



# **Scoill yn Jubilee Relationships Policy**



## Relationships Policy

*Kind words are short and easy to speak but their echoes are endless - Mother Theresa.*

At Scoill yn Jubilee we know that developing and sustaining positive relationships is central to the success of our school. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children.


Everyone at Scoill yn Jubilee understands that they have a responsibility to support the growth of positive relationships, that constant care is required to maintain them and that there will be times when relationships breakdown but that we all have a duty to help repair these.

**Protect:** Our priority is to ensure that all children are safe. In this context that means not only physical safety but also within the relational environment. We reduce the stress for the child by creating a welcoming and calm environment that is consistent, accepting and optimises social engagement. We do not place children in situations that they cannot manage and focus on creating both physical and psychological safety.

**Relate:** At Scoill yn Jubilee we understand that the ability to form meaningful relationships is fundamental to mental health and emotional well-being (contentment). We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning.

**Regulate:** We know that leaving children (and adults) in a state of toxic stress / anxiety can result in physical ill health, as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support children and adults in school to ensure they are not left in a state of toxic stress. We know that one of the most powerful ways to do this is to talk to children, and help them to talk about what is bothering them. At Scoill yn Jubilee, we are committed to doing this by developing our relationships with the children and each other.

**Reflect:** At Scoill yn Jubilee, we believe that children and adults need to be able to reflect on their feelings in order to fully understand them and their behaviour. Without this opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that can explain what we are feeling and what has happened to us. Reflection takes place only once the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support. We recognise this as being 'connection before correction', 'name it to tame it' and 'engage don't enrage'.



"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator

**Fundamental principles:** All members of our school community have the right to:

- ▶ feel secure and safe;
- ▶ feel happy and be treated with kindness and understanding;
- ▶ be treated fairly and consistently;
- ▶ be listened to;
- ▶ be treated with respect and politeness;
- ▶ be treated with empathy.

The fundamental principles which underpin our Relationships Policy are:

- ▶ unconditional positive regard for all pupils and adults;
- ▶ a focus on choice: we refer to good choices

**Recognition and rewards for effort:** We recognise and reward pupils who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger public reward.

**Classroom level:**

- ▶ Praise for choice
- ▶ Class Recognition Board (which all classes have - see Appendix)
- ▶ Compliment slips
- ▶ Star in a Jar
- ▶ Mention / Note / phone call to parents

**Whole School level:**

- ▶ Appreciation book every Friday (children receive an entry in the book and an appreciation band)
- ▶ Lunchtime Assistant award every Friday (children receive a certificate)
- ▶ Hot Chocolate Friday - for going “over and above”, (one child from each year group each week)
- ▶ Tidy Ted (Infants) / Biscuit (Juniors) - award from the Site Manager
- ▶ Positive cards / notes sent home



There cannot be equality in classrooms when some children enter from a position of significant disadvantage to their peers. What is required is equity, specific support for those who require more help in order to create a level playing field:

- Putting social and emotional wellbeing (for children, staff and parents and carers) at the heart of leadership and learning
- Developing a deeper understanding and application of the cognitive and metacognitive neurosciences that inform teaching and learning
- Turning “trauma awareness” into a welcoming whole-school culture and climate underpinned by trauma-informed practice

“When learners are struggling they need support, and positive reinforcement. They need a learning coach, to support, mentor and guide. A skilled, empathetic specialist who can work with the learner to meet their immediate needs and stem the flow of poor conduct.”

— Paul Dix, *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*

## **SCHOOL VALUES**

As a school we aim to actively promote our agreed core values of;

**RESPECT**

**RESPONSIBILITY**

**HONESTY**

**UNDERSTANDING**

**KINDNESS**

**COURAGE**

These values provide a secure framework for our learning community at Scoill yn Jubilee to flourish. Everyone will endeavour to provide opportunities to use these values in everyday life, at school and in the wider community.

Expected outcomes / Impact

- children behave calmly and purposefully
- children are able to reflect on their own behaviour
- children are more self-aware and self-accepting
- children are considerate to others
- children take responsibility for their own behaviour and realise that they have choices
- pupils get more from their learning because they are thinking more before taking action
- increased self-confidence and self-esteem
- pupils know themselves better and are able to relate to others more effectively

Assemblies, curriculum time dedicated to social and emotional aspects of learning and Personal, Social, Health and Citizenship Education (PSHCE) and our day to day relationships in school, provide ample opportunities for our pupils to reflect on our school values.

