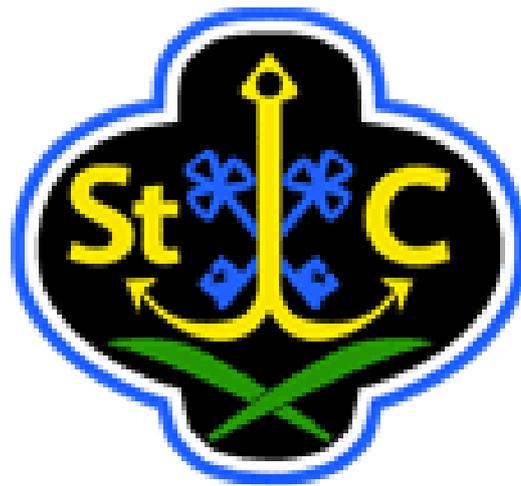


# **St Clement's RC Primary School**

## **Relationships Policy**

**September 2023**



# Vision, values, principles and purpose.

We work to an agreed set of values. These are Catholic Christian and based on the Gospel teachings of Jesus. They include respect for self, others and property; honesty; pride in work, school, and appearance; punctuality, regular attendance and responsible behaviour; awareness of personal worth and potential; caring, thoughtfulness and a willingness to help others; co-operation and tolerance and an acceptance of others; loyalty to the school and a willingness to participate in all aspects of school and community life; equality based on an understanding of and respect for rules; and an ability to share.

Our Learning Community aims to:

- provide a stable, nurturing and supportive atmosphere, based upon Gospel values, which promotes a positive attitude to learning and strong home-school-community-parish links.
- provide a broad range of appropriate experiences, including a well-balanced, stimulating curriculum, which meet the educational, spiritual, social and emotional needs of every pupil.
- develop skills for learning, life and work in all pupils and staff
- prepare pupils socially and emotionally for later life by developing their self-esteem and confidence and encouraging them to take responsibility for their choices.
- work effectively with all of our partners and stakeholders to support young people to attain and achieve to their full potential and to be responsible citizens who contribute effectively to society.

Everyone in St Clement's, staff or visitor, is expected to respect the rights of all others to be safe, to learn and to be respected.

# Expectations (Staff, pupils, parents)

## Staff Expectations

All school staff will, at all times, use trauma informed practice, use nurturing approaches, ensure the rights of the child (UNCRC) are respected and use responsive and logical consequences.

To help all members of our school community have strong healthy relationships with each other staff will....

- Always give me a warm welcome
- Get to know who I am
- Show me what kindness is and looks like
- Let me know when I'm doing things well
- Be consistent so that I know what to expect
- Think before you respond to me
- Be respectful of my rights
- Give me time and space when I need it
- Make sure I know where I can go for help
- Use a range of strategies and approaches to promote positive behaviour and engagement. *(appendix 1)*

## Pupil expectations...

- I look after myself.
- I look after others.
- I look after things.
- I look after the place that I'm in.

Parents can support the policy by...

- Showing an interest in their child's learning
- Knowing, understanding and supporting the school's relationships policy.
- Communicating and engaging with the school and being involved where they can.

School staff will support parents by...

- communicating regularly with parents/carers
- listening to parents/carers
- involving parents/carers in planning and decision making where appropriate

By following these expectations, we intend that all members of our school community, and in particular our pupils, will

- feel safe and protected.
- know and demonstrate how to relate to and show respect for one another.
- value the qualities and attributes that contribute to good relationships.
- understand their emotions and how behaviour affects others.
- be able to disagree without getting into conflict.
- be able to use relational approaches to resolve problems and repair relationships.

## **Recognition of Effort, Innovation, and Positive Behaviour**

- Star Pupils
- Teacher certificates/ wee notes home
- Class/Group/Pupils reward schemes e.g. lucky dip
- Messages home on Seesaw
- Phone call home

## What will happen when behaviour falls below expectations?

When expectations aren't met.

At all stages, the goal is to **repair** harm, restore relationships and **build** the tools and **skills** needed to make better choices in future.

- Staff will use PACE (*appendix 2*)
- Staff will use nurturing and trauma-informed approaches to dealing with incidents/behaviour/relationship breakdowns. (*appendix 3*)
- Staff will employ logical and meaningful consequences. (*appendix 4*)
- Rights respecting school (*appendix 5*)
- Restorative approaches (*appendix 6*)
- Use, teach and remind of Decider Skills (*appendix 7*)

Consequences should be natural, related to the situation, have a focus on learning, and should take into consideration the needs/capacity of those involved. This will mean responses may vary for different children because their needs are different. The approach however remains consistent - focussing on repairing the harm caused, preventing it happening again, and returning to and refocussing on learning as quickly as possible.

### **Consequences Process**

- 1) Reminder of expectations using scripts - number of reminders based on age/stage of development.
- 2) Restorative chat
- 3) Logical consequence
- 4) Check ins
- 5) SLT involvement
- 6) Restorative conversation

# Appendix 1

## Planned Approaches to promote learner engagement and positive behaviour.

Approaches include:

- Expectations are co-created with learners, they are visible, and are regularly referred to
- Classrooms routines are clear and well established
- Learning is well planned as part of a series of connected lessons
- Learning Intentions/Success Criteria are used
- Lessons are effectively differentiated
- A range of activities and resources are used to engage learners with different learning preferences (audio/visual/kinetic)
- Resources are organised and accessible to learners
- Seating arrangements and plans are organised to ensure the most effective learning environment possible depending on the needs of the learners and the learning activities
- All transitions of activity, people/grouping, and/or seating/location are supported. For example, entrance and exit from class are consistent and calm - learners are welcomed at the door and calmly leave class after a positive exit activity or plenary.

