



Beamminster
St. Mary's Academy

Where children come first; belonging and building together
Respect + Trust + Kindness + Friendship + Responsibility

Relational Policy

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Review date: Autumn Term 2022

Beaminster St Mary's Relational Policy

This policy should be read in conjunction with St. Mary's Anti-Bullying Policy and the Child Protection Policy along with DSAT's overview Behaviour Policy.

"Where children come first..."

Our Mission

St. Mary's is committed to putting our children and community first. We work together to provide an excellent education, which allows children to use their God given gifts to the full, within an inclusive and caring Christian ethos. We wholly uphold the belief that we are all one in God.

Our Vision

- *To deliver the best standard of education.*
- *To be a place where high aspirations are embraced by all.*
- *To be a school to which we are all proud to belong.*
- *To be fully involved in the life of the community.*
- *To provide a safe and stimulating learning environment where children flourish.*

Values and beliefs

Because we believe that we are all one in God, we acknowledge Jesus taught values of friendship, respect, kindness, trust and responsibility.

Staff at Beaminster St. Mary's aim to provide a nurturing environment that is high in empathy and direction so that all children can feel emotionally stable whilst discovering which behaviours are appropriate for learning, socialisation and emotional wellbeing.

Through explicit teaching, modelling, praise and relational approaches, children will learn that there will be consequences for behaviours that hinder learning and that go against the values of the school: respect, trust, kindness and responsibility.

All staff must value the approach that children come first in all situations and this relational policy help us to achieve this.

Rationale for Relational Policy

Research has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term. In addition, positive teacher student relationships have been shown to be central to the well-being of both students and teachers.

At the heart of the approach is ensuring that the whole school works in a child- centred way with a focus on creating a positive whole school ethos and policy that promotes positive relationships and behaviour and recognises the needs of each child.

Aims

- To ensure that all children feel safe, confident and happy in their learning environment by creating secure and positive relationships across the school
- To demonstrate an ethos of excellent pro- learning behaviour throughout the school day and beyond.
- To promote and support children in adopting pro- learning behaviours and to restore damaged relationships where these pro- learning behaviours are lacking.
- To celebrate the children's excellent pro- learning behaviours in order to promote the school's positive reputation and to contribute to good relationships within the community.
- To help children lead disciplined lives and to understand that good citizenship is based upon pro- learning behaviour and positive relationships.

Whole- school strategies

- To promote the school values at all times
- To deliver consistent and explicit teaching, modelling, praise and relational approaches to support children in adopting pro- learning behaviours.
- To use consistently positive language in relation to pro- learning behaviours.
- To celebrate success that children make in relation to their social and emotional development as these will lead to pro- learning behaviours.
- To deliver a Settle to Learn programme across the school that supports social and emotional wellbeing as well as fosters positive relationships.
- To consistently and predictably implement the Relational Sequence to support behaviour that is not pro- learning.
- To record incidents of poor behaviour through 'Arbor' and 'My Concern' and to regularly review these.
- To inform SLT, through conversations, 'Vulnerable Groups' meetings and 'My Concern', if there are damaged relationships that need repairing or children that require specific support in adopting pro- learning behaviours.
- To involve appropriate outside agencies for further support when there is a serious or continued problem with a child's behaviours. The Graduated Approach will be adopted.
- To follow the DFE's Guidance on Exclusion from Schools where there are persistent and extreme cases of poor behaviour that have not been restored through consistent relational support.

Outcomes

This policy promotes the Christian Ethos of St. Mary's. It ensures that children and staff have a positive, confident and happy outlook, form good relationships and enjoy coming to school. It underpins excellent teaching, learning and progress. It promotes the high standards and high expectations set in our school values. It is used to promote positive relationships, develop pride in our school and contributes to community cohesion.

The Relational Sequence (Appendix 1)

Some children will need additional support, extra thinking time, use of sand timers etc. as we have children with various SEND. You as the class teacher must intervene /deal with the situation before call for additional support.

This sequence may be adapted with and for children who are supported by Individual Success Plans.

The sequence is not to be displayed in the classroom but can be used as a visual one to one with a child where necessary.

Serious incidents to be logged on Arbor and / or My Concern (if a safeguarding issue), by the end of the working day.

	Behaviours	Consequence	Rationale	Relational approach
Pre	Pro- learning behaviours	Praise	To continue the pro- learning behaviours	Praise and connection
1	Failure to display pro-learning behaviours	<u>Verbal warning</u> Opportunities to display pro- learning behaviours	To highlight the importance of pro- learning behaviours	Opportunities for pro- learning conversations
2	Continuation of behaviour	<u>5 minutes of playtime missed with Headteacher / SLT</u> Missed learning to be completed	To make reparations and restore relationships	Conversations about the impact of behaviour and how to adopt pro- learning behaviours
3	Continuation of behaviour	<u>Half of lunch time is missed</u> child to go to Headteacher with learning to be completed. Reparations explored. <i>Appendix 2</i> The child is then to spend the next session in a 'buddy classroom' and then taken back to classroom: Barn Owls to Snowy Owls (or vice versa)Tawny Owls to Eagle Owls (or vice versa)	To make reparations and restore relationships <i>Appendix 3</i>	Opportunities to relate to other staff and peers in order to generate solutions
4	Continuation of behaviour, behaviour that puts child or others at risk or discriminatory behaviour, swearing, bullying or violence	<u>Phone call home</u> from either the Class Teacher or Headteacher (If behaviour had built to that point). Internal exclusion for the rest of the day.	To make parents / carers aware of behaviour.	To discuss a plan to be implemented
5	Extreme circumstances	Fixed Term or Permanent exclusions will be considered	In line with the Exclusions Policy.	

Let's make reparations

My name:

Learning lessons from,
repairing and making up for
negative actions

What do I need and what needs to happen now so the harm can be repaired?				
Who else has been affected?				
What was I thinking and feeling?				
What happened?				
Date				

Appendix 3:

The Restorative Approaches Exploration

This conversation is an opportunity to enable the child to learn about themselves and others after an incident has occurred. It is helpful to communicate explicit safety cues and have the PLACE framework at the forefront of your mind at any stage of this process. The more the process feels like a collaborative conversation and curious exploration that the child is able to reflect and contribute to, the more they will be able to learn from the experience.

What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgement by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing. Using soothing (not cross) tones.

What were you thinking and how were you feeling?

Some children will find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:

- Listening and responding empathically, wondering aloud.
- Starting where the child is at developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it' (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid.

Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child to see things from other people's perspectives:

- Call upon your own experience or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding.
- Pictures and photographs, drawings and cartoons can help the child see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process it can be helpful to ask: "how can we put right the harm caused?" or "what have we learnt from this experience?"

This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time.

What does the child need in order to move forward?:

- Short term intervention to help to keep them safe, particularly in managing specific situations / transitions that they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again