportive strategy. We encourage and celebrate appropriate behaviour, while assertively limiting disruptive and inappropriate behaviour. Staff to model expected behaviour at all times. To foster a positive environment, we will use a range of rewards and celebrate success. Staff to take collective responsibility for whole school discipline. All staff to know procedures to follow when administering the rewards and consequences. Professional judgement must be used to apply the policy consistently. Efficient communication is vital in achieving positive behaviour between pupils, staff, parents/carers and the community. All staff will avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner. Use ***PACE (Play, Acceptance, Curiosity and Empathy)*** as a strategy to support. It is vital that we connect before we correct.

#### **OUR APPROACH**

##### **1. School Expectations**

We promote positive relationships so that everyone works together to create a purposeful learning environment. We use the term 'Expectations' when referring to rules. All behaviour conversations must include reference to our expectations. School expectations must be displayed in the classroom next to the reward/sanctions display.

- ***Listen and follow instructions***
- ***Respect and consider everyone and everything***
- ***Be honest, polite and kind***

##### **2. Building positive relationships**

All staff must be committed to building positive relationships through:

##### ***Seren yr Wythnos (Star of the week)***

- Class teachers must award a Seren yr Wythnos certificate each week during Celebration Assembly
- Class teachers must choose a learner to celebrate an academic, sport, wellbeing achievement linked to our school's Growth Mindset characters when possible
- At the beginning of each term, class teachers must create a bank of high profile 'privileges' with the children who are awarded Seren yr Wythnos e.g. VIP lanyard, queue jumping, TA for a day, comfy seat.
- Identified pupils must have high profile 'Privileges' for the following week.

##### ***Compassion and Connection***

- Staff must build a school community which has healthy relationships, connected values and ethical beliefs
- Staff must respond to mental and emotional well-being with confidence, resilience and empathy

##### ***Listening***

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Staff must listen (all without judgement) to others, showing:

- Curiosity; Acceptance; Communication; Positive body language; Empathy

#### *Create a Safe Space*

- Build a culture that provides safe spaces to initiate dialogue
- Acknowledge experiences and feelings
- Promote a sense of belonging

#### *Recognise and Process Emotions*

- Recognise and respond to a range of emotions and behaviours
- Know that experience, minds and bodies work to keep us safe
- Support learners or access support from professionals

#### *Take Action*

- Take responsibility to resolve conflict and repair relationships
- Acknowledge and promote differences
- Promote inclusion and equity

When staff follow the above, the children will have:

- A strong sense of independence, autonomy and self confidence
- Ability to communicate well with others and express themselves
- Ability to recognise emotions and use any provided strategies
- Good problem-solving skills
- Strong empathy and respect for others
- Active interest in school activities
- Responding well to instructions and guidance
- Knowing how to ask for support
- Being open to trying new things

### **3. Environment**

All staff must establish a positive environment for wellbeing and behaviour.

- Visual Timetable: The daily routine must be displayed as a visual timetable.

In addition to lessons, this must include reference to:

- All teachers Y2 – Y6 must be on the yard to meet their pupils at 8.50am and learning must begin at 9.00am.
- All Y2 – Y6 TAs must be at the class door at 9.00am to complete a **Check-In** e.g., high five or fist bump etc.
- All teachers Reception - Y1 must be on at their classroom door or gate to meet their pupils at 8.50am to enable learning from 9.00am - complete a **Check-In** e.g., high five or fist bump etc.
- The Nursery teacher must open door at 9.00am to enable learning from 9.10am - complete a **Check-In** e.g., high five or fist bump etc.
- Wellbeing visual check appropriate to progression step e.g., Reflect (TEAMs), weather, or smiley face chart (Note: teachers must ensure they investigate e.g., pupils on a cloud.)
- Jigsaw Circle time must be completed daily (this must last no longer than 10 minutes unless a concern is raised).
- Mindfulness experiences, to ensure the environment is conducive to learning.
- Story time: All teachers Nursery – Y6 must read to their pupil for 5 minutes – 10 minutes per day at the end of the school day, or other time if more appropriate.
- Access to worry box/worry monster, journals etc.
- Pupils must have access to a safe place in class

#### 4. Displays

- Expectations
- Rewards – Going for Gold
- Learning Pit displayed on interactive screens in all classes
- ClassDojo should be available for children to add 'House Points' when received
- Consequences: All classrooms must display a 'Consequences' board. This must not take attention from the 'Rewards' display.

