

# Abercynon Community Primary School



## Relationships & Regulation Policy

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## 1. Introduction

Relationships build our self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system which builds skills for life. Best practice is embedded to promote growth, provide opportunities to the children to reflect and develop skills including, communication, confidence, resilience and independence.

This policy is a working document which will develop organically over time via input from pupil voice, staff voice and community engagement.

The following **key principles** contribute to the ethos of Abercynon Community Primary School being “A place everyone loves to be” because we are a Caring Believing and Achieving school. (The 4S of attachment).

*(Protective and Compensatory Provision - Trauma informed) - insert statement*

### Key principles

- We recognise that **behaviour** is communication and we seek out ways to address underlying factors.
- We recognise all emotions as normal and valid.
- **Our school community feels SAFE**
- **Our feel SEEN**
- **Our feel SECURE**
- **Our feel SUPPORTED**

Please note: Our priority is the Key Principals (4Ss). Because there are so many ways to meet them and we are discovering and sharing new ways all the time, this policy will not stipulate specific ways in which they must be met. **Examples of best practice are to be used for guidance** and will be added over time.

## 2. Purpose

The purpose of this policy is to outline our approach to why, how and what we do to build, maintain and at times repair relationships.

By fostering healthy positive relationship development not behaviour management, we are changing, not managing behaviour. We therefore do not have a behaviour Policy based on one set of rules with punishment, sanctions or isolations, but a policy that models inquiry, resolution and interactive repair.

We have one policy that is invested in supporting the very best possible relational health between:

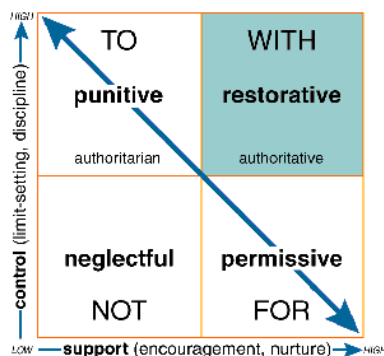
Adult to adult

Child to child

Adult to child

Child to adult

The policy is for child, every family and all members of staff and is based on establishing trust between all parties.



The Four Choices Window demonstrates if we do it with one another then we can:

- Learn skills for life
- Take responsibility
- Create empowerment and change

Our National Mission is for us all to embody the Four Purposes with confidence and self-belief, but this will only come if we practice healthy behaviours each and every day in the hope that they become habits for life.

### 3. How

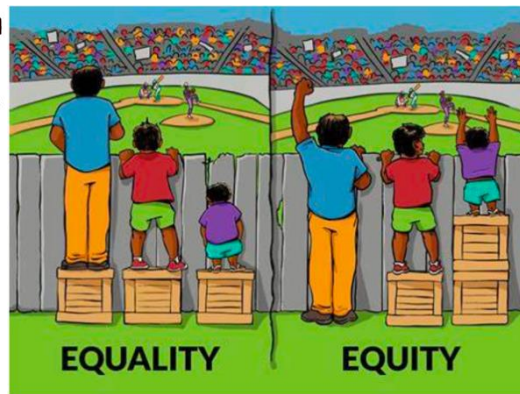
Principles in practice:

We have agreed on the following underpinning principles to our relational practice:

- We are proactive in building and maintaining relationships in order to create a sense of community.
- Positive relationships between all members of our school community are imperative to our practice.
- When relationships are positive and individual needs are met, we are less inclined to harm each other.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with aspects of their lives with support from others by asking for support from others.
- The importance of fostering social relationships in a school community is essential.
- Responsibility and accountability for one's own actions and their impact on others. 'I can't control anyone else, but I can control myself'
- Respect for other people, their views, beliefs, feelings and circumstances.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change.
- Safeguarding is paramount.
- Learning to be trauma informed will help give us an understanding in order to make a positive difference.
- Fairness does not mean everyone getting the same thing, fairness means everyone getting what they need to be successful, whatever their circumstances.

**FAIR ISN'T**  
 everybody getting the  
 same thing.....

**FAIR IS**  
 everybody getting  
 what they need  
 In order to be  
**SUCCESSFUL.**



#### 4. Aims

At Abercynon Community Primary School:

- we will commit to developing positive, healthy relationships and recognise that knowing how to get along with others is a lifelong skill that enables us to be and become the Four Purposes.
- We will behave in a respectful way and treat others with trust, support and co-operation.
- We will ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- We will maintain a safe, happy and calm environment which encourages individuals to achieve their own potential through an aspiration to be the best version of themselves.
- We will know our rights and respect the rights of others.
- We will support the development of positive behaviours with strategies to manage and control our own emotions and actions.
- We will provide a clear and consistent approach.
- We will teach, foster, nurture and value strong and healthy relationships.
- We will find motivation 'to do the right thing because it is the right thing to do'
- We will be honest and expect honesty in order to build trust.
- We will not judge, or label and we will be allowed to make mistakes and learn from them.
- We will teach equity to gain equality

#### Learning and Teaching

We commit to remembering that 'all behaviour is a form of communication'. This will allow us to better understand the wider context in any given situation. No-one is to be defined by their behaviour but actions have consequences. We will actively work with each other to resolve problems and conflicts and we won't shy away from honest conversations or ignore issues. Our relationship policy is a tool used to promote good relationships and develop consistency. It means that people can collaborate with the common purpose to support everyone learning how to get along.



