CHRIST THE KING PRIMARY SCHOOL

RELATIONAL POLICY

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Article 15 : You have the right to meet with other children and join groups and organisations (freedom of association)

Christ the King Relational Policy

As a Catholic school our mission statement is at the core of everything we do at Christ the King School. We aim to provide our pupils with the experiences , skills and knowledge to be the best that they can be for themselves , for others and for God's World.

One of our core principles is that the adult-child relationship is vital when developing the child's social and emotional skills essential for life and learning. When children experience safety in their relationships they open up to new learning; when they experience a threat to their safety they mobilise themselves for responding to danger and /or prepare to shut down if the conditions are overwhelming and they lack the resources to respond .
All children need to have the experience of an adult providing them with a secure base and calming them when they are dysregulated , the adult becomes the co-regulator. Children need to have experienced having older wiser others (secure bases) to depart from to explore the world, while knowing that they can retreat to this secure base in order to refuel , share experience and regulate in the face of danger or threat .

All children need adults who "lend their brains" to children to help them make sense of the complex and often incoherent information all around them . Adults help to organise children's experiences , develop their capacity to reflect and support them to make mental representations of themselves in relationships with others and the world by holding the child's mind in their mind and reflecting this back to the child .

At Christ The King we have aligned our Behaviour Policy with our Relational Policy . The foundations of both policies are based upon the principles of Thrive , ELSA and the Restorative Approach .

ALN Statement

Christ The King Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying , assessing and making provision for Additional Learning Needs at the earliest opportunity , working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success .

Managing behaviour relationally

The best form of behaviour intervention acknowledges and enhances the positive .

We at Christ The King School strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles :

1. We understand behaviour communicates unmet needs and can separate the child from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role model and explicitly teach appropriate behaviours
3. We provide containment , predictability and routine to build a sense of safety in the emotional and physical environment .
4. We encourage children in our school to become accountable for their actions and the impact they may have on them selves and others , promoting a solution-focused approach to changing future behaviours .

5. We keep in mind that we are the adults and the children are still growing , learning and developing .
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions , we seek the most appropriate way of supporting children to develop robust stress- regulation systems and therefore the skills of self-control, empathy and emotional management .

Supporting behaviour

All staff will:

- Take time to recognise positive behaviours and attitudes and reward success
- Try to catch children doing the right thing and enhance this
- Engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half termly
- Focus on the values, rights and responsibilities of the school when establishing these boundaries in conversation with children
- Remind children that their actions impact on others and that they have a responsibility to safeguard others' rights
- Seek both resolution and learning when dealing with incidents
- Consider how our actions and words help and give children time and space to resolve the situation
- Keep in mind that children benefit from a clear structure (containment) within which to learn
- Use sanctions only as a form of appropriate , proportionate and positive intervention
- Keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved
- Keep in mind that sanctions must be applied compassionately and in a fair and consistent way

Positive reward: we have the following strategies/rewards :

- Verbal/Written positive comments
  Children are sent to the head teacher with an excellent piece of work or for exemplary behaviour. HT can send text home to parents .
  Habits of Mind certificates are used as a link between school and home for positive learning habits and attitudes. The child can be sent to a member of SLT or the head teacher for praise and reward for work and behaviour.
  In class rewards e.g., raffle tickets, marbles in the jar, table and class points, extra break time
- To promote intrinsic motivation , rewards are given for the process of learning (behaviours for learning – HOM) rather than the output of an activity (which may promote extrinsic motivation)

Sanctions/ consequences : we have the following strategies/rewards

We prefer to offer pupils incentives to behave positively rather than rely upon punishments, but in certain circumstances sanctions are considered necessary. The following table shows the hierarchy of these consequences.

Emergency Situations :

Sometimes staff may have to act quickly and decisively to stop a pupil's disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some other way stopping the entire class from functioning, a pupil would not receive a warning and would not proceed through the whole hierarchy of consequences. The pupil may need to be accompanied by a member of staff to a quiet part of the school such as the Thrive room. This gives the pupil or pupils time to calm down and gives the class cool-off time. On these occasions, pupils need to reach a state of calmness before they are ready to reflect on what has happened and repair relationships.

Time out

Time out is a strategy whereby a child may either sit in a different part of the classroom or in some instances leave the room to continue their learning elsewhere under adult supervision. It avoids many of the negative consequences inherent in adopting sanctions as a way of managing behaviour.

Time out can present the child with opportunities to:
- reflect upon the causes and consequences of their behaviour
- adopt a strategy for avoiding confrontations

As a result, this approach:
- nurtures a positive relationship between the child and teacher
- avoids the humiliation inherent in being 'told off' in front of peers
- protects the child's self-esteem.

Consequences

We prefer to offer pupils incentives to behave positively rather than rely upon punishments, but in certain circumstances sanctions are considered necessary. The following table shows the hierarchy of these consequences.

