



# Building Positive Relationships - The Heatherlands Way

Our vision is for the pupils of Heatherlands is for them to have high aspirations and to strive to be the best that they can be whilst making a positive contribution to the school community and beyond. **The 'Heatherlands Way'** is the code of conduct and the umbrella term for our five school values. We are a caring, inclusive community and all our decisions are based on the agreed school values of **Respect, Resilience, Motivation, Aspiration and Independence**. The **'Heatherlands Way'** provides the children with a frame of reference and supports them in making the 'right' choice, which we celebrate in many different ways.

## Our Heatherlands Values

- Respect
- Resilience
- Motivation
- Aspiration
- Independence

## Visual Non-Negotiables

- All staff including non-teaching staff being positive role models demonstrating the Heatherlands way and primary manners
- Staff are respectful to each and every child
- All staff to meet and greet all children every morning
- The five values are displayed in every classroom
- Trick Box cards are displayed in all classrooms
- 'Track It Light' visible at all times
- Staff accompany children walking smartly from the playground - 'Fantastic Walking'
- High expectations and presentation of uniform
- Calm transitions around the school
- All areas of the school environment are treated with respect
- To praise things that children have control over

## A Shared Language



As a school, we have agreed the actions that we would expect to see for each value and the words we would like to hear used.

This means that we have a shared language when speaking to the children and either praising them for demonstrating these, or when supporting them in making the right choice.

"Well done for demonstrating the Heatherlands Way by showing the value of..."

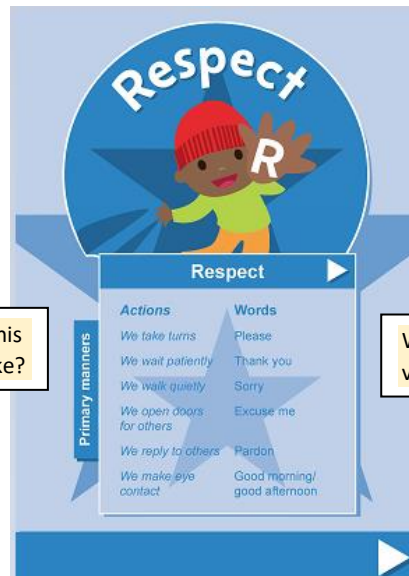
"Thank you for demonstrating the value of... by..."

"By (the action/choice)..., is that demonstrating the Heatherlands Way?"

## Rewards

We always 'Praise in Public', using:

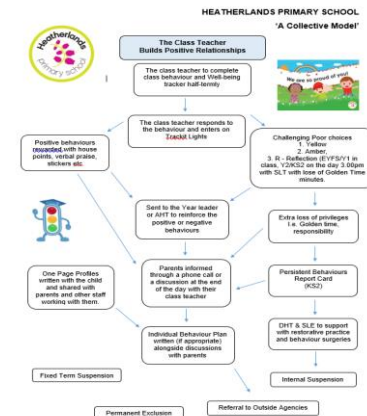
- Verbal and non-verbal praise
- Value Stickers
- House points and certificates
- Heatherlands Way postcards and value wrist bands
- Praise postcards sent home
- Key Stage celebration assemblies
- Curriculum incentives i.e. 100 Golden Reads, Super Speller rewards
- Positions of responsibility and learning ambassadors
- Golden Time



What does this value look like?

What does this value sound like?

## 'A Collective Model'





### A,B, C, D Card

#### Accept, Be, Choose, Do

##### Accept

What's going on?

So, this is what's going on.

How does that make you feel?

So, this is how you feel

##### Be

You want it to be better.

How could it be better?

##### Choose

What can you choose to do?

##### Do

Do it

### Repairing Relationships

We encourage 'random acts' of kindness, after an incident to 'put a smile' back on a person's face and to repair the relationship. These activities are part of the repair process and help a child to feel that they will be welcomed back no matter what has happened.

- Make a card
- Draw a picture
- Write a note
- Give a compliment
- Be helpful and do something for someone



### Emotion Coaching Scripts and Key Phrases

**Labelling:** Using words to reflect back the person's emotions.

*'I can see that you are feeling...'*

*'I wonder if you feel...'*

*I would feel... if that happened to me.'*

*'It's okay to feel... about... when that happens to you.'*

**Limit setting:** Giving guidance and positively explaining boundaries by outlining what is acceptable behaviour, (separating the behaviour from the feeling)

*'Whilst it is okay to feel like... it is not okay to behave like...'*

*'In school we have guidelines to follow to keep us all safe.'*

*'...remember we try to use words to tell people when something is not right for us.'*

**Problem solving:** helping the child to consider alternative courses of action when experiencing emotional moments.

*'How were you feeling when it happened?'*

*'Let's think about what you could have done instead.'*

*'Can you think of a different way to deal with your feelings at this time?'*

*'Let's decide what you will do next time you feel like this?'*

### Restorative Check In

- What happened?
- What were your thoughts at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need?

**For younger children, use only two of these questions, focusing on what happened, who was affected and how we can put this right?**

