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**Relationships Policy**

**September 2023**

At Spring Hill we aim to ensure that every child has the opportunity to RAISE.

Pupils will be given opportunities to show/be

* R esponsibility
* A spirational
* I nclusivity
* S ervice
* E mpowerment

We do this by creating a happy, creative and inclusive learning environment which promotes excellence and develops a life-long love of learning.

**The importance of relationships in school**

The school ethos is based upon a positive, consistent and structured approach to develop a community that supports everyone. At Spring Hill we believe that the relationships between the adults and children is vital. The adults in school are role models for the children and each other.

At Spring Hill we will consider all behaviour as a form of communication whilst ensuring that pupils are taught their positive and negative actions impacts on themselves, each other and the community. It is important that children are prepared for society and that they understand the difference between right and wrong and that sanctions exist in society.

Seen

Safe

Soothed

Secure

Even though sanctions exist in society it is also extremely important to constantly remember that children are learning about the school expectations and their understanding is developing as they are maturing. Sanctions are primarily to be used to help prevent negative behaviours from occurring again.

At Spring Hill School we need to ensure that children feel **secure** by helping them develop an internalised sense of well-being by the child been:

• Seen- we perceive them deeply with empathy

• Safe – we avoid actions or responses that frighten them

• Soothed – we help them deal with difficult emotions and situations

At Spring Hill CP School we believe the individual is supported by the community and society and a child’s resilience is not just about their “character” or “grit”. Resilience is built with relationships and resources. The Spring Hill Relationship Policy is developed to provide the pupils with an experience that supports all their needs.

At Spring Hill CP School we believe in equity over equality. Equity recognizes that each person has different circumstances and therefore need. We aim to allocate the exact resources and opportunities needed to reach an equal outcome.

Whereas equality means each individual or group of people is given the same resources or opportunities which may seem fair but it may not meet the needs of all the pupils.

Consequently pupils, parents or staff may feel that it is unfair that a pupil may be treated differently. On these occasions we have to help the individuals in the school and wider community to understand that we support each other to reach an equal outcome.

To support pupils, families and staff we recognise that we need to provide opportunities for pupils to exhibit how they support each other during the school day and celebrate the successes of an individual as the successes of the community. For example using positive word jars.

**Thrive Approach**

Attunement-Validation-Containment-

* Soothing: Remember to demonstrate these essential tools as part of your general way of being with the child.
* Attune: Be alert to how they are feeling: demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, noises: ah, oo, oh, mm, eek etc. Demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or spatial experience of the child’s emotional state.
* Validate: Be alert to the child’s experience: validate their perspective/experience/feeling. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid reassuring, persuading otherwise, contradicting.
* Containment: Be alert to how they are feeling: demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or painful sorrow a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This will make bearable the strongest emotional state. This shared experience builds trust for the child: in you, in adults and in the world.
* Be alert to how they are feeling: demonstrate emotional regulation by soothing and calming their distress. Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it. Recognising the positives In our school we always acknowledge positive effort and successful application to any learning by effort, attitude, behaviour or outcome.

**Parents and Carers should:**

• Create opportunities to talk to their child about the school day

• Praise and guide on issues relating to behaviour that have occurred in school

• Encouraging independence and self-discipline.

• Model considerate communication with adults in school about any behaviour concerns.

**Children should:**

Children should be supported by the school, family and wider community to show:

R esponsibility

A spirational

I nclusivity

S ervice

E mpowerment

**Regulate, Reason and Repair**

If children become distressed we aim to use the three Rs in order to deal with a child’s inappropriate behaviour.

• Regulate: While a child is dysregulated they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how calm down and take them out of flight/fight mode.

• Reason: The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.

• Repair: Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act .

Celebrating Good Relationships and Achievements

* Above and Beyond Boards and RAISE tokens are used in every classroom. These help all children focus on and celebrate the individual and class effort in the desired behaviours and attitudes we need to see to enable and facilitate effective and enjoyable learning experiences for all.
* Our teachers make the time to send positive messages through notes, sewsaw, stickers and text messages to let you know when your child has been noticed for effort toward demonstrating our RAISE values alongside the desired and expected positive behaviours
* RAISE certificates in our weekly Celebration Assemblies
* Visits to a member of SLT to show good work or attitude to learning
* Whole class rewards e.g. marble in a jar for working on a class as a team ‘drive’
* RAISE TOKENS are to be given to a pupil who has demonstrated RAISE attributes. There are four houses in school. They are the river houses of Ribble, Calder, Hodder, Wyre. All children and staff are divided into one of these four houses.