#### 5. Rewards: Focus on the positives

All pupils must have a positive start at the beginning of each day. The teacher sets the tone for the class and all staff must create a 'buzz' in the room that focuses attention on positive behaviours and wellbeing. All classes will use 'House points' reward system on Class Dojo. The 'House Points' must reset each week. The reward system will be personalised, age appropriately, for different year groups.

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#### BEHAVIOUR MANAGEMENT - Nursery, Reception and Year 1

Rewards must be instantaneous. The reward system will reset at the end of each week to give children opportunity to earn 'Gold' each week. If pupils show negative behaviour, teachers must act accordingly and move the pupil down to 'Yellow/Red' if they think it is necessary.

##### Gold

###### Typical behaviour

- *A pupil that promotes school expectations and makes a difference to our school and/or wider community.*

###### Rewards to happen every week

- Gold Sticker
- 25 house points on ClassDojo
- Excellence notes
- Dip in the prize box

##### Green

###### Typical behaviours

- A pupil that displays behaviours linked to the school expectations most of the time.

###### Rewards

- House points on ClassDojo
- Stickers.
- Non-verbal e.g., smile, thumbs up
- Verbal praise e.g., thank you for...

#### BEHAVIOUR MANAGEMENT - Year 2, Year 3, Year 4, Year 5 and Year 6

Once pupils earn 'Bronze', 'Silver' and 'Gold', they will stay at this category until the beginning of the following half term. If pupils show negative behaviour, teachers must act accordingly and move the pupil down to 'Yellow/Red' if they think it is necessary.

Stickers must be presented to 'Bronze', 'Silver' and 'Gold' pupils by the class teacher. 'Gold' pupils will be presented with their 'Golden Ticket' in the penultimate Celebration Assembly each half term and have their rewards in the final week of each half term.

##### Gold

###### Typical behaviour

- *A pupil that promotes school expectations and makes a difference to our school and/or wider community.*

###### Rewards

- 50 house points on ClassDojo

- Gold sticker
- 3 reward options will be established at the beginning of each half term by the children

### **Silver**

#### Typical behaviours

- *Specific to an individual pupil (a pupil with specific wellbeing needs may not hit someone, a typical learner may write a particularly well-crafted piece of literacy)*
- *Continued excellent home engagement with online platforms*
- *Demonstrating a passion and love of belonging to their environment and team/class.*

#### Rewards

- 20 house points on ClassDojo
- Dip in the 'prize box'
- VIP around the school – queue jump, lanyard, first for tech, sit in a comfy chair.
- Free choice time e.g., extra play, iPad time, working in a different class

### **Bronze**

#### Typical behaviour

- Excellent home engagement with online platforms (Specific to individual pupils)
- A pupil consistently displays behaviour linked to the school expectations.

#### Rewards

- Bronze sticker
- 10 house points on ClassDojo
- 30 minutes free choice (Children to choose when) in the final week of half term.
- 'Phone a friend' – the pupil identifies a member of staff they would like to share their work/good behaviour with.
- Non-verbal e.g., smile, thumbs up
- Verbal praise e.g., thank you for...

### **Green**

#### Typical behaviours

- A pupil that displays behaviours linked to the school expectations most of the time.

#### Rewards

- House points on ClassDojo
- Stickers
- Non-verbal e.g., smile, thumbs up
- Verbal praise e.g., thank you for...

### **CONSEQUENCES – whole school**

Consequences will follow the Visual Relationship Policy Summary (Appendix 1) to give learners opportunities to reflect on their behaviour and actions before consequences come in to effect. The learner will then reset back to 'Green' on the next day.

**Yellow** (record date, who and time, and transfer information to Taith every half term)

#### What this looks like

- Unkind to other learners
- Use of bad language
- Consistently going against the school's expectations.

