

St. John the Baptist RC Primary School



Relationship/ Behaviour Policy

St John the Baptist Roman Catholic Primary School Milton Lane Dartmouth TQ6 9HW Tel: 01803 832495		
Approved	29/11/22	L Hamilton (head teacher)
Renew	Autumn 23	



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	Relationship /Behaviour Policy
<i>Approved Autumn 22</i>	
<i>Review Autumn 23</i>	

A Relationship policy

Our school is invested in supporting the very best possible relational health between:

Parent and child

Child and child

Child and school staff

Parent and school staff

School staff

School staff and leadership

School staff and external agencies

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect:

Protect

- Increased 'safety cues' in all aspects of the school day e.g. 'meet and greet' at the start of the school day
- Staff trained in 'PACE' modes of interaction (Hughes) being warm, empathic, playful and curious(proven to shift out of flight, fight, freeze positions)
- Staff ensure that interactions with children are socially engaging and not socially defensive to decrease likelihood of children relating defensively (fight, flight,freeze)



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- A whole school commitment to cease all use of harsh voices, shouting, put-downs, criticisms and shaming(proven to be damaging psychologically and neurologically)
- Staff repair occasions when they move into defensiveness
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew...' This allows children the chance to talk about painful life experiences which may be interfering with their ability to learn and quality of life
- Vulnerable children have access to at least one named emotionally available adult and if that person is unavailable then an alternative adult is available.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind non judgemental way from situations that they are not managing well (e.g. children who struggle on the main playground can access a smaller, calmer environment with an emotionally regulated adult)
- Provision of a clear, confidential and non shaming system and self referral to talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally regulated and in so doing to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole school commitment to enabling children to see themselves, their relationships and the world positively rather than through a lens of threat, danger or self blame
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'block trust' (not feeling psychologically safe with anyone) to trust and from self- help to 'help seeking'

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness now and in later life.
- Evidence based intervention that aim to repair the psychological damage and brain damage caused by traumatic life experiences through emotionally regulated, playful, enriched child-adult interactions.
- The emotional well being and regulating of staff is treated as a priority to prevent burn-out , stress related absence or leaving the profession through stress related illness, secondary trauma and feeling undervalued, blamed or shamed.



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- Designated staff only spaces(staffroom) which are designed to support the release of natural anti-stress pro-social neurochemicals (opioids and oxytocin)

Reflect

- Staff development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures)
- Provision of skills and resources to support parents and staff in meaningful empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff(working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words as a key part of working through these experiences and memory re-consolidation. Means include the different modes of expression e.g. art/play/drama/sand- play/emotion worksheets/emotion cards
- PSHE(personal, social and health education) and psycho-education as preventative input, informed by current research(psychology and neuroscience)on mental health, mental ill health, Relationships(including parenting), emotions, social media and tools on how to do life well. Curricular content enables children to make informed choices about how they relate to others, how they live their lives and how they treat their bodies, brains and minds.
- Staff development and training to help children move from behaving their trauma/painful life experiences to reflect on those experiences. Staff learn to do this through empathic conversations addressing children's negative self- referencing and helping them develop positive coherent narratives about their lives.
- This policy is not based upon punishment, sanctions and isolation but focuses upon enquiry, reflection, resolution and interactive repair(eg. restorative conversations).

PACE (Play, Acceptance, Curiosity and Empathy) is a way of thinking, feeling, communicating and behaving with a traumatised child that aims to make the child feel so safe with you that they can stay open and engaged (socially engaged).

Play

A playful stance can diffuse a difficult situation. Play can release opioids which reduce anxiety and aggression. The challenge is to stay open and engaged with a child when another part of you wants to get angry. When children giggle, they become less defensive or withdrawn and more reflective.

Acceptance

Acceptance is about actively communicating to the child that you accept the wishes, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgement or evaluation, her inner life.

I want to work together to try to make sense of your behaviour even when I am setting limits for that behaviour. E.g. – I am not for spitting at so I need you to stop that now, but I accept that you are very angry with me right now/It's not OK to hit your brother but I see you are angry with him.

Defensive behaviour can stop when we feel validated or heard. It is also a chance to 'name and tame' frightening emotions for the child.

Curiosity

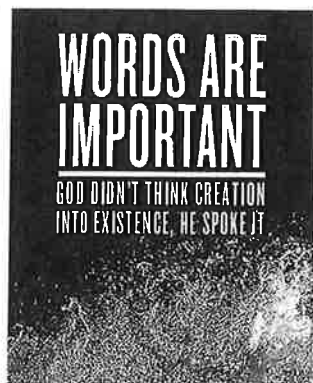
Curiosity, without judgement, is how we help children become aware of their inner life. ***Will you help me understand what it was like for you when Jake said that about your mum? Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child "What do you think was going on? Or I wonder what ..."*** It is not an interpretation or a fact gathering. It is about getting to know the child and letting them know that.

