Hollybrook Infant and Junior Schools

Relationships Policy

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever-changing world around us. We endeavour to empower children to be independent, resilient, creative, collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

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Reviewed by:	Marcella Dobson
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Approved by: _____ (Headteacher) **Date:**_____

The Hollybrook Schools – Relationships Policy

This policy and our practice have been hugely inspired and influenced by the book 'When the Adults Change, Everything Changes' by Paul Dix (2017)

At The Hollybrook Schools we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff (and information for parents and governors) in order to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches which sit alongside our behaviour policy in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

The aims of this policy are …

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to all.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

At The Hollybrook Schools, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. We want to encourage these children and to help and encourage the children who may find it difficult to behave safely at all times, to understand and manage their behaviour more safely. Ultimately, we recognise that…

Recognition systems to promote safe behaviour

As a starting point, we have in place a variety of systems to promote safe behaviour:

- Clear and concise expectations of behaviour are described, modelled and encouraged through assemblies, class assemblies, playtimes, lunchtimes and in class time to ensure that all children understand what is acceptable and safe.
- Unconditional positive regard will be reinforced with all pupils and stakeholders at all times
- Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour.
- All of our positive behaviour strategies can be found within our behaviour policy.

Restorative Approach

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn. Restorative approaches are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILTY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry, if conflict arises, over low level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

Traditional		Restorative
What's happened?		What's happened?
Who's to blame?	*becomes*	Who's been harmed and in what way?
How should we punish them?	*becomes*	What needs to happen in order to put things right and ensure that this never happens again?

Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

Questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

- What's happened?
- Who has been hurt and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Natural Consequences

We help support children to make the right choices, first time, through a series of 'natural consequences'
All staff will consistently use the following sentence stems to make explicit the expectations of children who are beginning to show unsafe behaviour. These run alongside our behaviour ladder.

1st Stage: First verbal reminder
This stage makes explicit the expectation. Examples are…

"I am expecting you to…….(not talk when I am talking, etc)"
"It was the rule about….(walking safely round school) that you broke then"
"This behaviour is stopping learning. What do you need to behave safely?"

2nd Stage: Second verbal reminder
This stage makes explicit the expectation followed by the natural consequence. Examples are…

"I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime"
"I am expecting kind hands at all times. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe"

"I am expecting you not to spit. When someone spits I need to keep them inside so everyone else can be kept safe, spitting is not safe. I will need to talk with parents about this.

3rd Stage: Implement consequence highlighted in the 2nd stage – low level – move to yellow or issue yellow card

4th Stage: If behaviour was repeated again – moderate level – move to orange or issue orange card and complete reflection sheet

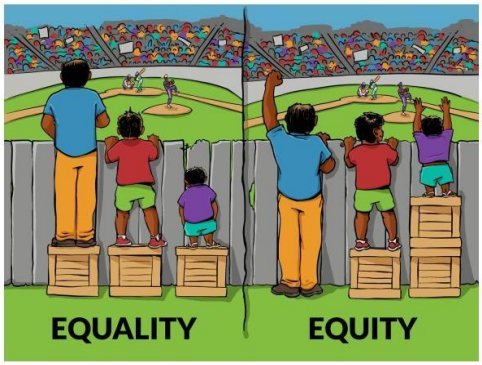
"I can see you are still finding it hard to…/ not to…. I am not going to give up on you, how can I help?"

5th Stage: serious level – move to red or issue red card, record on CPOMS and reflection sheet to be completed with a member of SLT. Parents to be notified via meeting or telephone by class teacher. Any extremely serious, call SLT, record on CPOMS and SLT will talk to parents or ask class teacher to talk to parents.

Further support if required

At The Hollybrook Schools we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)



- As much as all classrooms embody the nurturing ethos, some children who need extra support may access ELSA provision. This may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.
- A child may be identified by a class teacher as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a child receiving extra support from the ELSA.
- Children who need extra support will have Social and Emotional Plans (SEPs). These plans will be written and reviewed by the child's class teacher. They will be reviewed at the end of each half term with the child, the child's parents and members of the SLT but can be adapted any time.

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

JEP
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To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open door policy for informal discussions with parents/ carers.
- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgemental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding.
- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation.
- PSHE (Personal, Social and Health Education) as a preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- A clear behaviour policy

This policy to be read in conjunction with the following policies:

Child protection and safeguarding Policy
Behaviour Policy