

Silver Springs Primary Academy Relational Behaviour Policy

Relationships are at the heart of everything that we do at Silver Springs. This policy outlines our distinct approach to supporting children's behaviour that is based on the principles of Relational Inclusion. This approach is fundamental to everything we do at Silver Springs.

Our Beliefs and Values

Relate to Educate: At Silver Springs Primary Academy, we believe that all children have a right to feel safe in school. We know that in order to feel safe, children need consistent nurturing and empathetic relationships so that they can achieve their full potential both personally and academically. We believe that behaviour is a form of communication, which needs to be met in a compassionate and informed way. We look for the best in every child and are always looking to catch children making excellent choices.

Time to Shine: Our values are encapsulated in our Code of Conduct and our Golden Rule that apply to everyone in school:

Show Respect

Have good manners

Include everyone

Never hurt anyone

and make

Excellent choices

Treat others the way you want to be treated.

Principles of Relational Inclusion

1. We believe that if a child could do better, they would
2. Relationships are key to influencing, shaping and build well-being
3. We accept all emotions but not all behaviours
4. We identify and address the cause not the symptoms
5. We foster a culture of compassion and repair

Our Relational Approach

Our relational approach is based on the development of relationships with children, parents and each other. For most children their needs will be met through the development of genuine relationships with the adults in their lives, including the adults in school. However, there is an increasing body of evidence indicating that for many children additional relational approaches are vital in supporting their well-being, enabling them to settle, to learn and be fully included in school. Our relational provision focuses on:

- **Developing relationships:** This involves getting to know our children and families well, supporting inclusion and setting and maintaining clear boundaries
- **Responding and calming:** Using our relational skills whilst keeping calm, using the Zones of Regulation, supporting children's strong emotions through co-regulation and developing strategies and plans to prevent crisis
- **Repairing and restoring:** Using restorative conversations to support harmonious relationships, resolve conflict, repair emotional harm and promote changes to behaviour

Developing Relationships

For children, a successful school experience is dependent on the development of secure and genuine relationships which enable them to feel safe, secure and good about who they are. This is why relationships are at the heart of everything we do at Silver Springs.

We understand that positive staff-children relationships have been shown to contribute to children's attendance, educational outcomes, psychological engagement and reduced disruptive behaviours. We know that supportive relationships between staff and children can also help to break the cycle of disadvantage.

Setting clear boundaries and expectations is best achieved by working with children to establish a shared understanding of what is right, their roles and responsibilities and, how these manifest themselves as expectations, agreements and rules. Children need to trust that the processes in place will repair harm and restore a sense of safety as well as providing an opportunity to learn.

However, we understand that for some children, the development of these relationships will need to be explicit, meaningful and very clearly perceived. Children who have experienced adversity and trauma can experience difficulties and present behaviours that can impact and challenge inclusion. For these children and those whose wellbeing is affected by insecure attachment, this will require at least one significant adult or even a team of adults in school. These adults can provide them with a secure relationship within which they feel a sense of safety, trust, love, belonging, and where they feel listened to. Therefore, it is a priority that relationships are established to enable the adults to gain an accurate picture of how the child's needs can be met.

Over time, securing the relationship with the child will develop their ability to regulate their feelings and behaviour, develop their understanding of social situations and develop healthy and positive feelings about themselves and their abilities. Building these relationships supports inclusion and establishes strong and caring boundaries that are integral to the ethos of Silver Springs.

Responding and Calming

At Silver Springs, we understand that children testing boundaries is a normal part of growing up and may struggle with emotional control from time to time. We use the Zones of Regulation to help children to recognise and name their emotions, and practise co-regulation to prevent escalation and disable the stress response system, as well as facilitating the return to an emotionally regulated state. Our ultimate goal is for all of our children to achieve emotional development where self-regulation is possible.

We believe it is essential to stay calm when supporting children when dysregulated. Maintaining a relaxed posture and gentle expressions will reassure the child that they are safe and enable them to begin the co-regulating process. In some incidences, co-regulation will require the integration of physical sensations (fidgets) with emotional thinking.

Following the co-regulation process, the child will need support to understand the consequences of their behaviour. It is also essential to revisit and discuss what has happened to support their understanding and promote an awareness of their actions.

Consequences should be tailored to support the child's personal development and well-being whilst remaining consistent to our values and beliefs.

Repairing and Restoring

To support understanding and learning following conflict or an incident, we use a restorative approach to repair and restore relationships. During this approach all children involved will need our empathy, and our support in order to stay regulated whilst having challenging conversations.

In our school, we believe that a restorative approach should ensure that all parties involved develop a shared understanding of what has happened. By the end of the process they should have learned from the incident, have their needs identified and be supported and enabled to repair and restore the relationships. Furthermore, it should support the children in developing an understanding of their own feelings and the feelings of others as well as how those feelings impact on their behaviour and how their behaviour impacts on others. This approach supports children to develop a greater understanding, empathy and responsibility.