Empathy

Empathy encourages connection. It enables us to share the emotion, pain and sensation of others and is us trying to understand the child's experience from their point of view. It allows us to 'hold' frightening emotions for the child, whilst they learn how to process and manage it. (E.g. each carrying a handle of a heavy shopping bag). Sometimes, simple words are the best: ***You were so alone/You were just a little boy/No-one knew...no-one knew/You lost your temper – you feel so sad.***



THE MOMENT WE
SHAME OUR OWN
CHILD, IS THE MOMENT
WE TEACH THEM
THAT IT'S ACCEPTABLE
TO BULLY ANOTHER
HUMAN BEING
- KIRSTY SOO



SENTENCE STEMS TO AVOID POWER PLAYS

Sentence stems for getting out of power plays...words are crucial!

- So you feel...not just a bit angry, but you are very angry
- I understand you feel...
- I need you to...
- Be that as it may...
- Maybe you're right, maybe I will have to talk to them, too
- I've often thought the same, but right now we need to focus on...
- So you see me as someone who...

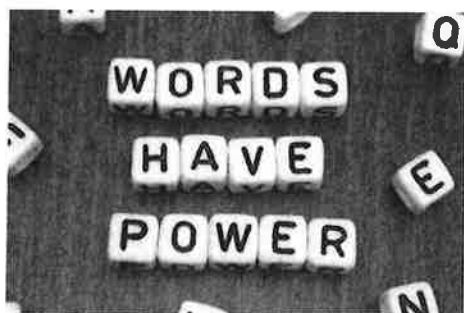
Try not to use commands

- Stop doing that
- You will face the front
- Give me that

Or requests...

- Would you please face the front?
- Will you please pay attention?
- Why haven't you got a pen?
-

(Questions and commands can trigger shame and then rage)



Use language in a positive way with a gentle tone of voice...

I NOTICE is a non-threatening stem to use...

I NOTICE a number of people are fiddling with objects

I NOTICE you've moved furniture out of the rows. I want you to move it back now, please. Thanks, Judy.

I NOTICE you have a phone – I want you to put it in your bag or on my desk. Thank you, William.

Use the language of **CHOICE**...this triggers frontal lobe functioning..

We have a school rule for mobile phones, so you can put it in your bag or on my table. (Give them the take up time – if they refuse to put it away – oh that's shame, you are making that choice because if you don't, I will need to follow it up with you after the lesson instead of going to break (leave them to consider the consequence).



A staged approach to managing behaviour:

Green = calm & relaxed – needs proactive strategies used that keep the pupil calm
 Amber = anxious, aroused or distressed – early de-escalation strategies should be employed with the aim of returning to the green stage
 Red = incident! Agreed reactive strategies should be used. Step-by-step approaches are useful for staff to be effective at these times.
 Blue = calming down - but still need to be careful – Should detail what happens following a red incident and calming strategies that should be employed.

Stages of behaviour:

Green

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to keep Individual in the green for as much time as possible.	What individual does, says and looks like that gives us clues that he is calm and relaxed.
<ul style="list-style-type: none"> • TA or teacher to meet and greet and check in first thing • Ensure X has regular sensory breaks in class. • Allow calm down activity time after break • Give X regular positive feedback encouragement • Reminders of what he has achieved and can do very well. • Give X responsibility for small tasks e.g. being a helper • Have realistic expectations of tasks that require manual dexterity. • Ensure any children who trigger negative behaviours are not sat near X in the classroom • Always try to use aspirational language – say what you do want him to do, not what you don't. 	<ul style="list-style-type: none"> • Sitting at the table • Participating in discussion/learning time/activities • Talkative • Eager to please

Amber

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to stop the situation from escalating further and return individual to the proactive phase as soon as possible.	What individual does, says and looks like that gives us clues that he is becoming anxious or aroused.
<ul style="list-style-type: none"> • Distraction techniques if she looks like she is going to get frustrated such as: moving her away from children who may be antagonising her, encouraging her to move onto something different, using positive language to distract her. • Reassurance about things that she may not like to do. 	<ul style="list-style-type: none"> • Gets up and starts moving around <ul style="list-style-type: none"> • voice gets louder • Reluctant to have a go

RED

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	What Individual does, says and looks like when he is challenging.
<ul style="list-style-type: none"> • Strategies should be clear and step-by-step. They might include: • Stay calm and reassure Individual that you are going to help him. • Use PACE to try and defuse situation • Make sure only one person talks at a time. • Distract individual with a favoured object or activity. • If possible, walk individual to a space where he cannot walk away/lock doors • Ensure a message is passed to a member of SLT: 	<ul style="list-style-type: none"> • He will shout no • He will move to snug and try and shut the door. • He will appear very unsettled • He may become physical tipping tables • He will try and walk away from the adult • He will try and lock doors to the snug

Blue Restorative Phase

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to support Individual to become more calm again and return to the proactive phase.	What Individual does, says and looks like that tells us that he is becoming calmer.
<ul style="list-style-type: none"> • Talk to individual discussing how he feels • Drawing with X to establish feelings and explanations of how it escalated • Complete CPOMs • Home-School communication 	<ul style="list-style-type: none"> • His posture will become more relaxed • He will make more eye contact and will interact with you • His voice will be calmer • There will be less movement

Behaviour plan completed by:	Behaviour plan agreed by:	Signed by parent:	Signed by teacher:	Signed by Head:
Date:	Date:	Date:	Date:	Date: