



Our PLC Relationship Policy



As a cluster of schools, we have created a relationship policy that is aimed at meeting the needs of our whole Pencoedtre community.

Co-created by the following stakeholders from each of the primaries.

- Headteachers
- Deputy heads
- Staff
- Chairs of governors
- Family engagers and community engagement manager
- Parents
- Children



Holton Primary School

Pencoedtre Learning Community (PLC) Relationship Policy-one page profile

Our Vision

Together we will create an inclusive, safe and enabling community where relationships flourish. We will strive to ensure that every child and every family in our community can grow and aspire to achieve their dreams and passions.

Our Purpose

To create a relationship policy that is designed to meet the needs of our children and their community. Our aim is to provide consistent and effective support for healthy relationships.

Why: The purpose of this policy is to outline our approach to why, how and what we do to build, maintain and at times repair relationships. By joining one of the PLC primary schools, we ask that you commit to putting relationships first.

By fostering **Healthy Positive Relationship Development** not Behaviour Management, we are **changing**, not managing behaviour. We therefore do not have a behaviour policy based on one set of rules with punishment, sanctions or isolations, but a policy that models enquiry, resolution and interactive repair.

We have one policy that is invested in supporting the very best possible relational health between:

- Adult to adult
- Child to child
- Adult to child

How: In each of our schools we will commit to developing positive, healthy relationships and recognise that knowing how to get along with others is a lifelong skill and enables us to be and become the 4 purposes.

- We agree that safeguarding of children is the most important thing.
- We will behave in a respectful way and treat others with consideration and empathy.
- We will ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- We will maintain a safe, happy and calm environment which encourages individuals to achieve their own potential through an aspiration to be the best version of themselves.
- We will know our rights and respect the rights of others.
- We will support the development of behaviour with strategies to manage and control our own emotions and actions.
- We will provide a clear, fair and consistent approach to behaviour management.
- We will teach, foster, nurture and value strong and healthy relationships.
- We will find motivation 'to do the right thing because it is the right thing to do'
- We will be honest and expect honesty in order to build trust.
- We will not judge, or label and we will be allowed to make mistakes and learn from them.
- We will teach equity to gain equality.

What: We will learn and grow as restorative schools as a collaboration as a PLC cluster.

Restorative Approaches

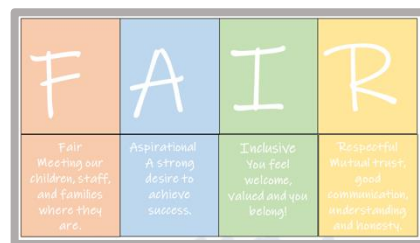
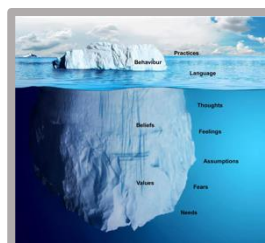
Respect: Listening to others' opinions and learning to value them.

Responsibility: Taking responsibility for our own actions.

Repair: Identifying solutions that can repair harm to ensure behaviours are not repeated.

Re-integration: Working through a structured and supportive process that aims to solve the problems and allow the relationships to thrive.

*By learning about why we
behave the way we do we learn
how to change behaviours into
habits.*





Relationship Policy – Home School Agreement

Our Vision

Together we will create an inclusive, safe and enabling community where relationships flourish. We will strive to ensure that every child and every family in our community can grow and aspire to achieve their dreams and passions.

Purpose of Policy

To outline our approach to why, how and what we do to build, maintain and at times repair relationships. By joining one of the Pencoedtre Learning Community primary schools, we ask that you commit to putting relationships first.

By fostering **Healthy Positive Relationship Development** not Behaviour Management, We are **changing**, not managing behaviour. We therefore do not have a behaviour policy based on one set of rules with punishment, sanctions or isolations, but a policy that models enquiry, resolution and interactive repair.

We have 1 policy that is invested in supporting the very best possible relational health between:

- Adult to adult
- Child to child
- Adult to child

How: We will develop positive, healthy relationships and recognise that knowing how to get along with others is a lifelong skill

We have agreed on the following underpinning principles to our relational practice:

- We are proactive in building and maintaining relationships in order to create a sense of community.
- Positive relationships are imperative to our practice between all members of our school community.
- When relationships are positive and individual needs are met, we are less inclined to harm each other.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community is essential.
- Responsibility and accountability for one's own actions and their impact on others. 'I can't control anyone else, but I can control myself'
- Respect for other people, their views, beliefs and feelings and circumstances.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change.
- Safeguarding is of paramount importance.
- Learning how to be trauma informed will help give us the understanding to make positive difference.
- Fairness does not mean everyone getting the same thing, fairness means everyone getting what they need to be successful, whatever their circumstances.

Our aims are to achieve the following aims in partnership:

- We agree that safeguarding of children is the most important thing.
- We will behave in a respectful way and treat others with consideration and empathy.
- We will ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- We will maintain a safe, happy and calm environment which encourages individuals to achieve their own potential through an aspiration to be the best version of themselves.
- We will know our rights and respect the rights of others.
- We will support the development of behaviour with strategies to manage and control our own emotions and actions.
- We will provide a clear, fair and consistent approach to behaviour management.
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- We will teach equity to gain equality.

What: We will learn and grow as restorative schools

Restorative Approaches

Respect: Listening to others' opinions and learning to value them.

Responsibility: Taking responsibility for our own actions.

Repair: Identifying solutions that can repair harm to ensure behaviours are not repeated.

Re-integration: Working through a structured and supportive process that aims to solve the problems and allow the relationships to thrive.

F	A	I	R
Fair Meeting our children, staff, and families where they are.	Aspirational A strong desire to achieve success.	Inclusive You feel welcome, valued and you belong!	Respectful Mutual trust, good communication, understanding and honesty.

Parent: _____

Headteacher: _____

Child: _____

We agree to the aims and approaches in the Relationship Policy. I trust that school will have my family's best interest at heart and manage behaviour in a restorative way.

