

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**

<b>Date:</b>	November 2023
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<b>Consultee/s:</b>	School Governing Body
<b>Approved by:</b>	St. Helen's RC Primary School Governing Body
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“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

Underlying communication	What this looks like . .	Initial Response (Relational)	Possible Follow up Response (Boundaries)	Next Steps
<p>I don't feel safe</p> <p>I feel sad/worried /scared/ tired/ anger</p> <p>I need to escape</p> <p>I feel overwhelmed/ over excited</p> <p>I can't cope with my difficult feelings</p>	<p><b>Low Level</b></p> <p>Calling out on the carpet</p> <p>Wandering around the classroom</p> <p>Rough and tumble play</p> <p>Not following instructions</p> <p>Distracting behaviour</p>	<p>Verbal reminders – reset expectations on behaviour you need to see</p> <p>Visual aids</p> <p>Positive praise to others modelling appropriate behaviour</p> <p>Thinking time</p> <p>Eye contact</p> <p>Time in reflection area</p> <p>Provided with additional resources e.g. visual timetable, fiddle toys, Now/Next</p> <p>'Time in' with adult to reset expectations</p> <p>Support with learning</p> <p>Utilising adults and peers to 'buddy up'</p>	<p>Through restorative methods, decide with the child appropriate action if needed e.g. apologise, tidy up etc</p>	<p>Evaluate current provision in place</p> <p>Within class team, discuss and reflect</p> <p>Ensure work is appropriately scaffolded</p> <p>Ensure language used is understood</p>
<p>I don't understand my learning/ what I need to do</p> <p>I have sensory needs</p>	<p><b>Mid Level</b></p> <p>Repeated low level behaviours</p> <p>Low level name calling</p> <p>Play fighting</p> <p>Disruption to learning</p> <p>Using bad language (not directed at anyone)</p>	<p>Distraction/diversion techniques</p> <p>Calm down area/ area with sensory toys</p> <p>Calm down using visual timer</p> <p>Use of emotion cards to express feelings</p> <p>Regular circle times on negative behaviour e.g. kindness, using kind words, kind hands etc</p> <p>Saying 'stop' firmly with hand signal</p> <p>Restorative session with adult</p> <p>ELSA/Thrive</p>	<p>Time 'in' SLT class (pre arranged with colleague)</p> <p>Actioning what was decided in restorative session e.g.</p> <ul style="list-style-type: none"> <li>~ Revising rules of playing nicely during break time</li> <li>~ Finishing off work during break time</li> <li>~ Letter of apology/drawing during break time</li> <li>~ Missing part/whole playtime for reflection</li> </ul>	<p>Parent involvement</p> <p>Home/School book</p> <p>Address at Phase meetings</p>

I need to be in control		Tactically ignore/ remodel appropriate behaviour ad language	<ul style="list-style-type: none"> <li>~ Withdrawn from Freaky Friday to reflect and revisit rules of behaviour</li> <li>~ Withdrawn from immediate treat to reflect and revisit rules of behaviour</li> </ul>	
	<p><b>High Level</b></p> <p>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</p>	<p>Allow the child safe space to be calm (this could be with another adult/DHT/HT where needed)</p> <p>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</p>	<p>Time out in SLT class (TBA as appropriate) for a session</p> <p>Time out with DHT/HT for a longer period of time(e.g. remainder of morning/afternoon)</p> <p>Morning or lunch play spent with DHT/HT</p> <p>Removal from whole class event e.g. outdoor trip</p> <p>Letter of apology</p> <p>Actioning what was decided during restorative session*, for example:</p> <ul style="list-style-type: none"> <li>~ Child leaves class without asking – reflect on why this is dangerous and complete any lost learning</li> <li>~ Ripped up work/refusal to work - complete work during break/lunch</li> <li>~ Damage property – fix property</li> </ul>	<p>Share with parent</p> <p>Seek support from PS lead if needed</p> <p>Possible internal meeting with DHT/HT</p> <p>Review provision e.g. movement breaks built into lessons, check ins, further resources (red cards)</p> <p>Verbally discuss incident with DHT/HT and DHT/HT decide whether to document on MyConcern</p>

			<p>~ Child uses radicalised/homophobic/racist language without knowing what it means – teach child a session on the meaning</p> <p>*Often these sessions will take place during their own time. Depending on the seriousness of the incident these sessions will either take place with the class teacher or escalated to DHT/HT</p>	
	<p><b>Extreme Level</b></p> <p>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</p>	<p>See Strategies above</p> <p>Seek support from SLT immediately</p> <p>Document on My Concern</p> <p>If behaviour is dangerous to self or others, use restorative physical intervention to a safe space (please refer to Positive Handling Policy)</p>	<p>Time out with DHT/HT</p> <p>Actioning what was decided in restorative session for example</p> <ul style="list-style-type: none"> <li>~ Missing break times to reflect on behaviour and identify way forwards</li> <li>~ Missing extended session (morning break time) with DHT/HT</li> <li>~ Possible internal exclusion</li> <li>~ Possible external exclusion if internal exclusions more than once a term</li> </ul>	<p>Logged on My concern</p> <p>HT decide whether to log on Sims</p> <p>Shared with parents in person</p> <p>Possible involvement of external agencies</p> <p>Possible internal PCP meeting</p>