House tokens are awarded to children by all adults in school when they “RAISE” their behaviour. House tokens are collected in class every week when the team has reached the award mark they will receive a celebration award.

Celebration award ideas are discussed with pupils to allow us to know what rewards they think are fun and appropriate.

**Spring Hill Aim for Above and Beyond Behaviour Grid**

|  |  |  |
| --- | --- | --- |
| **Behaviour Level** | **Behaviour** | **School Actions****Rewards and sanctions** |
| Above and Beyond | Exceptional behaviour which can be multiple examples of RAISE behaviours or one example of an exceptional RAISE behaviour | Above and Beyond sticker given to the children and name added to Above and Beyond Board.  |
| RAISER esponsibleA spirationalI nclusivityS erviceE mpowerment | Responsible for their actionsindependent learningSelf-belief shown in values and actionsAttempt to show good presentation of work and the environmentOrganised work spaceUsing resources to support their learning Positive social and academic contributions Pride in work and responsibilitiesReflects on actions and work and strives for improvementRespects values and culturesHigh attendance and punctualityHas their own thoughts and ideas Willingness to listen to other ideasUse self and co-regulating strategiesSmiling at peers and staffDemonstrate creative solutions and ideas Attempt work and learn from mistakesPraise other studentsShow growth mindsetShow an understanding of their achievements and how they are building up to achieve a goalShowing curiosity through engagement and insightful questionsIncluding all in social times and lesson timesShowing togethernessShowing support Holding doors open, showing good mannersCommunity minded through day to day actions and specific tasksRespectful realtionshipsLooking after what we use in class and the schoolDemonstrating that they value the community when on trips outside of the schoolShowing an understanding that what they learn in school can be used to serve the community now and in the futureTaking turns and giving others a turnLeading their and others learningValuable contributions in pupil voiceAccepting changeAsking for helpShowing empathy | RAISE house tokens given to children when achieved a RAISE |
| Warning – Child is reminded of Raise Behaviour expectations |
| 1 | Any low level disruptions such as, talking in class, not listening. Constant fiddling with belongings. Calling out.Disturbing others | Tecahers use relationship support strategies that include verbal and non verbalpraise and remindersPupil given a level 1 warning and made aware by…… verbal instruction Explain to the pupil that they are given “time together” which means the pupil and adult to work with each other for 10mins |
| Warning – Child is reminded of Raise Behaviour expectations |
| 2 | Persistent level one behaviourDeliberate pushing in the corridorThrowing things across the classroomDeliberately hurting someone’s feelingsBeing uncooperative/ignoring staff.Mild swearing not aimed at someoneLying or answering backBeing unkind or rudeUsing inappropriate languageFighting | Pupil sent to other year group for 5-10mins If Pupil RAISE their behaviour then restart( you don’t have to add onto CPOMs unless the teacher feels it is necessary)If pupil does not RAISE behaviour then send to another class for 5-10mins and then a reflection sheet completed (learning mentors can support with this if needed)FSW may add an incident or an action about how the reflection time impactedPupil’s name and incident details added onto CPOMs by the primary adult. (normally the class teacher)Parents informed  |
| Warning – Child is reminded of Raise Behaviour expectations |
| 3 | Racism HomophobiaFighting with the intent to hurtBullying (proven)Deliberately damaging propertySwearing directed at anotherPersistent or serious lyingPersistent or premediated stealingSerious disobedienceSpitting at someoneBiting where a mark has been left( not EYFS)Persistent level 2 behaviour  | SLT informed of the incident.Incident investigated to ensure the facts and feelings of all parties. (normally the pastoral team)Pupils who have received a justified level three warning will receive an internal suspension. Parents informed about the facts and feelings of all partiesRAISE report card will be given to the pupil Letter sent homePupil Passport to be completed with pupil, teacher, family support workers and learning mentors |

**School Systems for Behaviour Management**

**In implementing this policy the school will:**

* Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff
* Encourage children to respect the needs and well-being of others
* Promote by example acceptable standards of behaviour
* Encourage positive relationships throughout the school community
* Consider the special needs of individual children
* Encourage children to incorporate respect for everyone and everything into their daily lives.