#### Consequences

- Verbal warning referencing the school expectations
- Teacher informs pupil to add their name to an age appropriate 'Thinking Board' and reflect on their behaviour
- Second and final verbal warning referencing the school expectations
- Moving seat – away from group for 5 minutes
- Moving seat – away from group for 10 minutes
- Option to lose play – sit out or stand by a member of staff – be mindful of the needs of the pupil

- Move to a partnered (not parallel) class (to complete work) for 20 minutes
- Class teacher - call home must happen

**Red** (record date, who and time, and transfer information to Taith every half term)

#### What this looks like

- If a pupil hurts another physically
- Causes damage to property
- Consistent use of bad language
- Repeatedly receives yellows

#### Consequences

- Brought to head/deputy to enable the learning of other pupils/class to continue.
- When the pupil is 'ready' and in their 'window of tolerance' the pupil must be made aware of actions/consequences.
- Consequences to include: Loss of play – plus options for the pupil to have longer periods of time out of class e.g., half a day, day at teacher's discretion (in consultation with Head/Dep)
  - If a pupil's consequence is to work in a different class, the parents must be informed by class teacher.
  - The class teacher, must contact the parent of the *other pupil* if violence is involved.
- Teachers/TAs consider completing a Motional Snapshot and add pupil to Wellbeing Intervention Group/Taith if identified as appropriate.
- Complete a Motional Snapshot on the identified pupil after six weeks (the normal cycle is the last staff meeting per half term). Teachers **must** contact and inform the parent of progress regarding the intervention and the pupil's behaviour.

If the pupil is repeatedly at Red...

- Wellbeing leader and class teacher must have a face-face conversation with the parent. The class teacher must provide evidence of provision and impact of wellbeing intervention, during this meeting. The meeting must provide opportunities for school and home to explore reasons for this behaviour.
- Use the meeting to develop a Wellbeing One Page Profile (WOPP).
- Wellbeing One Page Profile must reference external agency involvement, if appropriate.

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## **TRACKING / IDENTIFICATION AND INTERVENTION**

### **1. Taith**

Teachers must track each pupil's 'Well-being' (during the last staff meeting of) every half term. Taith360 and SeeSaw must be monitored by H&W Lead every half term. Any updates to wellbeing must be recorded on whole school wellbeing tracker by the class teacher. Class teachers must categorise pupils into three groups (green, yellow and red):

**Red:** pupils that require significant wellbeing support, to include:

- Motional snapshot complete
- High quality intervention
- Pupils must remain 'Red' if they are unable to maintain high levels of wellbeing without intervention.
- If a pupil remains on 'Red' after Motional interventions, class teachers must refer to the ELSA.
- If learners remain on 'Red' after ELSA intervention, the class teacher and family must develop and implement a 'WOPP'.
- Once the pupil's wellbeing has improved to 'Amber' they no longer receive wellbeing intervention. However, they are 'on watch' and must receive enhanced **daily check-ins**.

**Amber:** pupils that are 'on watch', with support to include:

- Enhanced daily check-ins.

**Green:** regulated pupils must receive universal provision, e.g.,

- Daily Check-ins

## 2. Taith - Evidence of Intervention

Class teachers must ensure that evidence of wellbeing intervention is uploaded to SeeSaw. One example of intervention must be uploaded every week for each identified pupil. Images must focus on pupil's work and be supplemented with high quality notes. Notes must reflect the pupil's emotional frame of mind and the impact of the intervention.

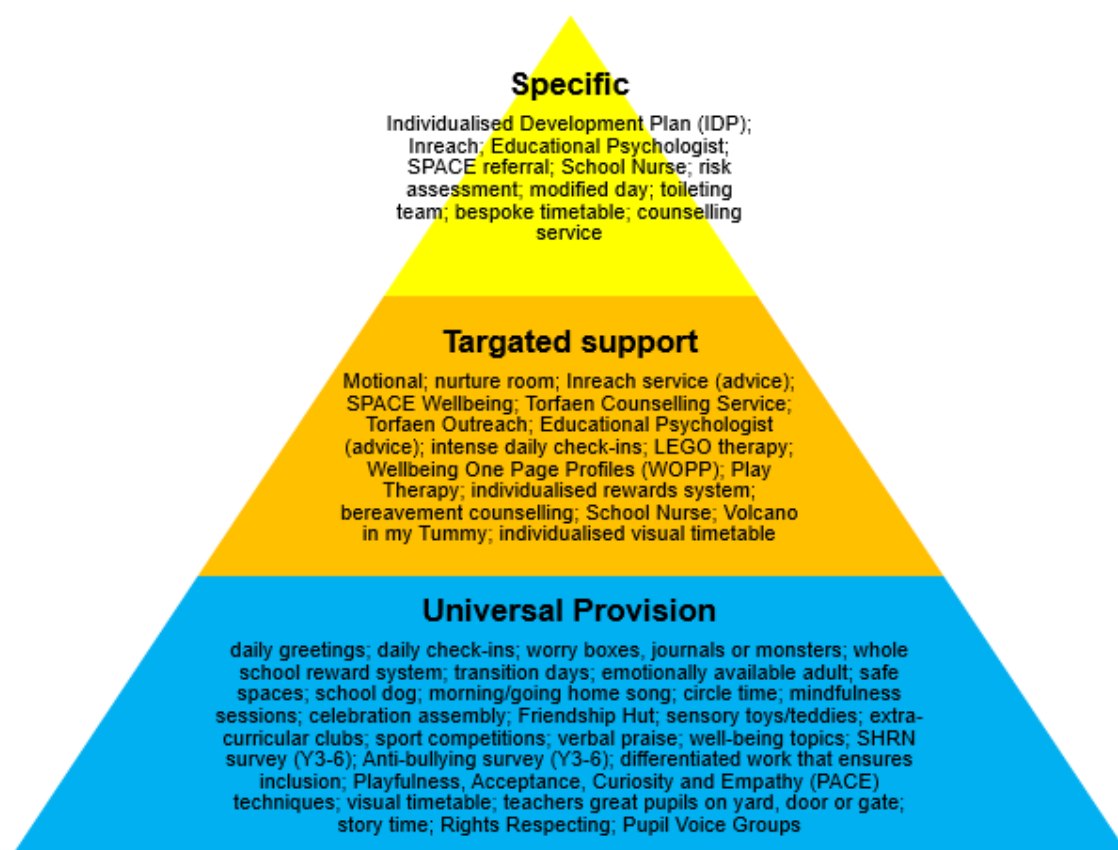
## 3. ELSA (Emotional Literacy Support Assistant)

If learners receive ELSA wellbeing intervention in school. The ELSA must complete the ELSA workbook for each of the six sessions. The workbook must show the skills being developed skills from each of the sessions. Comments must be made by the ELSA, the pupil and the parent. The final page of the booklet will show commitments to act for the learner, the parent and the class teacher.

## 4. Wellbeing One Page Profile (WOPP)

A WOPP is 'specific' intervention once universal and targeted support has been implemented with no or little impact.

- WOPPs are co-constructed plans by pupil, parents, class teacher, ALNCo, Wellbeing Lead and Head.
- WOPPs are reviewed by the Wellbeing Lead and class teacher every six weeks, as identified in the MER cycle.
- WOPPs are stored on Hwb.
- Expectations, rewards and consequences for WOPP pupils will be SMART and linked to the needs of the pupil.



## **PHYSICAL INTERVENTION**

### **Team Teach**

Team Teach is a last resort to be used only if a pupil poses a risk to themselves or others.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.”

## **BULLYING**

### ***Definition of Bullying***

Griffithstown Primary School believes:

*‘Bullying behaviour involves an imbalance of power where a person or group of people intentionally cause emotional or physical harm to another person or group of people.’*

### **1. Prevention of Reducing the Frequency of Bullying**

Staff, governors, parents and pupils work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. It is to this end that the following strategies and procedures are used at Griffithstown Primary School:

- all staff watch carefully for early signs of distress in pupils which may be a result of bullying.
- allegations of bullying are taken seriously and must be shared with the Head, Deputy, SLT and class staff.
- Heddlu Bach (Little Police) provide peer support for pupils unable to report incidents to an adult, and to report any signs of bullying.
- all pupils are made aware of what bullying is, and consequences.
- pupil posters are designed and displayed to discourage bullying.
- pupils engage in high equality Jigsaw activities

### **2. Reporting Cases of Bullying**

- staff must report incidents of bullying (verbal, physical and emotional) on MyConcern, include all details, inclusive of witnesses.
- inform parents/carers of all actions taken by school immediately.
- discuss the incident thoroughly with the victim and perpetrator – yellow or red consequence informed by discussion,

## **ATTITUDES TO LEARNING**

Teachers must track pupil’s ‘Attitudes to Learning’ on Taith360 and categorise pupils into four groups; poor, satisfactory, good and excellent. ‘Attitudes to Learning’ must be acted upon by class teachers to ensure positive relationships within the classroom. Class teachers must inform parents/carers of ‘attitudes’ at PTCs. Where a pupil’s attitude is a concern, this is immediately shared with parents.

### **The Role of the Parents / Carers**

Staff must proactively and consistently attempt to engage with home. Good communication between home and school is essential. To stop anti-social behaviour escalating, parents/carers must be informed promptly.

### **The Role of the Governors**

Annual review



## Relationships Policy Summary