‘We will not label a child naughty’

Children are not defined by their behaviour – this method of communication is ‘normal’ for them. Children and adults can make the wrong choices based on our expectations of ‘normal’ behaviour. For this reason, children cannot be defined by the behaviour they demonstrate. Children can make mistakes and learn from them.

Everyone is at different starting point daily and we must empathise with what has happened and understand the context. Based on their life experiences, this is an individual experience for every child. We deal with the wrong choice that has been made and move on, supporting individual children to have ownership over their personal choices and actions. We will talk to and listen in order to understand.

Consequences for behaviours should be linked to the context of the situation and viewed as a ‘teachable moment’ that supports the child / children in moving forward and making a different choice in the future. When talking to the child, we refer to the behaviour actions and not the child e.g. “I don’t like the choices you just made”.

Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to both child and adult.

## 5. Regulation & Self-regulation

### Restorative Approach:

Aiming to be a restorative practice involves developing a mindset that affects everything we do. It means that 'one size' can't fit all. Many of our children have additional needs and require more time and space to explore their emotions and appropriate coping strategies. We are committed to an inclusive approach no matter what the level of the need is. Likewise, all our families face their own personal challenges. We live in a community that is under-resourced and therefore we offer support to families whatever their situation.

### Restorative Principles

**Respect:** Listening to others' opinions and learning to value them.

**Responsibility:** Taking responsibility for our own actions.

**Repair:** Identifying solutions that can repair harm and ensure behaviours are not repeated.

**Re-integration:** Working through a structured and supportive process that aims to solve the problems and allow the relationships to thrive.

### Restorative Practice

- If incidents are sustained or reoccur, a restorative conference may need to take place with all the appropriate affected people.
- Consequences will be appropriate and will be chosen and agreed between all involved. We will ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.
- Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as to whether the parent of the harmer is 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 resolved.
- We will agree to apologise in order to take responsibility and repair. This can be child to child, adult to adult or adult to child or child to adult.

### Clarity of Approach: \_\_\_\_\_

<u>Traditional</u>		<u>Restorative</u>
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 Response

### **Focus:**

- For every child to demonstrate being safe, being respectful and being the best they can be **from their starting point**. Changing **not** managing behaviour.

### **Wrong behaviour choice:**

- Child not safe, child not being respectful, child not being the best they can be, child not being kind.

### **Adult mind-set at time of incident:**

- Where is it happening?
- Have the child's basic needs been met prior to behaviour choice being made?
- What has happened before the wrong choice has been made?
- What is the child trying to communicate?

### **Wrong choice is made:**

- Identifying the triggers, predicting triggers and knowing what to do before they happen. This is the purpose of a One-page profile and why it needs to reflect on constantly. To be flexible and adapt strategies, using of emotionally available adults and appropriate resources.

### **Encouraging self-regulation:**

- What does 'normal' look like for this child?
- Are they in a position to take ownership of their behaviour?
- Have their basic needs been met?
- Identify a 'safe' place for child to self-regulate or give time to 'calm' down. The length of time needed will be specific to the individual and situation.
- Use relate-regulate-reflect always!! Never miss the reflect and try to ensure it happens the same day where possible.

### **Action:**

- Tailored to individual's wrong choice. Not everyone getting the same consequence but everyone getting what they need to be successful.
- Not everyone's non-negotiables can be the same, the list needs to be made with and for the child.
- Whenever a consequence is put in place there needs to be a reflective conversation and sometimes an action to put the relationship back on track or to move towards tolerance.

### **Consequences – After the behaviour:**

- Moving forward, **not loss of rights**, e.g. physical activity or learning experiences. We understand that this is the ideal and not always possible.
- Loss of right to physical activity or learning experience are used to prevent and protect from further incidents – not resolutions, such as, alternative provision or supported with resources or an adult.