**Roles and responsibilities:**

**The Headteacher will:**

* Promote a consistent approach throughout the school
* Support members of staff in their implementation of the school’s policies
* Oversee the implementation of the policy throughout the school
* Provide behaviour management training at least every two years
* Ensure that the policy is reviewed and revisited annually

**The Governors will:**

* Ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school.

**Suspensions and Exclusions**

The school will avoid suspension or exclusions whenever and wherever possible. However, in extreme cases, where behaviour has become violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from their right to education, then suspension ,or in extreme cases exclusion, may be used.

A return to school meeting will take place before the child returns back into their normal classroom provision. A parent or carer for the child must be present at this meeting.

A permanent exclusion would only be issued if violent or aggressive behaviour is prolonged and every other possible intervention and strategy (including external services) has been exhausted and has failed.

**Internal Suspension**

Internal suspension is when a pupil is suspended from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different class / intervention room. An internal suspension is a discretionary measure, where a pupil’s behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion or a suspension at home would not support the child’s behaviour. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary, examples; behaviour chart to address specific behaviours causing a problem; support from the pastoral team and SENCO etc.

**Positive Safe Handling**

Rarely, but in some circumstances, for their safety and for safety of their peers/adults, positive safe handling may be needed. As a school we use the Thrive approach, de-escalation is our first approach and response.

A number of staff are trained to use positive safe handling techniques. These techniques are only used as a last resort after all other de-escalation strategies have been considered. Parents will be fully informed if such techniques need to be implemented and safe handling techniques will be written into a structured risk assessment. If a safe handling situation occurs, it is discussed with the Head Teacher with all staff involved.

**Strategies to Encourage and Support Relationships in School:**

Seen

Safe

Soothed

Secure

If a pupil is becoming upset, angry or confused. We have a range of strategies that we can use as a whole class, group or individual to support the pupil/s so that they feel secure by:

1. Square breathing

Inhale and count 1,2,3,4

Rest breath 1234

Hold breath 1234

Exhale 1,2,3,4

1. Trying Yoga, gargling, laughing, singing, chanting or humming
2. Teach children about the brain and “I’m going to flip my lid” using Dan Siegal

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

1. Give all the children a regular sensory diet and have specific sensory activities for children who need it
2. Use a quiet space for children
3. Proprioceptive(internal) needs to be met through leaning against a wall really hard or using weighted items
4. Use musical instruments such as samba drumming
5. Listen to music quietly
6. Use mindful colouring activities
7. Going for a walk or run
8. Yoga and mindfulness
9. Using nature spaces to support the mood of the individual
10. Stretching and tapping
11. Changing the temperature of the body
12. Sharing food together
13. Breathing together
14. Using a calm down box
15. Using the PACE method: a) Playfulness, b) Acceptance, c) Curiosity, D) Empathy
16. moving to the safe space
17. having 10mins time together
18. following the guidance on their pupil passport

**Appendix 1**



Pupil Passport

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | Class: | Date: | Review date: |
| ALL ABOUT ME |
| Important things you need to know about me: |
| My history |
| Positive things about me and things that I like: |
| What will support me in my environment and how I communicate: |
| HOW YOU CAN HELP ME |
| Positive behaviours that all staff can encourage me to demonstrate: |
| Strategies that staff must use to help me demonstrate these positive behaviours, including rewards used: |
| Sensory processing strategies that are used to promote positive behaviour and engagement: |
| Arrangements for communicating information relating to behaviour with parents: |
| SAFE MANAGEMENT PLANRisk Assessment |
| When my behaviour hits crisis stage, this is what it will look and sound like: |
| Triggers/Difficulties that have been known to lead to challenging behaviour: | Warning signs- behaviours that tell us the child is escalating to crisis stage: |
| Non-physical strategies to support de-escalation: |
| Behaviours demonstrated | Action/Strategy |
|  |  |
| Ways of helping: |
| Description of how the pupil should be supported post-crisis: |

This communicated and shared on CPOMs on the…………………….. by …………………..

