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 safeI feel sad/worried/scared/ tired/ angerI need to escapeI feel overwhelmed/ over excitedI can’t cope with my difficult feelingsI don’t understand my learning/ what I need to doI have sensory needsI 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 seeVisual aidsPositive praise to others modelling appropriate behaviourThinking timeEye contactTime in reflection areaProvided with additional resources e.g. visual timetable, fiddle toys, Now/Next‘Time in’ with adult to reset expectationsSupport with learningUtilising 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 placeWithin class team, discuss and reflectEnsure work is appropriately scaffoldedEnsure language used is understood |
| **Mid Level**Repeated low level behavioursLow level name callingPlay fightingDisruption to learningUsing bad language (not directed at anyone) | Distraction/diversion techniquesCalm down area/ area with sensory toysCalm down using visual timerUse of emotion cards to express feelingsRegular circle times on negative behaviour e.g. kindness, using kind words, kind hands etcSaying ‘stop’ firmly with hand signalRestorative session with adultELSA/ThriveTactically 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 involvementHome/School bookAddress at Phase meetings |
| **High Level**Repeated mid level behaviourLeaving classroom without permissionRefusal to complete workPhysical aggression: punching, biting, kicking, scratching, spitting, throwing objects etcSwearing at peersOffensive name callingBreaking/damaging school equipmentRadicalised, 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 sessionTime out with DHT/HT for a longer period of time(e.g. remainder of morning/afternoon)Morning or lunch play spent with DHT/HTRemoval from whole school event e.g. tripLetter of apologyActioning 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 parentSeek support from PS lead if neededPossible internal meeting with DHT/HTReview 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 behaviourSignificant physical harm to self or othersPhysical aggression or swearing targeted towards staffBullyingBehaviour to self or others that is dangerous Targeted racist languageTargeted homophobic languageTargeted radicalised language | See Strategies aboveSeek support from SLT immediatelyDocument on My ConcernIf 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/HTActioning 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 concernHT decide whether to log on SimsShared with parents in personPossible involvement of external agenciesPossible internal PCP meeting |