

# Beech Green Primary School



## Relational Policy

## Policy Statement

At Beech Green Primary School, we are committed to supporting the very best possible relational health between all pupils, their families, members of staff, governors, the wider school community and external agencies. This policy encompasses the ethos of the school where relationship is at the heart of every interaction and mutual care, consideration and the dignity of all is highly valued.

*“The ability to form meaningful relationships is fundamental to mental health and happiness. It’s the quality of contact we have with people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others”*

*Trauma Informed Schools UK 2019*

We are committed to ensuring that all our pupils develop social and emotional skills and resilience, enabling them to fully engage in life and learning. This requires emotionally regulated and available adults who can provide essential calming and containing of our pupils, their parents/carers or each other when they are overwhelmed by an event, a situation or their feelings. When children experience safety in their relationships, they open up to new learning. Creating this inclusive and positive school ethos around behaviour is something which is driven by the Head Teacher and Senior Leadership Team in order to be endorsed by, and embedded across, the whole school community.

We use both Thrive and Emotion Coaching Approaches, in everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness-raising of both verbal and non-verbal communication. This policy should be read in conjunction with other relevant school policies, national guidance and legislation e.g. Keeping Children Safe in Education

## Aims

- Provide a secure, safe, stable and stimulating learning environment where pupils are valued equally
- Foster a culture where pupils understand that they have the right to learn
- Understand that high standards of behaviour contribute towards effective learning
- Recognise that behaviour is a form of communication
- Develop positive relationships between children and between children and adults
- Engage with families to develop collaborative, supportive relationships
- Establish consistency of approach to behaviour management throughout the school

## Key Staff Members

This policy aims to ensure all staff take responsibility to promote positive relationships, however key members of staff also have specific roles to play:

- Emotion Coaching (EC) Leads
- Mental Health and Emotional Wellbeing (MHEW) Lead
- Pastoral Support
- Personal Social and Health Education (PSHE) Lead
- Special Educational Needs Co-ordinator (SENCO)
- Senior Leadership Team (SLT)
- Therapeutic Mentor

## Teaching About Relational Health

The skills, knowledge and understanding our pupils need to develop are included as part of our PSHE curriculum. We also use Thrive as a whole school approach. We plan and deliver individual, group and whole class Thrive sessions. Our Pastoral Support and Therapeutic Mentor both support children and families. We also run Emotion Coaching training for parents and carers.

## Managing Behaviour Relationally

We strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, where possible, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

## Supporting Behaviour

All staff will:

- take time to recognise and record positive behaviours and attitudes and reward success
- try to catch children doing the right thing and enhance this (*see positive reward*)
- engage in establishing the non-negotiable and negotiable expectations at the start of the academic year and re-visit these regularly (*see Beech Green expectations*)
- focus on the values, rights and responsibilities of the school when establishing these boundaries in conversation with children
- remind children that their actions impact on others and that they have a responsibility to safeguard others' rights (*see consequences*)
- seek both resolution and learning when dealing with incidents
- consider how adults' actions and words help and give children time and space to resolve the situation
- keep in mind that children benefit from a clear structure (containment) within which to learn
- use sanctions only as a form of appropriate, proportionate and positive intervention
- keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved.
- keep in mind that sanctions must be applied compassionately and in a fair and consistent way

## Beech Green Expectations:

The following expectations and systems are used to ensure consistency across the school:

- Beech Green walking
- Star learning
  - ❖ Straight (safe, still) sitting

- ❖ 'Track' the person speaking
- ❖ Answer ready
- ❖ Respectful silence
- Hand up to gain an adult's attention rather than wandering around the classroom
- Show respect and good manners to all e.g. please and thank you, sorry, excuse me, pardon, polite greetings, use of names, respond to greetings, etc.
- Be punctual at the beginning of the school day and for each lesson
- Enter classrooms quietly and without fuss e.g. stopping for a drink
- Have the correct equipment ready and look after it e.g. uniform, PE kit, etc
- Tidy up carefully and leave classrooms ready for further use
- Only bring essential equipment to school
- Ensure books are neat and tidy e.g. single line to cross out mistakes, clean covers
- Follow the 'Team Stop' signal of a raised hand
- Line up in alphabetical order
- Complete all work expected during the lesson or complete during break or lunch times
- Work hard and to the best of ability, demonstrating independence and a positive work attitude
- Follow the instructions of a Beech Green adult
- Treat each other with friendship, kindness, care and consideration
- Use the toilet at break and lunch times to avoid missing learning

