



Cadoxton Primary School

Healthy Relationship Development Project

‘learning and growing together
being our best forever’



Create a Culture of Healthy Relationships throughout the school and the community which will impact on the quality of Teaching & Learning



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being our best forever’**

Define

Mission: We will inspire and challenge ourselves and each other to 'Learn and Grow, Together and Be our Best Forever!'

Why?

Our Vision:

- To empower ambitious, capable learners, ready to learn throughout their lives
- To create enterprising, creative contributors, ready to play a full part in life and work
- To shape and become ethical, informed citizens of Wales and the world
- To foster healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- To offer a dynamic and innovative curriculum that challenges, excites and inspires us all to learn in a twenty-first century way.
- To commit to allowing our children to own the learning process rather than becoming a product of the process. To allow them to master skills in real life contexts for learning rather than just a surface level.
- To promote a Foundation Phase pedagogy for ALL with active experiential learning through shared experiences, skills development and key knowledge. Using the what matters big ideas to frame our key learning.

Evidence: Inconsistent approach to behaviour management which ultimately is impacting on Teaching and Learning.

Data:

- Current interventions are quick fixes for closing the gap and don't deal with the bigger issues
- Questionnaire feedback - Forms, Estyn questionnaire annual review with parents
- Focus Group Data - all stakeholders wanting a more bespoke Cadoxton Approach



Not behaviour Management but Healthy Relationship Development

Old Approach = Rules- Consequences- Rewards

New Approach = To ensure that we are focused on being autonomously motivated to do the right thing because it is the right thing to do.

A recognition that Healthy relationship building is a lifelong skill and that strong values are at the heart of success!

Our behaviour: Be Safe, Be Respectful, Be the best you can be!

- Respectful
- Kind
- Honest
- Tolerant
- Cooperative
- Ethical

Belief in Equity for all!

The most important single ingredient in the formula of success is knowing how to get along with people.

- Theodore Roosevelt

Our assumptions and beliefs drive our behaviours...

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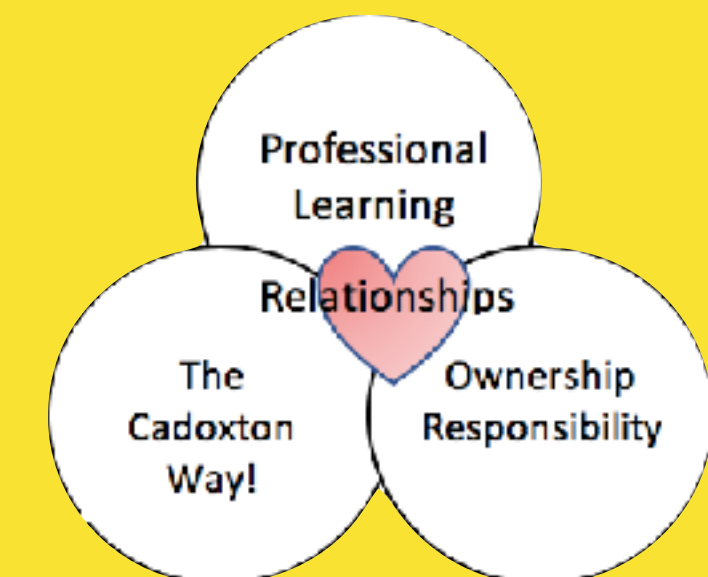
Relationships: Our main driver for our School Development Plan is our philosophical approach to Relationships. This will form the heart of all three areas for development. We will take ownership and responsibility, reinforced by Professional learning to create 'The Cadoxton Way!'. We will commit to implementing and embedding our new policy, making it a living, breathing part of Cadoxton everyday life for all of our Cadoxton family. The change will need to be evaluated and create a shift in our school culture with all our stakeholders having ownership in our new 'No matter what..' approach if it is to be sustainable.

The change will be based on a vision of achieving our values through our cultural forces: Communication, coaching and mentoring, social and physical environments that are all built on trust and commitment.

Healthy relationships are all about how we interact and interrelate with others and how we can create positivity with those relationships so that we can learn and grow together and be our best version of ourselves forever. The vision is for us all to embody the Four Purposes with confidence and self-belief, but this will only come if we practice healthy behaviours everyday.

We will commit to building and teaching healthy relationships using an enquiry approach:

- Optimising personal strengths and autonomy
- Building self-esteem and confidence
- Owning our emotions
- Growing Resilience and grit 'bounce back ability'
- Creating a healthy lifestyle embodying hand, heart and mind.