### **Regulation approach for PLAYTIMES and LUNCHTIMES:**

1. Emotion coaching (encourage pupils to identify and share their feelings, facilitate “I feel ... because ...” conversations)
2. Reminder of rules, rights and responsibilities
3. Regulation station on friendship bench
4. Regulation station in Regulation Room (a calm place designed for introspection)
5. Regulation with a member of staff (emotion coaching and recording of the situation) Note: stages can be escalated/skipped if someone is in danger

### **Recommended CLASSROOM regulation steps:**

1. Emotion coaching (e.g. direct a pupil to the class charter and their rights, encourage them to identify and share their feelings, facilitate “I feel ... because ...” conversations)
2. Reminder of rules, rights & responsibilities
3. Regulation station in the classroom (a calm place designed for introspection)
4. Regulation station in another classroom (as above)
5. Regulation with a member of SLT (emotion coaching and support to reflect on the situation)

Note: Stages can be escalated/skipped if someone is in danger

### **Differentiate expectations**

- How long should you expect a pupil who is hypervigilant to sit still during carpet time or assembly?
- What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure? Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- Model and explicitly teach what is needed for ‘readiness to learn’, including promoting a growth mindset approach.
- Set up the expectations accordingly, so that pupil isn’t set up to fail.

### **Differentiate response**

- Some children perceive/experience public verbal reminders/prompts around expected

behaviour very shaming.

- Consider non-verbal cues/gestures (agreed with the child, which can also powerfully remind them that you are holding them in mind).
- Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

## 6. Non-negotiables

A child is not allowed to cause harm either with words or actions to another human being without a consequence.

If a wrong choice has been made...

1. Emotion coaching
2. Reminder of rules, rights & responsibilities
3. Regulation station in the classroom (a calm place designed for introspection)
4. Regulation station in another classroom (as above)
5. Regulation with a member of SLT (emotion coaching and support to reflect on the situation)

Note: Stages can be escalated/skipped if someone is in danger

Strategies for all. Clear expectations given to all children's including:

1. Provide a safe environment for learning
2. Show visible kindness and visible consistency
3. Give compliments, eye contact and use names
4. A fresh start is given every day
5. Notice the unnoticed
6. Ramp Up recognition
7. Praise in Public and Reprimand in Private
8. Positive reminders
9. Positive reminders for those around the child
10. Adult to move to closer proximity of the child with a positive reminder given
11. Warning given
12. Restorative conversation - adult to be present with the child to discuss how to 'fix' this behaviour, even if that is the next day. Usually this will be on an individual basis. These are given discreetly and not publicly, there are designated areas for these conversations to happen.

Communication with Parents

Feedback to parents should be given when a child has been harmed by words or actions. Any member of staff should use their professional judgement as to whether the parent of the harmer are 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. Trust is needed from both parties that the situation has been handled and is now over.

## **6. The role of class staff**

It is the responsibility of the Class staff to ensure that the children feel safe and secure within their class, and that their class behaves in a responsible manner during lesson time. Class Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The Class staff treats each child fairly and regularly reinforces the class charter. The staff treat all children in their class with respect and understanding.

In specific cases the Class staff liaises with external agencies, as necessary, to support and guide the progress of each child. The Class staff may, for example, discuss the needs of a child with the AlnNCO or LA Behaviour Support Service.

Class staff reports to parents about the progress of each child in their class, in line with the whole-school policy. The Class staff may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **7. The Role of the Headteacher**

It is the responsibility of the Head Teacher, to implement the school relationship and regulation policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Headteacher will then inform the Governing Body.

## **8. The Role of Parents/ Carers**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school expectations in the school prospectus and display our charters in each class and the playground area. We expect parents to read these and support them. In addition to this we encourage parents to adhere to the Home-School Agreement.

We expect parents to support their child's learning, and to co-operate with the school to achieve the best possible education for their child. We try to build a supportive dialogue between the home and the school, and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should

initially contact the Class Teacher. If the concern remains, they should make an appointment to speak with the Headteacher and at this point the problem is usually resolved. However, if these discussions cannot resolve the problem, they should contact the school governors and a formal grievance or appeal process can be implemented.

## **9. The Role of the Governing Body**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school relationship and regulation policy, but governors may give advice to the Headteacher about particular disciplinary issues.

## **10. Fixed-term and Permanent Exclusions**

Only the Headteacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to **45 days in any one school year**. The Headteacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a personnel appeals committee. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

This policy will meet the requirements of the Children Act 1989, ALN Bill 2018, The Children's Act 2004, Education and Inspections Act 2006. This policy should be read in conjunction with policies on: Positive Handling, Exclusions, Safeguarding and Equality Act 2010 (Inclusion and Equality Plan and Objectives).

This policy replaces the “behaviour policy” and acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils **with special educational needs (SEN)**. We recognise that some pupils will need tailored support with their relationships and regulation at different points. Personalised plans can then be created collaboratively with parents, class teachers, ALNco, other school leaders and the children themselves.

