

# YSGOL MAES Y MYNYDD



## RELATIONSHIPS POLICY (PREVIOUSLY BEHAVIOUR)

<b>Approvals</b>	
Approved by Governing Body on	Date: 15/3/2022
Signed by Chair of Governors: <i>K Hughes</i>	
Reviewed	Date: 7/11/2023
Signed by Chair of Governors: <i>K Hughes</i>	
To be reviewed every 3 years	Date: AUTUMN TERM 2026

## Relationships policy (Formerly Behaviour Policy)

### *Good relationships begin with good communication*

At Ysgol Maes Y Mynydd we recognise the profound impact effective relationships have in supporting children to develop the four purposes of the Curriculum for Wales:

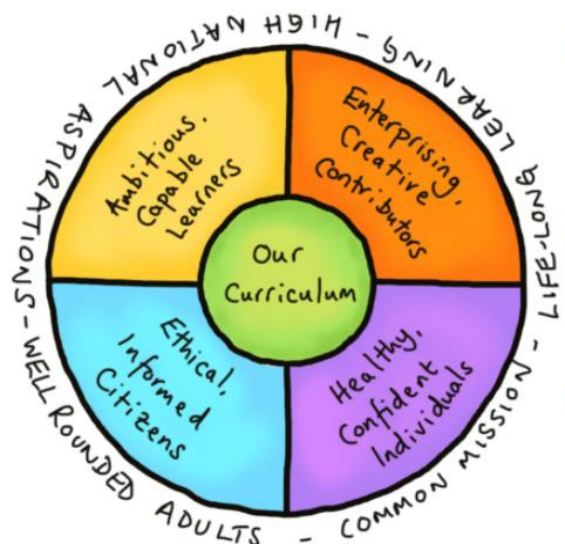


Image: Impact Wales

To promote strong relationships across school we teach children to reason and problem solve whilst learning to regulate their behaviour using the following seven essential life skills:

1. Composure: Research tells us that as humans, we function best when we feel safe and composed. Safe spaces in our school help us to achieve this and children are free to spend time in them should they feel the need to.
2. Encouragement: We operate a 'praise in public, coach in private' approach which encourages children to learn from mistakes without fear of embarrassment. Noticing and giving descriptive praise demonstrates to a child when they have made a positive choice whilst also improving their self-esteem.
3. Assertiveness: We focus on behaviours we want to see rather than highlighting those we don't. As such, we encourage children to be assertive in addressing problems they encounter, using their voice positively and constructively to achieve this.
4. Choices: Where behaviour does need to be addressed, doing so through the offer of positive choices empowers children whilst also setting limits. It teaches children to take responsibility for their own actions. Children learn to make decisions, feel empowered, redirect their behaviour and learn self-control.
5. Empathy: Our children are encouraged to acknowledge their feelings and use them to think about their next steps as well as those of others. Teaching children to listen and respond to their feelings helps them learn effective strategies for self-regulation.

6. Positive intent: We understand all behaviour is a communication. By creating an ethos where positivity reigns, we demonstrate positive intentions and choices with a view to receiving them in return.

7. Consequence: We help our children understand how to learn from mistakes and choices, and are mindful of the difference between a consequence and a punishment. We feel natural consequences are best and it is better that children see the connection between their behaviour and its result.

To build and maintain strong relationships across Ysgol Maes Y Mynydd we also:

- Support children to follow our 3 Maes-y-Mynydd rules:

***Be Safe, Be responsible, Be respectful.***

- Meet and greet children each morning.
- Use 'Check in' and 'Check out' that allows children to express themselves through sentence starters and also an opportunity to reflect on their experiences.
- Are calm and consistent when communicating with each other.
- Use Golden time strategy and a Behaviour chart.
- Celebrate children's success through our weekly Seren yr Wythnos and positive phone calls home.
- Provide opportunity for children to work with different peers through 'talking partners'.
- Promote Growth mind-set to encourage learning and confidence.
- Use 'language of learning' so that children know when they are in their own learning zone, comfort zone or panic zone. Children are encouraged to develop meta-cognitive strategies to enable them to become independent learners and choose their own ways of handling different situations.
- Allow children take an active part in planning.
- Develop Person-centred planning tools to support the views of the child.
- All staff willingly get to know their learners' families in order to support the child's holistic development.
- Encourage children to be actively involved in decision making and participate in class council, school council, learning council and eco council.
- Give opportunities for children to show their personal creativity through entrepreneurship events such as the Summer Fayre and Christmas events.

Children's social and emotional needs are reviewed strategically at key points in the academic year through pupil progress meetings. Further provision is planned for depending on the child's specific needs.