At Silver Springs, we acknowledge that sometimes things don't go according to plan. Even with strong relationships, clear boundaries and good co-regulation, there will still be times when conflict emerges or harm is caused. The key to success is active listening, reflection and a determination to never give up trying.

Classroom relational practice

At Silver Springs, we teach the children that our actions have consequences and these can be both negative and positive. Our range of positive consequences includes but is not limited to:

- Verbal praise
- Dojo points
- Stickers
- Informing parents either in person or via ClassDojo / Seesaw
- Copies of work shared on ClassDojo / Seesaw
- Sharing with other staff, including Senior Leaders
- Star of the Week Certificates
- Other certificates
- Special Badges
- Headteacher's award stickers and certificates
- Time to Shine Awards

We expect children to behave with integrity and make excellent choices even when no-one is watching and believe that very young children need positive reinforcement through reward. To support the children to reflect on and learn from their mistakes, we make use of a variety of consequences which may include:

- Verbal reminder of expectations
- Verbal reminder of likely consequences
- Reflection Time (LOFT)
- Informing parents either in person or by telephone
- Support from the ELSA, class teacher or Phase Leader
- Restorative work

Whole school relational practice

Establishing and maintaining systems and practice in line with policy will involve whole school approaches and ongoing commitment. This may include:

- Active support and modelling for staff and visitors from senior leaders
- Promoting consistent thinking and practice across all school staff, parents and partner agencies
- Whole staff training including deliberate practice
- Continual professional development for all staff and induction for new staff in relational, regulatory and restorative theory and practice
- The consistent implementation of relational, regulatory and restorative strategies by all staff, especially key adults who support children with additional needs and disabilities
- High quality relational interventions and provision
- Continual monitoring and evaluation of our approaches and built in reflection and supervision time
- The use of partner agencies to support training, supervision, assessment, development and review
- Support for all staff through regular meetings, debriefing and coaching
- The implementation of 'One-page Profiles' that outline a bespoke approach for certain individual children

In addition to our whole school approach, we are committed to supporting children whose needs are different to the majority and therefore need specialist support. Using evidence informed approaches, we will meet the spectrum of needs of our children by:

- Adapting or simplifying our approach to emotional well-being development and Zones of Regulation
- Personalising our approach to managing behaviour, regulating emotions and building children's capacity to self-regulate
- Recognising the signs that children have unmet attachment needs, have experienced trauma and loss and have had adverse childhood experiences
- Promoting learning and repair in even the simplest of ways
- Using signing, pictorial resources and other aids to repeat, remind and practise expected behaviours

Roles & Responsibilities

Governors

The Local Governing Committee are responsible for reviewing and approving the policy.

Principal & Senior Leaders

The Principal and the senior leaders will ensure that the school environment encourages positive behaviour choices and that staff respond to children in a way that aligns with our ethos and values.

The Principal and senior leaders will further lead by example and will ensure that every adult in school regardless of their role understands our relational approach. They will communicate our approach to parents and the community and will take responsibility for the development of a positive reputation for the school.

They will ensure that other policies align with this policy where applicable and will be responsible for ensuring that the policy is regularly reviewed in consultation with stakeholders

All Staff

Staff are responsible for:

- Implementing this Relational Behaviour Policy
- Modelling and reinforcing positive behaviour choices
- Leading by example
- Providing a personalised approach for children based on the principles of the Relational Behaviour Policy

Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child
- Share any behaviour concerns with the class teacher or a member of the Senior Leadership Team
- Work in partnership with their child's teachers
- Reinforce our relational approach

Children

Everyone in our school community is expected to learn, understand and exemplify our SHINE values:

Show respect

Have good manners

Include everyone

Never hurt anyone

and make

Excellent choices

And follow our **Golden Rule**: *treat others the way you want to be treated.*

This policy should be read in conjunction with:

- GAET Safeguarding Policy
- SEND School Report
- GAET Anti-bullying Policy
- GAET Positive Behaviour Policy

Glossary

Co-regulation	The process of an emotionally stable person helping an individual to regulate their emotions
Crisis	A time of intense difficulty or danger
Dysregulation	An emotional state where an individual is unable to control or regulate their emotional responses or keep them within an acceptable range of typical emotional reactions
Regulated	The state of emotional equilibrium where an individual is fully in control of their emotional responses
Self-regulation	This is when an individual can manage to settle their own emotions without the help of someone else
Window of tolerance	This describes the parameters within which an individual can effectively provide emotional support for another individual
Zones of Regulation	This is the name of the reflective tool we use help children to label their emotions