Stage		Action Taken by Teacher	Reparation	Record kept
1	Rule reminder	At the start of every session / transition of class (eg from carpet to table) and as children leave for lunch/play time - clear reminder of rules and class expectations.	Pupils all understand	

2	Tactical ignoring	If **very slight misdemeanour** Deflecting inappropriate behaviour by drawing attention to appropriate behaviour of neighbour. Standing next to child .	Pupil given the opportunity to amend behaviour	
3	Verbal reminder	**For minor misdemeanour -**First time a rule is broken quietly tell pupil e.g., "_____ *(pupil's name) the* rule is 'Look after property'. "This is a reminder." **Simple direction**, rule reminder, explanation of rule being broken, quiet word or reprimand, e.g., "_____ *(child's name)* where should you be?" Allow for take up time- turn away.	Pupil given the opportunity to amend behaviour	
4.	Play time lost – 5 mins	If more severe rule breaking or verbal reminder ignored. Pupil loses 5 mins play. If 5 or more severe rule breaking incidents take place in a week, the teacher will inform the parents and discuss the reasons for this.	Teacher speaks to the child.	By class teacher
5.	Time out	If misbehaviour is impacting on the learning of others, the teacher will ask the child to work away from peers for a short period of time. (See notes below).	When child admitted back to activity- teacher MUST talk to child	By class teacher
6	Behaviour Reflection Chart	For more severe rule breaking an amount of time out will be taken out of playtime. Pupil to complete a Behaviour Reflection Chart in KS2. **Teacher speaks to parent at end of day to work in partnership.**	When child admitted back to activity- teacher MUST talk to child, remind child of rule that was broken and remind child of expected behaviours and that it is now a new start.	By class teacher
7	Behaviour continues in same session or in day	• Referral to HT or DHT	Teacher MUST talk to child, remind child of rule that was broken and ask child to apologise remind child of expected behaviours and that it is now a new start.	By class teacher
8	Severe Behaviour Defiant behaviour- refusal to comply. Visit to Head Teacher	• If behaviour very severe in class or involves bullying/ physical aggression/use of offensive language etc referral to HT. • HT to contact parents if behaviour warrants this. • May include Positive Behaviour Plan • Detention given if appropriate • Possible Internal Exclusion • Persistent behaviours that warrant internal inclusions will lead to fixed term exclusion.	Plan for future. If a child is not working satisfactorily then reasons for that need to be considered and appropriate action taken	HT records incident.
9	Fixed-Term exclusion	HT follows LA guidelines May involve Pastoral Support Plan (PSP) following advice from Cardiff LA EHW specialist teacher	Re-integration	HT records incident.

10	Permanent Exclusion	HT follows LA guidelines		HT records incident.

- Involves discussion with the teacher before re-integration in the class with the opportunity to develop more appropriate behaviour

This can range from 3- 15 mins depending on the age of the child.

Verbal Aggression

Verbal aggression will be dealt with by taking into consideration the individual needs of the pupil concerned when selecting from the above consequences.

The school does not tolerate verbal aggression, bullying or swearing.

We do not tolerate discrimination or insulting comments based upon another person's:

- Physical appearance
- Race
- Religious beliefs or practices
- Academic attainment
- Sexual orientation

School Detention

When children persistently break the classroom rules, the Head Teacher may choose to issue a detention (loss of break time). Parents are informed if their child has had a detention.

Positive Behaviour Plans

In some instances, it may be appropriate to put in place a Positive Behaviour Plan. Small achievable targets are then set, in consultation with the Head Teacher, ALENCo, and parents, that reflect the understanding of the child. Parents are kept informed as partners in the plan. A record of the target sheet will be sent home daily.

This is a **positive** plan used to positively reinforce the targeted behaviours. No other comment about other behaviours must be made on the form. In this way the child's self-esteem and ability to identify and then self-correct behaviours is enhanced.

Outside support

If a child's behaviour is not responding, additional specialist help and advice from the Educational Psychologist or Inclusion Service may be necessary. This possibility should be discussed with the Head teacher, ALNCO and parents.

Fixed-Term Exclusion

Exclusion of a child will be considered if behaviour results in a threat of or actual physical violence towards another person, or seriously undermines the overall discipline of the school. After the period of exclusion, prior to re-entry, the child with his/her parents will meet with the Headteacher in order to establish principles for re-entry and to re-establish a good working relationship.

Partnership with parents/carers

We work as a team to support the children in our setting as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate.

Communication: we have the following strategies:

We use strategies designed to help parents/carers to understand and support children to be accountable for their actions. We rejoice in positives and develop skills to change unacceptable behaviour rather than to punish the actions taken by the child.

Supporting staff:

Dealing with a child demonstrating distressed behaviour can be upsetting. It is okay to feel upset and to feel hurt. If you feel that you are getting angry when dealing with an incident, withdraw, give yourself space and time, and seek support during and afterwards. Managing distressed behaviour when you feel angry can escalate the situation. Avoid arguments and negotiations once a sanction is imposed but continue to give clear choices about further conduct .