 **Appendix 2**



**Exchange Street**

**Accrington**

# BB5 0JD

#### **Tel: 01254 399009**

**email: head@springhill.lancs.sch.uk**

www.springhillschool.co.uk

## Headteacher: Mrs H. Kershaw

Dear Parent / Carer,

Recently, your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has not been making the right choices in school.

It is important that your child understands the need to follow our expectations. I would appreciate it if you could discuss their behaviour with them.

If you wish to discuss this in person, please do not hesitate to contact school and ask to speak to a family support worker.

Yours sincerely,



Mrs Helen Kershaw

Headteacher

………………………………………………………………………………………………………………………………………………………………………

Name ……………….. Class………………………….

I have spoken to my child about their behaviour

Parent/Carer…………………………………………….. Date………………………………………….

![SilverAwardHighRes[1]]() 

 **Appendix 3**

**Exchange Street**

**Accrington**

# BB5 0JD

#### **Tel: 01254 399009**

**email: head@springhill.lancs.sch.uk**

### Community Primary School

***‘To be the best we can be.’***

www.springhillschool.co.uk

## Headteacher: Mrs H. Kershaw

Dear Parent / Carer,

Recently, your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has not been making the right choices in school.

It is important that your child understands the need to follow our expectations. It is extremely important that you discuss strategies that can be used to regulate their behaviour and how important that they RAISE their behaviour to meet the school expectations?

If you wish to discuss this further please contact the school and ask to speak to the key stage leader.

Yours sincerely,



Mrs Helen Kershaw

Headteacher

…………………………………………………………………………………………………………………………………………………………………………

Name ……………….. Class………………………….

I have spoken to my child about their behaviour

Parent/Carer…………………………………………….. Date………………………………………….

![SilverAwardHighRes[1]]() 

Reflection Sheet

Name………………………. Class…………………………………………. Date………………

Teacher comments:

What happened?

------x  😟 📝 😠  😕 😬  👊  👎

* ------x talking not on disrespectful distracting dangerous bullying other

 I was not following Instructions, tasks etc

How are you feeling?

😢 😡  😣 😞

Silly angry frustrated sad

What were you thinking?

Who else has been effected?

How might they be feeling?

 😢 😡  😣 😞

Silly angry frustrated sad

How has this impacted on you?

What could you have done differently?

How can we repair the damage?

Signature ……………………………..

Teacher’s signature ………………………………………..

**Name: ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­**

**RAISE Your Behaviour**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Session 1 | Playtime | Session 2 | LunchtimePlay | LunchtimeEating | Session 3 | Parent’s Comments | Pupil Comments about the day |
| Monday |  |  |  |  |  |  |  |  |
| Tuesday |  |  |  |  |  |  |  |  |
| Wednesday |  |  |  |  |  |  |  |  |
| Thursday |  |  |  |  |  |  |  |  |
| Friday |  |  |  |  |  |  |  |  |

**R esponsible**

**ABOVE AND BEYOUND**

**RAISE**

**A spirational**

**I nclusive**

**S erve**

**E mpowerment**

|  |  |
| --- | --- |
| **Specific behaviour target/s** | Comments about specific behaviour target |
|  |  |
| These can be decided between home and school (if needed) |
| Rewards   | Sanctions |
|  |  |
| **RAISE BEHAVIOUR** |
| Responsible for their actionsindependent learningSelf-belief shown in values and actionsAttempt to show good presentation of work and the environmentOrganised work spaceUsing resources to support their learning Positive social and academic contributions Pride in work and responsibilitiesReflects on actions and work and strives for improvementRespects values and culturesHigh attendance and punctualityHas their own thoughts and ideas Willingness to listen to other ideasUse self and co-regulating strategies | Smiling at peers and staffDemonstrate creative solutions and ideas Attempt work and learn from mistakesPraise other studentsShow growth mindsetShow an understanding of their achievements and how they are building up to achieve a goalShowing curiosity through engagement and insightful questionsIncluding all in social times and lesson timesShowing togethernessShowing support Holding doors open, showing good manners | Community minded through day to day actions and specific tasksRespectful realtionshipsLooking after what we use in class and the schoolDemonstrating that they value the community when on trips outside of the schoolShowing an understanding that what they learn in school can be used to serve the community now and in the futureTaking turns and giving others a turnLeading their and others learningValuable contributions in pupil voiceAccepting changeAsking for helpShowing empathy |