All stakeholders will engage in professional learning and use relevant research to develop a greater understanding of human relationships and the need to be tolerant, kind and respectful of one another. We will develop bespoke strategies that we will make our own, including:

- Restorative Practices - Respect, Responsibility, Repair, Re-integration
- Coaching and Mentoring
- Common healthy language
- Reflective practice - time and space
- ACE informed approaches - managing trauma

We will not have a one style fits all approach but will commit to knowing what our children and families need to allow them to flourish.

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Aims: At Cadoxton

We will work at developing healthy relationships with a recognition that this is as a lifelong skill- This is the 'The Cadoxton Way!'

We will foster a safe, happy and nurturing environment which encourages everybody to be the best they can be

We will support each other to develop strategies to manage our own healthy relationships

We will create a home from home calm and purposeful atmosphere

We will ensure that we all have a sense of belonging, feeling safe, secure and valued.

We will trust and feel trusted

We will be honest and expect honesty

We will communicate and express our emotions in order to reflect and regulate

We will not judge or label and we will be allowed to make mistakes and can learn from them

We will always do our best to understand you showing empathy and compassion

We will communicate using a common language - show me/tell me and commit to active listening

We will ensure equity- "We are all different"

We will commit to putting relationships ahead of everything else!

We will grow healthy relationships through shared values

We will ensure that we are motivated to do the right thing because it is the right thing to do!

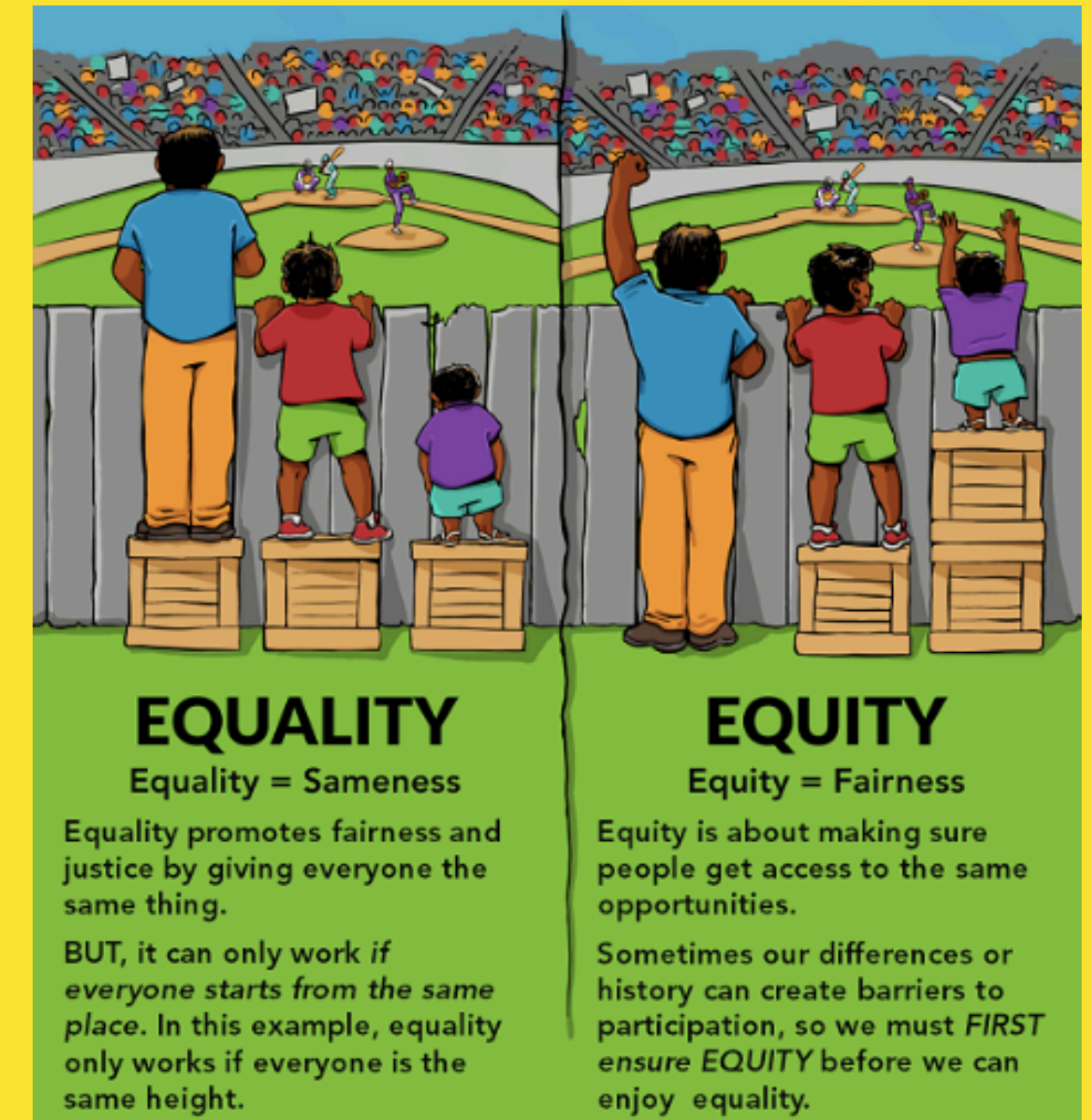
We will be informed and will not hide away from difficult conversations