The school values are displayed in the hall, in classrooms and on the school website to ensure an awareness and appreciation of them by our learning community.

We believe that the environment at Scoill yn Jubilee should provide clear pathways for building qualities and skills to enable children to be ready to learn, remember and develop as reflective, resilient, resourceful and responsible individuals.

This policy links to our:

- Anti-bullying Policy
- Health and Safety Policy
- E-safety policy
- Missing child policy
- Safeguarding Policy
- Restraint Policy
- De-escalation and positive-handling Policy

## **Procedures for Dealing with Unacceptable Behaviour**

It is of the upmost importance that children fully understand that it is the behaviour which is unacceptable and not them. Maintaining trust and positive relationships is fundamental when reflecting on behaviour. At Scoill yn Jubilee we know that shaming children, especially in front of peers, causes fear and can lead to poor mental health.

### **Incident book**

Incidents of inappropriate behaviour are generally recorded in our year group incident books. Pupils involved have the opportunity to express their version of events as part of a reflection of what happened.

### **Red and Yellow Cards**

These are specifically for two reasons: (i) when a child has deliberately hurt another person – either physically or emotionally and (ii) for persistent and wilful repeated poor behaviour.

### Consequences

1. If a child deliberately hurts another child (or adult), or continues to persist in poor behaviour, their name and details of the incident will be written in the Red/Yellow Incident Book. The children involved in the incident may be asked the following questions:
  - What happened?
  - What were you thinking about at the time?
  - What have your thoughts been since the incident?
  - Who do you think has been affected by your actions? In what way were they affected?
  - What do you need to do now to make things right?
2. Children will be asked to make apologies for their actions which have hurt others. Parents of all children involved will be notified of the incident. Yellow card letters will be sent.
3. If a child deliberately hurts again on the same day after receiving a yellow card, or continues to persist in poor repetitive behaviour, the incident will be recorded in Red/Yellow Incident Book and the parents of this child may be asked to take them home for the rest of the day – Red Card Incident.
4. Upon returning to school following a Red Card Incident, a 'welcome back' meeting may be held before returning to class.

If a child's behaviour is seen as threatening, disruptive or a danger to themselves or others, they will be removed from the classroom or Nurture Room until they are ready to return. Should it be necessary to restrain a pupil we shall abide by the Department of Education, Sport and Culture's policy on the use of force to control or restrain pupils.

In extreme circumstances, it may be necessary to remove the rest of the class temporarily to another part of the school.

We work hard to ensure our pupils have a sense of fairness and understand the need for rules. Our ethos is underpinned by a strong sense of right and wrong and all our pupils are aware of the reasons why this is important.

If a pupil refuses to co-operate we will:

- explain what we are expecting and why this is important;
- encourage the child to join in;

## **Suspension of Pupils:**

The formal suspension of a pupil is only taken as a final step of managing challenging behaviour, and is for serious violations of the school's Relationship policy.

The decision to formally suspend a pupil for a fixed period of time is only taken either;

1) In response to the most serious violations of a school's behaviour policy or code of conduct

Or;

2) If allowing the pupil to remain in school risks serious harm to the education or welfare of the pupil or others in the school.

In all cases, the Department of Education, Sport and Culture "Suspension of Pupils: Policy and Procedures" will be followed.

## Appendix

### Positive Recognition Boards

*The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does - **Paul Dix**.*

Each class will have a Recognition Board. The member of staff will write at the top of the board the focus for the day / week.

Examples could include, "One voice" for classes who constantly talk over each other, "speak politely", to emphasise manners or hand and feet to yourself, for those who give them to others too freely. The focus can, and should, also relate to learning behaviours, "accurate peer feedback", "persuasive language" or "show working out".

When the staff see children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson / session / day, (depending on context), the aim is for everyone to have their name on the board.



#### References:

When the Adults Change Everything Changes - **Paul Dix**

The Whole-Brain Child - **Dr. Dan Siegel**

The Trauma and Attachment Aware Classroom - **Rebecca Brooks**

What Happened To You - **Bruce D. Perry & Oprah Winfrey**

TED Talk: 'Every kid needs a champion' - **Rita Pierson**

Written: October 2022

Revised: April 2023

Review date: October 2024