Appendix A – PACE and VRF's (Vital Relational Functions)

PACE and the Vital Relational Functions.

To support the rhythm of this cycle in Thrive we use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs).

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.

- Playfulness: sensitive and appropriate playfulness helps the child feel safe and promotes positivity
- Acceptance: unconditionally accepting the child makes them feel safe, secure and loved
- Curiosity: genuine and non-judgemental interest in the child helps them become aware of their inner life
- Empathy: demonstrating compassion for the child and their feelings supports the child's sense of self-worth.

The VRFs represent the key techniques that we consciously apply in relationship.

- Attunement: matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication
- Validation: acknowledging the validity of the feelings the child is experiencing
- Containment: predictability, routine and experiencing safety and security both relationally and environmentally
- Regulation: transforms what was too much to bear alone into an experience that can be tolerated together

Appendix B- The Nurture – Structure Highway

Both nurture and control (structure) are crucial to the healthy development of the child, supporting the child to be themselves while being able to adapt sufficiently to fit in socially with others. However, where nurture and control are taken to the extremes, they can have a negative effect. Parent educators Jean Illsley Clarke and Connie Dawson (Illsley Clarke and Dawson 1998) created the model of the Nurture–Structure Highway to help adults maintain an appropriate balance.
In this model both nurture and structure are continuous (the road). It is important to stay on the road of reasonable levels and not swerve off into the ditches or hard shoulder of extremes. This Nurture–Structure Highway model provides a way of helping adults consider the best possible support for the child (staying on the road) and how to avoid veering off into the extremes. It is helpful in making the distinction between negotiable and non-negotiable rules and is particularly useful when discussing boundaries and rules. Coming to an agreement about non-negotiable rules can contribute positively to children's safety and will support consistency for all staff at the setting.

Appendix C – The Relate – Rupture – Repair Cycle

Inevitably there will be times when there is a break in the nurturing connection between the adult and child. For example, if the adult is tired, busy dealing with something else or is emotionally unavailable due to a major life event, and so on. While we might do our best to minimise these breaks in connection, when they do happen, they can be repaired, and learning can come from this experience. Research scientist Suzanne Zeedyk shares with us that "making up is more important than messing up." Dr Zeedyk refers to the everyday scenarios where relationships between two people go through a rhythm of relating (in relationship), a rupture happening in the relationship and then making a necessary repair to the rupture in order to return to relationship. The repair not only rewires patterns of behaviour; it also establishes trust. This is known as the relate–rupture–repair cycle. When we look at each element of relate, rupture and repair, we examine the specific skills we, as adults, can use to help support these interactions with the children we work with.

Relate
The 'relate' phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. Caregivers and their infants start building this bridge from before the baby is born and continue to build it after birth and throughout the child's life. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child's emotional experience for them. The connection between the two is reciprocal.

Rupture
The 'rupture' phase refers to those times in a relationship where there is a misunderstanding or misattunement, in other words, when we don't get it right for the other person and we feel like the relationship experiences a setback. At this point the bridge of connection might feel weakened or more vulnerable. Although we might think of ruptures as being problematic and therefore to be avoided where possible, in fact, they are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child's resilience.
Ongoing attunement between the emotionally available adult and the child will inevitably move through different phases, being at times fully synchronised and all-encompassing and at other times disconnected and misattuned.
When a rupture happens, it is likely that we will see the child's behaviour change. The child no longer feels the presence of the adult as supportive or alongside them, and their nervous system

quickly reacts to the withdrawal of these cues of safety with survival responses of fight, flight or freeze. These are associated with distressed behaviours we describe In Thrive as passive or non-problem-solving behaviours.
If an adult is able to stay regulated themselves, they will be able to notice subtle changes communicated by the child, stay attuned to the child and repair the rupture effectively with compassion. Conversely if they are triggered and become dysregulated, they won't be able to attune to the child and this could also trigger them into further dysregulation. It is therefore important for adults to be aware of their triggers and possible reactions and have access to ways they can stay regulated in challenging circumstances. It is important that ruptures in the relationship are noticed so they can be repaired. If the adult is unable to or does not notice the rupture then it can't be repaired. This is a lost opportunity to build the child's capacity for relationship and regulation.

Repair

The 'repair' phase of the cycle involves correcting the misunderstanding or misattunement of the rupture by trying to share understanding of intentions, feelings, thoughts and actions in order to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved.
The emotionally available adult becomes aware that there is a misattunement between him/herself and the child. The adult is able to deal appropriately with their own reaction, in that moment, to stay regulated and is then able to reach out to the child and repair the rupture in their relationship. The adult may do this by apologising and reaffirming the attuning and validating stance, and by demonstrating acceptance, curiosity and empathy to the child.
In this situation the adult has the capacity to stay steady and regulated in the presence of the dysregulated child. By repairing the relationship, the child's arousal state can settle and the relationship can continue in an attuned way. The adult must always repair the relationship, not the child.