We are not perfect we are only human! We understand that relationship can go wrong but we will always work to repair.

We will be respectful and value everyone for being different

We will do our best to give time and space to allow relationships to thrive

We will know our rights and respect the rights of others



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Consequences: means what happens after the behaviour

Bespoke to the situation and child!

Will be appropriate and will be chosen and agreed between all participants involved

Consequences are never associated with giving up a child's right such as physical activity or a learning experience

Communication with Parents

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as to whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved. Trust is needed from both parties that the situation has been handled and is now over!

Circle Time/Restorative conferences:

Time to talk and to be reflective

Bespoke to the group

Talking piece

Inclusive for all

Doesn't have to be an actual circle

Can Vary in size

Personal to share thoughts and feelings

Respectful and confidential

Thoughts and Feelings

Graph or Drawing:

Use of a visual to validate and visualise understanding

Can you show me to help me understand?

Empathy

Identify underlying needs

Seeing with the eyes of another

Listening with the ears of another

Felling with the heart of another

Agreement Plan

Suitable participants- age and situation

Solution orientated

When the plan needs revisiting

Active Listening Techniques:

Time and Space - need to be ready

Minimal encourages

Timeline

Reflections

Echo

Summary

Body Language

Formal Meetings

Available facilitator

Suitable Venue

Paperwork

Pre-meeting preparation

Post meeting follow up

Safety for all

Willingness to participate

Peer Mediators

Trained children act as facilitators to help resolve conflict and restore relationships. Opportunities are created for these leaders to act responsibly and to move forward. This will happen when appropriate and with low level incidents, low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Time and Space:

Getting them to the right space

Giving them time to be ready

Allowing them to self regulate

Making a choice

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Restorative Approach: Aiming to be restorative is a mindset that affects everything we do.

Our relationship policy is not about rule enforcement. It is our approach to healthy relationships, so that people can work together with the common purpose of being our best.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in school and thrive.

Common Language: Never ask WHY!!

Story Telling:

What happened ? What were you thinking?

Making Connections:

Who else has been affected?

Problem Solving:

What do you need to feel better/put things right?

What do you want to happen in order to move forward?

Use of word cards and visuals to support when needed.

Questions will be first asked to the person who has been harmed and then to the harmer.

Restorative Conversation Rules:

Only one person talks at a time!

- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters RE: Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

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**Behaviour is communication:**

However, we understand that occasionally children will behave inappropriately for whatever reason.

When children display this behaviour, there are several layers in place to encourage them to self-regulate their behaviour in a positive way.

We commit to thinking ‘all behaviour is communication’ and what is the child trying to communicate.

The context of the situation is to be always taken into account.

A child is not to be defined by their behaviour and it should be explained to the child that they have made a wrong choice. The choice is linked actions and not the child.

Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.

Behaviours:

Be Safe

Be Respectful

Be the best you can be!

Self-Regulation:

Step 1: In class away from the situation

Step 2: Sofa outside the classroom

Step 3: The Cwtch

Step 4: The Castle room

The Cwtch; The purpose

A place to self regulate

A place to talk and be listened to with an emotionally available adult

A reflective space to be given time

Given a blanket/hot and cold sensory stimulus

Given an engaging response that is built on a knowledge of their personal story. Don't ignore the communication of their story!!-

Cwtch- for parents

Check in and check out for specific children

Nurture- Just having a cwtch

A place to clam down

A place to go if you are hurt physically or emotionally

Making the right choice:

Common language is used:

“Make the right choice to keep yourself safe and the other children safe!”

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Rewards: Individual motivators for the child

The new approach is acknowledgement and positive feedback not praise or rewards!