## Recognition at Beech Green

We recognise when children follow our expectations, using the following principles:

- Develop intrinsic not extrinsic rewards
- Recognition of pupil's hard work needs to be as consistent and equitable as possible especially between classes (year group events not class)
- Any awards need to have a clear and communicated criteria
- Public recognition for a wide range of achievements i.e. not just academic or sporting

### Year Group Level

- Ongoing verbal praise
- Stickers including the 'ask me what I've learned' type
- Monster merit, marbles in the jar or similar = whole year group challenge = simple positive consequence e.g. extra playtime, a story outside, learn a new outdoor game, extra favourite lesson
- Enrichment opportunity – can be an hour, ½ day or a whole day. Linked to the topic, it can be a general day but please be clear about the curriculum area e.g. a science, art day or history day. At the start of the term (in the first week if possible); give parents/carers plenty of notice if you want children to come dressed up or need a voluntary contribution; check allergens if cooking or providing food
- Year 6 enterprise – raising money for a chosen charity

### Whole school

- Open door sessions
  - ❖ prior to the event children have time to look through their books to identify a page that shows they worked hard, learned something, had a lightbulb moment or enjoyed a lesson; the teachers also identify a piece of work or page.
  - ❖ Parents/carers visit, look through the books and have stickers to leave a comment or parent award for their child
- House events – certificates for house teams which may include individual recognition
  - ❖ Times tables
  - ❖ Art
  - ❖ Take care of our environment – each house identifies an aspect to focus on energy saving, walk to school, paper reduction, recycling. Identify a way to measure impact, generate support from the rest of the school and community.

- ❖ Rev Mark meets with house captains and awards the winning house based on set criteria e.g. positive impact, going above and beyond
- ❖ Inter-house athletics
- ❖ Inter-house sports tournament
- ❖ Spelling
- ❖ Writing
- Whole school celebration of whole school achievements

## **Consequences:**

Consequences are designed to support children to be accountable for their actions and to develop skills to change their behaviour rather than to punish the actions taken by the child. The following strategies/sanctions will be used as a continuum, matched to the 'level' of the incident:

- Eye contact, verbal reminder, gentle touch
- Proximity control (move closer to the child)
- Pause the lesson
- Positive reinforcement of 'expected' behaviour
- Tactically ignore the behaviour
- Using 'I wonder', 'I'm imagining', 'I'm noticing' to support the child to label the behaviour
- Use 'Team Stop' to refocus where necessary
- Stay in at break to discuss behaviour with an adult and have a restorative conversation
- Take 'time out' or 'time in' to co-regulate using strategies previously taught
- Ask an alternative adult to temporarily support the child if the relationship is ruptured, finding time later to 'restore' the relationship
- Discuss difficulties with parents to develop a plan to support the child
- Engage the support of the Senior Leadership Team (this could involve the child sitting outside the office)
- Internal exclusion
- External exclusion

We will not use consequences such as ridicule, sarcasm or remarks likely to undermine a child's self-confidence, public or private humiliation. No consequence will result in leaving a child in an unsupervised situation. Consequences will not result in denying a child access to a particular part of the curriculum (including Thrive sessions). When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe this as 'distressed behaviour' rather than 'challenging behaviour' because we understand that the behaviour is communicating a level of need within the child/young person.

Where consequences do not have the expected impact, we will seek further support from internal staff e.g. Pastoral Support, SENCO, Therapeutic Mentor, etc. and relevant external agencies e.g. Advisory Teaching Service, Educational Psychologist, etc.

## **Emergency Situations:**

Staff should only use physical intervention as a last resort when a child's or an adult's safety is threatened or the child in question is likely to cause significant damage to school property. It should never be used punitively (see Physical Intervention Policy and Safeguarding Policy for further guidance on this issue).

## **Partnership with Parents/Carers**

We work as a team to support the children as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate.

## **Staff Induction, Development and Support**

Staff are trained in using emotion coaching techniques to support children in recognising and regulating their emotions. Dealing with a child demonstrating distressed behaviour can be upsetting. We encourage staff to recognise that it is natural to feel upset and/or hurt. If staff feel that they are getting angry when dealing with an incident, they withdraw, give themselves space and time, and seek support during and afterwards. Managing distressed behaviour when feeling angry can escalate the situation. We avoid arguments and negotiations once a consequence is given but continue to give clear choices about further conduct.