

Ysgol Gynradd Parc Y Rhath Roath Park Primary School



Positive Relationships Policy

2025 – 2028

Date Adopted by Governors	Review Date	Pupil Senedd and Staff Members Involved
November 2025	December 2028	Ministerial Team (First Minister, Deputy Minister, Presiding Officer) Equality & Rights Minister Headteacher / Deputy Headteacher / ALNCo

INTRODUCTION

At Roath Park 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 learner needs praise, support, recognition and affection.

Our school motto reflects these beliefs:

“Living Together, Learning Together, Growing Together” | “Byw Gyda’n Gilydd, Dysgu Gyda’n Gilydd, Tyfu Gyda’n Gilydd”



ALL BEHAVIOUR IS COMMUNICATION

We believe behaviour is directly linked to relationships and inappropriate behaviour is defined in terms of the harm or potential harm that it causes others. Restorative approaches acknowledge the feelings, needs and rights of all parties. We would define negative behaviour as harm done to the wellbeing of another person and in dealing with an incident, we would want to find out how all sides are feeling and what they need, to put things right. Where possible we believe in dialogue, so everyone involved has an opportunity to communicate and co-operate with each other.

AIMS OF THE POLICY

- To raise self-esteem and help learners 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 learners to do the same for others
- To provide a stimulating and enriching curriculum that demands full participation
- To ensure consistency throughout the school

This policy should be used alongside the Anti-bullying policy and Absconding Policy (in-draft 2026).

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 Roath Park 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. It is our aim at Roath Park to encourage learners to think how their behaviour impacts on others and to enable the learners to develop emotional resilience and empathy.

THRIVE APPROACHES

We are very proud to be a Thrive School, recognising our commitment to providing 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 learner development.

The Thrive Approach draws on insights from these fields to provide a powerful way of working with learners and young people that supports optimal social and emotional development. In addition, the approach equips us to work in a targeted way with learners 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 learners to help them to develop emotionally and socially.

Staff are trained to support learners when they are dysregulated and use techniques to help support learners. The most common techniques are:

Using PACE to Build Connections

Playfulness: Light-hearted and reassuring manner. Open, calm and engaged attitude allowing learner to relax.

Acceptance: Unconditional acceptance of thoughts, feelings and struggles. Normalising emotions and providing affirmations.

Curiosity: Support development of self-awareness so the learner can identify reasons behind their own actions.

Empathy: Show compassion - being present in the moment to understand experiences as the learner does.

BUBBLE ROOM PROVISION

For many years we have benefitted from ELSA and THRIVE provision within our 'Bubble Room' at Roath Park. We currently have three trained Thrive Practitioners and three trained ELSA Teachers.

This provision is created to provide a short and intensive emotional support provision that provides individual, tailored support for identified learners. The staff within the provision are highly trained and skilled in providing emotional support to learners. The Bubble Room is an inspiring space which links to other areas of the school, such as our Mindful Garden. The learners who access the Bubble Room absolutely love being in the provision and taking part in art and craft activities, group work, gardening and charity / fundraising work.

ACCESS AND OPPORTUNITIES

ELSA – An ELSA in a school is an **Emotional Literacy Support Assistant**. There is a recognised training course aimed specifically at Teaching Assistants or other specialist school roles. ELSAs are specialists with a wealth of experience of working with children and young people. ELSAs are trained and regularly supervised by Educational Psychologists. The course tends to be 6 full days and covers many areas from emotional literacy to active listening.

Thrive – The Thrive Approach is a whole school method which supports children's social and emotional development to improve mental health, well-being, and readiness to learn, using online assessments and practical activities to help educators understand and address individual needs, fostering resilience and positive relationships. It's built on child development theory, offering strategies to interpret behaviour and create action plans, helping kids manage emotions and build skills.

Roath Park Kind Hearts – Making a difference is important to us at Roath Park and who, what and where we channel our support is thought about carefully. Being a part of the RPKH's means there are opportunities to develop organisational, independence, social communication and confidence skills. The teamwork throughout the school year groups during events and are wonderful at spreading kindness.

Transition – All the teachers have a supply of reward postcards, which they send home occasionally, to let parents know of something good that has happened in school.

Mindful Garden – Sometimes learning is taken outside into the Mindful Garden. This space is looked after and cared for by learners who attend the Bubble Room for ELSA and Thrive. The Mindful Garden is a green area in our school yard for all to use.

The idea behind it is to create a quieter and peaceful place for children and staff to spend time in and enjoy. Designed by our learners and run by our ELSA Teachers.