## Classroom strategies to promote learner engagement and positive behaviour.

- Connect before you correct - quietly asking the pupil if everything is ok
- Use proximity (move closer) - this can act as reassurance for the learner (you've 'noticed' them) and also act as a prompt back to task
- Use non-verbal communication effectively (a smile, eye contact, visual prompts towards the clock or towards their work/the board)
- Distraction and re-direction (away from 'behaviour' and towards the 'learning task')
- Appropriate use of humour – when used well it can disarm and de-escalate
- Verbal prompt – 'what should you be doing?'
- Provide help, if necessary, with the learning task to get them back on track
- Quiet private warning
- Time and space – it may be necessary to give the learner time to regulate their emotions. This may also mean you need to physically move away from them as well or allow them to move to a quieter location in the class for a period of time.
- Create an opportunity to speak to the learner, listen to them, and potentially remind them of class expectations (if possible give them time to respond/change their behaviour)
- Remind the learner of the positive consequences of maintaining class/school expectations
- Remind the learner of times/activities that they've done well
- Calmly remind learners that harmful behaviour will not be ignored as this is not kind to the learner or to others
- Calmly moving the learner to another seat

- Have a restorative conversation (if possible at the time or later) with the learner(s)
- Always respect a learner's dignity (this may be difficult if they are being disrespectful however remember we must always model the behaviour we want to see).
- Seek assistance from SLT.
- Record a concern
- Apply a Consequence

## *Appendix 2*

**P**layfulness   **A**cceptance   **C**uriosity   **E**mpathy

The aim of PACE is to make children feel safe. Once a child feels safe, understood and connected, they are more able to discuss their feelings and positively resolve issues.

The four principles of PACE.

**Playfulness** – Playfulness can help to lighten the atmosphere. It can resolve tension and reduce defensiveness.

**Acceptance** – Instead of trying to change a child's emotions, it is important to accept that they feel how they feel without judgement. Acceptance of feelings does not equal acceptance of behaviours but acceptance of their feelings and motivations helps them to make sense of their world and learn positive ways to process emotions.

**Curiosity** – Curiosity helps us explore, with the child, their feelings, and thoughts without judgement. "I wonder how you were feeling before xxxxxxxx happened?".

**Empathy** – Empathy involves putting yourself in someone else's shoes, rather than approaching a situation from your own viewpoint. It is understanding the difficult feelings and offering comfort and support as they deal with those feelings.

For further information

[Understanding PCE for parents and carers](#)

[Everything you need to know about PACE parenting](#)

## *Appendix 3*

### **Nurturing Schools and Trauma Informed Practice**

Nurture and trauma informed practice help us to focus on the emotional needs and development of pupils as well as their academic learning.

Our staff all have an understanding of the emotional development of children and how we can best support their development. We create a school ethos where pupils feel safe and welcome.

#### **The Six Principles of Nurturing Approaches**

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.

Trauma informed approaches help us to support pupils to make sense of and manage their feelings and actions.

#### **Further Information**

[Home Start trauma Informed Parenting](#)

[Nurturing Approaches](#)

## *Appendix 4*

### Logical Consequences

Consequences are different from punishment. Punishment is designed to cause discomfort or inconvenience. Punishment can be counterproductive as it can trigger feelings of anger and resentment. Logical consequences are directly linked to a child's actions. They are intended to help children develop an understanding of the consequences of their behaviour, increase their self-control and to want to follow the rules as they understand the effects when they don't.

#### Further Information

[Punishment Vs Logical Consequences](#)

[Positive Parenting: Using Natural and Logical Consequences](#)

## Appendix 5

### Rights Respecting School

In St Clement's, we promote, teach and implement each article of the [United Nations Convention on the Rights of the Child](#).

There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.

- Children are healthier and happier.
- Children feel safe.
- Children have better relationships.
- Children become active and involved in school life and the wider world.

### Further Information

[Convention on the Rights of the Child](#)

[Rights Respecting Schools](#)

## Appendix 6

### Restorative Practices / Conversations

It is important, after a negative incident, to restore relationships and ensure everyone involved learns from the experience. Restorative conversations should allow children to work out what went wrong and why, to make amends and to avoid a repetition of the situation.

The six Principles of restorative practice are:

1. Restoration – to repair harm.
2. Voluntarism – participation is voluntary. Participants must want to resolve the situation.
3. Neutrality – restorative processes are fair and unbiased.
4. Safety – a safe space to share feelings and experiences.
5. Accessibility – available to all
6. Respect – respect for all.

A restorative conversation will centre around these questions.

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

We may ask further questions, such as

- How would you feel if this had happened to you?
- Could you have done anything differently?
- What can we do to make sure this doesn't happen again?
- How can we put this right?

A restorative conversation will be coordinated by a staff member.

We would encourage parents to encourage a restorative culture to resolving problems out-with school as well, to enable children to resolve conflict, take responsibility for their actions and show empathy to others.

Further information

[Why use restorative approaches?](#)

[Restorative Parenting](#)

## Appendix 7

### Decider Skills

Decider Skills help children (and adults) recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions and mental health.

We teach 12 Decider skills which children can use to manage and process their emotions and allow them to have control over their behaviour.

[The Decider Skills Web App](#)

Facebook – NHS Tayside CAMHS Decider Skills

Instagram - @nhstaysidecamhs

