



Hindhayes Infant School

Relationship Policy

September 2021

‘Every word, look, motion or touch builds either a path for children to walk safely on or a wall which becomes a divide. It is never too late to show someone you care.’

‘Fear and doubt are the two most harmful emotions a human can have. They are the emotions that stop self-esteem from growing and result in a cracked mirror reflection for a child.’ (ACES Revolution: J Trayser)

Approved on: _____

Signed: _____

Role: _____

Education ~~Endowment~~Endowment Documentation states that we need to know our staff and children well if we want to build positive relationships and respond to behaviours

Policy rationale:

Hindhayes Infant School is committed to ensuring the very best relational health between:

- Parent and child
- Child and child
- Child and all school staff
- Parent and school staff
- School staff
- School staff and senior leads
- School staff and external agencies

Aims

- To ensure that relationships are at the heart of every interaction
- To have a whole school approach to ensure consistency of our relational approach
- To support the behaviour policy which has been written for our pupils and community
- To adjust our relationship with a pupil where required-
- To provide a supportive and safe environment for staff to work in and children to learn in
- To help ensure that children are not placed in situations which makes them feel emotionally challenged
- To try to help children to rebuild/rewire where early experiences may need to be addressed

Trauma Informed:

At Hindhayes trauma is defined as any experience that is frightening, painful or where we feel out of control. This feeling will be characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Both children and adults can be effected by trauma this may be because of events such as divorce, loss of a loved one, illness within the family, moving house and a parent with emotional health needs or drug/alcohol dependency. Parents themselves may be dealing with an unaddressed trauma from their own childhood, which may then be influencing their capacity at that time to parent their child effectively. Staff are knowledgeable in the research associated with adverse childhood experiences and use this information when working to understand the back story or rear-view mirror that exists for the children in our care. Our PFSA and safeguarding team also log ACE scores for families who may be supported through Early Help. All adults in our school are committed to and aware of the need to create an ethos and environment that support both physical and psychological safety. Through ongoing training, we are reminded and revisit the importance of using our skills to respond to those who have been impacted by trauma and we recognise the impact of traumatic stress on early childhood development. By providing an environment that has connection and compassion at its heart ensures that we do not unwittingly re-traumatise any member of our school and act to maximise protective factors through the conscious use of our relationships.

A relational approach: Hindhayes Infant School aims to employ a variety of classroom strategies to enable the pupils to feel safe, ~~secure~~secure, and ready to learn. We know that a relational approach which is underpinned by positive relationships help us to build a child’s self-esteem and self-worth. We recognise that all behaviour is a language and that for some children the way they behave is not a choice it is helping the child to have their unmet needs met. We also recognise that children with SEND are more likely to have related behavioural difficulties and that some children will need to be taught about boundaries as they may not have experienced these within their home. We know that children will learn more from consequences than they will from punishment and that we must connect with a child before we try to correct their behaviours. Our trauma informed approach enables us to recognise that for our most vulnerable children there may be circumstances that are making them sensitive to situations. We advocate the use of emotional coaching and encourage children to use their brilliant brains and move forward from raging in their dinosaur brain. Just one reliable, emotionally available adult who is consistent and steady in the school community can make all the difference and so we tune in to coach a child through their most challenging times.

The Policy is written in conjunction with the:

- SEND policy
- Positive Behaviour Management policy
- Peer on ~~Peer~~-Abuse policy
- Assessment and Feedback policy

It is overseen by the:

- Head Teacher
- SENCO and intervention team
- Subject Leader for ‘The Curriculum for Life’
- ELSA and PFSA

Agreed classroom Strategies for A relational approach

Working in agreement with the teaching and learning team, we have identified a range of strategies that all staff who work with our children will use to help pupils to have a positive and successful day. We all will

- Greet all children with a smile and a welcoming word which makes the child feel you are pleased to see them
- Establish firm boundaries, with simple rules and limits to support a consistent, firm but fair environment
- Provide children with reminders of these rules if we feel that this will benefit them due to e.g. a communication barrier
- Use a PACE approach: Playfulness, Acceptance, Curiosity and Empathy
- Provide children with a task board to help them work through classroom tasks
- Plan for success and not anxiety builders
- Provide clear and consistent timetables e.g. visual and alter these for individuals based on their identified needs
- Ensure time is taken to prime and prepare children for any known changes
- Accurate matching of activities and pupil expectations through appropriate differentiation
- Planning of appropriate adult support to help pupils to access work e.g. chunking
- Use visuals such as now and next boards
- Work to a child's interests
- Simple instructions
- Refocus with a child's name
- Consistent messages from across the staff
- Identify flash points/triggers
- Meditation, mindfulness, yoga
- Reward appropriately and praise 7x more than criticise
- De-escalate through fair approaches e.g. differentiated choices

Leaving a Legacy of happy children is the greatest gift we can leave the world.

Let them know that there is nothing that you wouldn't do for them.

Find joy and wonder in the things that make them different so that they can discover who they truly are.

Try to avoid the pain of measuring ourselves or others e.g. why aren't you more like....



Restorative Consequences: We endeavour to meet the need so that we do not have to manage the behaviour. Staff recognise that punitive behaviour management can lead to a rise in cortisol within a child, which may lead to unmet emotional needs, a build-up of toxic stress and an imbalance in their wellbeing. Therefore we ensure that all consequences rebuild relationships by

- Using logical consequences related to the behaviour that you want to discourage
- Finding ways to teach better behaviour rather than punishing what we do not want
- Preserving the dignity of the child
- Considering the child's needs and their stage of development
- Being fair and consistent
- Ensuring that we do not leave children feeling that they have been unfairly treated
- Considering a child's cultural background
- Trying to build and not undermine a child's self-confidence or self-esteem
- -Maintaining respect between teacher and the pupil
- Not withdrawing children from any programs of nurture which may be in place to help them longer term to improve their behaviours

Outside of the Classroom:-

The senior leadership team recognise the work undertaken by the teaching and learning team to work with children in this way requires

- Ongoing training and guidance as more and more research becomes available in this area
- Support to provide a change of face when a teacher may be feeling that in that moment they are not the best person to be working with that child. We need to co-regulate ourselves to help a child self-regulate
- Teachers to have realistic expectations of how much they can change in a short space of time e.g. we advocate that the main priorities are identified and small steps are focused on
- Open and honest relationships with parents. ABCC forms are used to record our most challenging behaviours and a record of conversation forms note the information that we have shared with parents and our suggested actions and next and next steps to help the child move forward
- The school has two trained ELSAs who help children make sense of their experiences, identify their emotions and find positive ways to manage their feelings
- The SEND intervention team also provide small group interventions to help children develop their social skills, build friendshipsfriendships, and develop their emotional comprehension. The impact of these interventions is monitored by the school SENCO