Captain's Table – A wellbeing and social communication intervention run by our ELSA Teachers. A team building opportunity for a small group of children to come together, plan, shop, cook and then sit down and enjoy a lunch with Mr Fitzgerald, Ms Marker and their Class Teachers. The children have celebrated and show cased food from many different cultures, eaten dishes that have emotional attachments and spent time chatting and laughing around a table with staff which is a very special experience for them. A wonderful opportunity for raising confidence and self-esteem and practising social skills.

WHOLE SCHOOL APPROACHES

Roath Park Primary School is a place where people should feel they belong. Therefore, it is essential that EVERYBODY places relationships as the heart of what we do.

We all have a duty to promote positive relationships. Learners, alike adults, will make mistakes but they must feel that they can comfortably do so and have the opportunity to discuss these and learn from them.

Positive praise should be shared with parents through discussions at the end of the day, a phone call, text, purple slips and praise postcards.

If learners are not following the school guidelines, we have clear reminder steps:

Reminders 1 and 2

- Reminder of expectation and what needs to be done.
- If the behaviour continues, there should be one more reminder of expectations.
- If the learner is not following guidelines or responding to reminders, a decision must be made which may remove the learner from their learning. The focus to this point and after should remain on the learner becoming 'ready to learn'.

Reflection time

- If the learner does not comply with the reminders, then they will be asked to move to another area of the classroom / learning space or otherwise outside of the classroom.
- If appropriate, there should be a discussion such as a restorative circle.
- Asking the learner to join another class is also considered appropriate to give the learner time and space required to reflect.
- Any work not completed as a result of the learner not being settled should be completed during breaktime.

Removal from class

- Where a learner repeatedly ignores advice or instruction and has received reminders and an opportunity for reflection time, they may be asked to leave class / learning to join the Senior Leader in that area of the school e.g. Progression Step Leader or Additional Learning Needs Coordinator.
- Any violent or dangerous behaviour will be dealt with by a Senior Leader and the learner will be required to join the Deputy Headteacher or Headteacher inside or in the vicinity of their office for a period.
- For any of the above incidents, Class Teachers or Senior Leaders will speak to Parents / carers.

PROMOTING POSITIVE RELATIONSHIPS AT PLAYTIMES AND LUNCHTIMES

The procedures for managing behaviour and promoting positive relationships at playtime lunch time are the same as those at lesson time. Any incidents should be reported to class teachers. Members of the SLT are always available at playtimes and lunchtimes if needed.

The routines and provision in place at playtimes endeavours to minimise negative incidents. Learners are always taken out to the playgrounds by teachers and meet their teachers on their playground circles at the end of playtimes.

Playground Games – there are many playground games that the learners have access to at lunchtime play. They are encouraged to play traditional games such as skipping games and to socialise with a range of learners. Adults join in the games with learners and lead game areas to motivate and encourage them and there are a range of resources that learners can play with every day.

Peer Mediators – we have a number of learners in Year 5 & Year 6 who are trained in Peer Mediation. Their role is to support low level friendship issues through mediation and encourage positive play through role modelling.

Peer mediation is not:

- About deciding who's 'wrong' or 'right'
- About apportioning blame
- About focusing on the past any more than is necessary to help pupils work out a way forward
- About offering advice. Mediators support pupils to work out a way forward which is mutually acceptable

The following issues can be mediated by learners:

- Arguments
- Teasing
- Name-calling
- Rumours
- Conflict with peers
- Verbal exchanges
- Misunderstandings

Which situations should not be mediated by learners?

- Issues that involve sensitive information
- Issues that involve the police
- When the dispute involves an adult

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- When one or both parties have a history of violence
- Racist Issues

Mediation helps learners to:

- Define the problem from their point of view
- Identify and express their feelings and needs
- Hear the feelings and needs of the other person
- Acknowledge each other's viewpoint
- Create solutions
- Agree a course of action
- Evaluate progress

Quiet Area (Mindful Garden) – for those learners who prefer quieter playtimes/lunchtimes we have a Quiet Area where reading, drawing and playing board games is encouraged.

POSITIVE HANDLING TECHNIQUES

- Positive handling is always a last resort (please see learner protection policy).
- 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.
 - If the incident is regarded as significant then it must be recorded in the Incident File (kept in the DHT/HT Office). This must be completed the same day.
 - An Accident / Incident Form be completed if you are physically/verbally harmed by a learner. Please always discuss with SLT.
- Parents/Carers must be informed as soon as possible.
- Following an incident of positive handling you must offer the learner a conference/de-brief where you are able to discuss what happened but this may not necessarily be straight away, especially if the learner is dysregulated. If that is the case, the focus will need to be regulating the learner first. The staff member might also need some support from colleagues, SLT and time away to calm and de-brief if necessary.

ABSCONDING

Absconding Policy:

- Guidance available for learners who have been highly dysregulated and have done something risky such as e.g. absconding or they put themselves or others in danger. See Absconding Policy also.
- To be completed by SLT.
- There is always a meeting held with the parents/carers and pupils to complete these contacts/logs.
- A copy to be kept in a pupils' electronic file and it is logged in their individual pupil profile.

- Risk assessments are also completed as needed.

RESTORATIVE/THRIVE APPROACHES IN LESSONS

Thrive Whole Class Screening:

All teachers undertake class screening to identify key actions needed for their learners. 1:1 tests are also completed for individual learners as needed. A range of strategies and resources are available to target areas that need to be addressed.

As needed, classes have lessons based on Restorative Approaches. Learners discuss questions such as:

What do we need from each other to work at our best? – e.g. kindness, sensitivity, love, support etc.

What can we do to meet each other's needs? - e.g listen, speak politely, be calm, give time etc.

When harm is then caused learners are encouraged to ask themselves:

- ***What is the person's need?***
- ***How can I address this need?***

Holding Restorative Conferences:

There are a number of conferences that can be led as needed:

- ***Mini Conferences***
- ***Group conferences***
- ***Family Conferences***
- ***Solutions circles***

Further advice can be provided via the ALNCo.

Pause for Thought Circle - Learners sit in circles frequently throughout the week. Focused Pause for Thought sessions are held weekly and learners have the opportunity to discuss individual/whole class issues.

Worry Boxes – Some classes have worry boxes and learners are encouraged to record their worries either anonymously or with their names. Teachers support pupils to overcome and find solutions to worries.

'Keeping Safe' Lessons and Themes - During lessons, especially SEAL lessons and assemblies, staff endeavour to consolidate restorative justice approaches, values and the school guidelines.

ADDITIONAL LEARNING NEEDS (ALN)

There are three stages of support for pupils who have Additional Learning Needs, such as BESD in line with the Additional Learning Needs and Educational Tribunal Act (Wales) 2018.

Ordinarily Available

- Good everyday class/school practice.
- All pupils effectively supported by their class teacher/s, LSAs and PPA staff.
- Professional Learning for all staff.

Keeping everyone safe.

School values and vision embedded.

Targeted and focussed support for those with difficulties.

Proven good practice and evidence based.

Building on effective practice in Stage 1.

Consideration of ALN

- Request for specialist advice.
- Person centred planning (PCP) meetings.
- Consideration of ALN (Additional learning needs) and ALP (Additional learning provision).
- IDP to be written if ALN is identified with a need for ALP.

STAFFING

All staff are responsible for promoting restorative approaches in their classrooms and for general behaviour around the school. All staff are expected to follow the Positive Relationships Policy.

Any behaviour difficulties needing higher intervention are passed on to the Senior Leadership Team.

Advice is sought as needed from the Emotional Health and Wellbeing Team Specialist Teacher via ALNCo.

MANAGEMENT AND ORGANISATION

Governors

- To ensure the legal framework is followed.
- To implement the Positive Relationships Policy through the Headteacher.
- To make and keep up to date the school's policy with regards to behaviour.
- To make copies of this statement available for use by parents of pupils registered at the school and provide a copy to any parent who requests one.
- To include a summary of the content and organisation of behaviour in the School Prospectus/Report to Governors.

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Headteacher

- To implement the Positive Relationships Policy.
- To ensure the policy is followed.
- 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 two years.
- To disseminate information to staff.
- To respond to individual problems experienced by learners, enlisting external agency support if appropriate.

Class Teacher

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

Emotional Health and Wellbeing Specialist Teacher

- To give support and advice as needed and when appropriate.

PROFESSIONAL LEARNING

As a school, we are always striving to improve and professional learning opportunities are provided for staff in a number of ways including coaching, mentoring, practice observations, training, action research, INSETS etc.

New staff will have training during their induction period. SLT members will attend relevant courses as needed and disseminate information.

COMMUNITY

The school seeks to involve parents and the community at every opportunity and encourages them to contribute to the daily life of the school.

- Parents will be asked to join 'Person Centred Meetings' to discuss a learner's behaviour with the learner and relevant member of staff.
- Parents are informed on daily basis about how their learner is doing in school.
- Parent Support Planning meetings are encouraged as needed.
- Parents are informed at all stages of IDPs, PSPs etc and are asked to sign in agreement and consultations.
- 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.

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Date	Review Date	Leader
<i>July 2025</i>	<i>July 2025</i>	<i>Mr L Fitzgerald</i>

Headteacher:	<i>L Fitzgerald</i>	Date:	<i>July 2025</i>
Chair of Governors:	R Harris	Date:	July 2025