Rewards work well for getting us to do something that we don't naturally want to do, for the short-term only. This immediate behaviour change rewards us, and keeps us addicted to rewarding. Praising and rewarding are deeply ingrained habits, particularly as that's how most of us were raised and educated. It may take practice to replace them with appreciation and acknowledgment, but the latter feels more fulfilling and builds closer relationships. Children can certainly be made to do what they don't want or love, by offering them approval, praise or other rewards. But this does not make them happy! Happiness can only be derived from doing what is intrinsically rewarding to us, and this does not require others' applause. Do we want our children to become reward-addicts or crowd-pleasers, or do we want them to be self-motivated, faithful to themselves, following their own interests and be hooked on school and learning.

Active Listening:

Committing to active listening

- The 7 minute rule
- We want to be heard
- We want you to know
- We want you to ask
- We want to tell our stories

Celebration through communication:

Twitter- To acknowledge and share examples of appreciation

Seesaw- Sharing of learning to be proud of and to talk about

Phone/text- To feedback and celebrate proud moments and acknowledge personal successes

Certificates/post cards - To be given by peers/staff to feedback -linked to the dispositions for learning and personal to the class/group

Peer to peer- recognising and giving praise

Element of surprise:

Feeling appreciated in a bespoke way personal to the relationship and context.

Positive Feedback:

Help them to self-evaluate

Ask them about their inner experiences

Use 'I' statements instead of labelling the child

Comment on the behaviour not the person

Time to talk:

A commitment from key adults to spending 1:1 time each half term to build relationships and chatting face to face

Group talk time- lunchtime chats with small groups with key adults x1 a half term

Improving Attendance or lateness:

Share the truth about missing school - the reward is learning!

Communication about the facts

Celebrate the successes in a bespoke way!

Ownership is with the parents!

Home visits from staff to monitor attendance when impacting on learning

Finding Key motivators:

Children are encouraged by personal interests and key motivators, these are used as a tool in class in a very personal way!

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Play and playfulness: They are children and all children have the right to play!

Allow children to play at whatever level

Use animation/tone of voice/smiles/human touch – open and warmth to all

Open door policy:

At the right time available adults to speak to parents at entrance and leaving school

Personal Meet and greet times

Bucket Filling: A commitment to being positive and making people feel special

Greet each other by name and make eye contact

Give compliments

Use kind words

One Page Profile:

Every child knowing key people in school

What their personal strengths are

What they need for learning

Passions and interests valued

Teaching and learning about Relationships:

- Optimising personal strengths and autonomy
- Building self-esteem and confidence
- Owning our emotions
- Growing Resilience and grit 'bounce back ability'
- Creating a healthy lifestyle embodying hand, heart and mind
- Valuing being different and diversity

Communication and Evidence

Relationship Development wall in the entrance to communicate to all stakeholder the vision to putting Relationships first and ahead of everything else!

Role Models:

All adults acting as role models and taking ownership and responsibility no matter what...

- We will speak with respect
- We will be polite
- We will trust and be honest
- We will listen and act upon advice given
- We won't jump to conclusions
- We will understand the difference between fair and equal!
- We will choose our language carefully

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Off the shelf solutions:

- Identification of poor attainment using soft and hard data
- Dealing with the causes rather than the symptoms
- Focusing on overcoming the barriers and exploring motivations unique to the child and/or family
- Seeing children as individuals with a unique set of challenges and gifts
- Enabling adults to understand and supporting them to grow in skill and aspiration
- If it is not working - change the approach!

Key people for Relationship Development:

- Natasha Cockram - Family engagement leader
- Rhian Milton- Deputy head and ALNco- support and guidance
- Elle Peate - Early Years leader and ALNco- support and guidance FP
- Class teachers and Key workers- 1:1 meetings at interim points throughout the year.

Peer to Peer support:

Parents supporting each other as peer mediators
Mentors and coaches made available to support with relationship development

Developing Relationships in the community

- Bespoke parent learning groups
- Bespoke parent groups for
- Workshops for parents with the children
- Positive Relationship support groups - consistent approach
- Opportunities to feedback on the relationship policy
- Bucket filling club
- Cwtch mornings- time to talk and share
- ACE awareness training

Governors

Get to know your governors sessions during open days

Parent Governors - made available to talk to about relationships

Governor attached to a year group

Contact made easier for support and a more visible presence around school

ACE Awareness: Commitment to tackling difficult issues to repair

ACE's questionnaire to help to identify and support children's specific needs

All adults trained and using WINE

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TRUST

Kind
Curiosity
Resilience
Disciplined
Resourceful
Persistent
Tolerance
Imaginative
Collaborative

Ownership and Responsibility

Putting Relationships ahead of everything!

