St Helens R.C. Primary School

Ysgol Gynradd Sant Elen



‘The Best Education Is the Word of God’

“Strive to achieve; Take care of our world; Look after each other”

**RELATIONSHIP POLICY**

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| **Date:** | November 2021 |
| **Author/s:** | Sophie Sanchez - Head teacher |
| **Consultee/s:** | School Governing Body |
| **Approved by:** | St. Helen’s RC Primary School Governing Body |
| **Review frequency:** | Every year |
| **Next review date:** | November 2022 |

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

Hiam Ginott

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| Underlying communication | **What this looks like . .** | **Initial Response**  **(Relational)** | **Possible Follow up Response**  **(Boundaries)** | **Next Steps** |
| I don’t feel safe  I feel sad/worried/scared/ tired/ anger  I need to escape  I feel overwhelmed/ over excited  I can’t cope with my difficult feelings  I don’t understand my learning/ what I need to do  I have sensory needs  I need to be in control | **Low Level**   * Calling out on the carpet * Wandering around the classroom * Rough and tumble play * Not following instructions * Distracting behaviour | Verbal reminders – reset expectations on behaviour you need to see  Visual aids  Positive praise to others modelling appropriate behaviour  Thinking time  Eye contact  Time in reflection area  Provided with additional resources e.g. visual timetable, fiddle toys, Now/Next  ‘Time in’ with adult to reset expectations  Support with learning  Utilising adults and peers to ‘buddy up’ | Through restorative methods, decide with the child appropriate action if needed e.g. apologise, tidy up etc | Evaluate current provision in place  Within class team, discuss and reflect  Ensure work is appropriately scaffolded  Ensure language used is understood |
| **Mid Level**  Repeated low level behaviours  Low level name calling  Play fighting  Disruption to learning  Using bad language (not directed at anyone) | Distraction/diversion techniques  Calm down area/ area with sensory toys  Calm down using visual timer  Use of emotion cards to express feelings  Regular circle times on negative behaviour e.g. kindness, using kind words, kind hands etc  Saying ‘stop’ firmly with hand signal  Restorative session with adult  ELSA/Thrive  Tactically ignore/ remodel appropriate behaviour ad language | Time ‘in’ SLT class (pre arranged with colleague)  Actioning what was decided in restorative session e.g.   * Revising rules of playing nicely during break time * Finishing off work during break time * Letter of apology/drawing during break time * Missing part/whole playtime for reflection * Withdrawn from Freaky Friday to reflect and revisit rules of behaviour * Withdrawn from immediate treat to reflect and revisit rules of behaviour | Parent involvement  Home/School book  Address at Phase meetings |
| **High Level**  Repeated mid level behaviour  Leaving classroom without permission  Refusal to complete work  Physical aggression: punching, biting, kicking, scratching, spitting, throwing objects etc  Swearing at peers  Offensive name calling  Breaking/damaging school equipment  Radicalised, homophobic or racist language without intent/understanding | Allow the child safe space to be calm (this could be with another adult/DHT/HT where needed)  Once child is in wise mind’ rather than ‘emotion mind’ - use a restorative approach to jointly discuss the situation and identify how to solve it where appropriate e.g. mending broken items in their own time, completing work during break time, apologising | Time out in SLT class (TBA as appropriate) for a session  Time out with DHT/HT for a longer period of time(e.g. remainder of morning/afternoon)  Morning or lunch play spent with DHT/HT  Removal from whole school event e.g. trip  Letter of apology  Actioning what was decided during restorative session\*, for example:   * Child leaves class without asking – reflect on why this Is dangerous and complete any lost learning * Ripped up work/refusal to work - complete work during break/lunch * Damage property – fix property * Child uses radicalised/homophobic/racist language without knowing what it means – teach child a session on the meaning   \*Often these sessions will take place during their own time. Depending on the seriousness of the incident these sessions will wither take place with the class teacher or escalated to DHT/HT | Share with parent  Seek support from PS lead if needed  Possible internal meeting with DHT/HT  Review provision e.g. movement breaks built into lessons, check ins, further resources (red cards)  Verbally discuss incident with DHT/HT and DHT/HT decide whether to document on MyConcern |
| **Extreme Level**  Repeated High Level behaviour  Significant physical harm to self or others  Physical aggression or swearing targeted towards staff  Bullying  Behaviour to self or others that is dangerous  Targeted racist language  Targeted homophobic language  Targeted radicalised language | See Strategies above  Seek support from SLT immediately  Document on My Concern  If behaviour is dangerous to self or others, use restorative physical intervention to a safe space (please refer to Positive Handling Policy) | Time out with DHT/HT  Actioning what was decided in restorative session for example   * Missing break times to reflect on behaviour and identify way forwards * Missing extended session (morning break time) with DHT/HT * Possible internal exclusion * Possible external exclusion if internal exclusions more than once a term | Logged on My concern  HT decide whether to log on Sims  Shared with parents in person  Possible involvement of external agencies  Possible internal PCP meeting |