

Love, Live and Learn

Our Lady & St. Swithin's



Catholic Primary School

Relationships and Restoration Policy

2022-2023

Headteacher:.....

Chair of Governors:.....

Date:.....

As a Catholic Community centred on God's love, respecting all, we are committed to enable and encourage each person to be cared for in body, mind and spirit ensuring each individual achieves their full potential in a secure and caring environment.

DREAMS

"Dream, Believe, Achieve"

Discover

Resilience

Embrace

Aspire

Make a difference

Service

Our Lady & St. Swithin's Catholic Primary School is invested in supporting the very best possible relationship between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and external agencies
- Senior leaders and governor

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

Protect:

When looking to protect, we endeavour to:

- 'Meet and greet' at the school door in the morning, and at the classroom door every lesson
- Have an open-door policy for informal discussions with parents/carers should the need arise
- All staff work closely with our Mental Health and Wellbeing Lead as part of a pastoral team to identify and support those students who are showing their feelings through their behaviours
- Staff trained in trauma and attachment
- Regular CPD sessions to keep practice relevant and current
- On admission, parents have the opportunity to talk about traumatic experiences (ACEs) which may have an impact on their child. Additional support will be given, through the pastoral team should the need arise
- We have a continued commitment to non-confrontational interactions with pupils focussing on a "no shouting" or harsh voice culture within school.
- A proactive, whole school commitment to dealing with any type of bullying. Bullying will be taken seriously, fully investigated and will lead to restorative conversations where necessary. All incidents will be recorded via CPOMS. Outcomes may include referrals to external agencies and collaboration with other professionals. All parties involved will be supported and intervention planned, where necessary through the pastoral team.
- Pedagogic interventions that help staff to get to know pupils better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams and hopes). This is key to enabling students to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life
- Vulnerable students have easy and daily access to at least one, emotionally available, adult and know when and where to find that adult. If the child does not wish to connect with the available adult, an alternative adult is found
- Pedagogic interventions that help staff to get to know students better on an individual basis. Teachers are committed to get to know children on an individual basis.

- We work closely with vulnerable children who are continually triggered into an alarmed state in the classroom by utilising the facilities and expertise in our enhanced provision.
- Emotionally dysregulated children will have access to calmer, smaller areas during break and lunch time, with emotionally regulating adults.
- All children will have access to a confidential system of self-referral e.g. calming box.
- Staff are supported in such a way that they feel truly valued and emotionally regulated. As a senior leadership team we are committed to creating and maintaining a happy team and a happy school which will lead to positive social engagement throughout school.

Relate:

At Our Lady & St. Swithin's Catholic Primary School we have a whole-school commitment to enabling students to see themselves, their relationships and the world positively.

Connections are paramount, relationships are necessary in order to live well. We teach children that relationships can be safe and positive and can bring safety and comfort, love and joy.

Regulate:

In order to regulate we:

- Teach pupils to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other pupils into account
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain and upset
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010)
- The emotional well-being and regulation is treated as a priority in school for both children and staff.
- Our Lady & St. Swithin's operates a supervision programme to support emotional well-being.

Reflect:

In order to reflect we offer opportunities for

- Staff and parental support and training to help them to reflect on their skills to best to support children's behaviour
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to communicate their emotions and experiences. Means include the provision of different modes of expression e.g. art/play/drama/music/sand/emotion worksheets/emotion cards
- PSHE (Personal, Social and Health Education) and Relationships, Sex and Health Education (RSHE) are used as preventative input, informed by current research. The curriculum area is focussed upon positive relationship building and all schemes address this on a weekly basis

- Curricular content enables students to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds

Resolution –the consequences of actions

At Our Lady & St. Swithin's Catholic Primary School we understand all actions have a consequence, whether that is positive or negative. We also understand that all unregulated behaviour could be a call for attention, and evidence of an un-met need.

We have expectations for behaviour which are in place to keep everyone safe.

Rewards – our positive attitudes approach

Praise and recognition of hard work, good attainment or 'above and beyond' acts are an essential part of creating a positive climate for learning. We spend lots of time discussing how children like to receive praise and utilise many different mechanisms from public praise, to a quiet affirmation for making progress both academically, socially or emotionally. Using the PiP – RiP approach (Praise in Public, Reprimand in Private) is an integral part of our approach.

Here are some examples of ways staff let children know they are doing well, that they are being held in our minds and they should be proud of the choices they are making and all they are achieving – both emotionally and academically:

- Thumbs up and smiles
- Verbal praise
- Headteacher/Governor stickers
- Variety of certificates
- Presentations in assemblies
- DOJO points are given by all staff members in recognition of: positive behaviours and good choices, hard work, good manners, acts of kindness. Dojo points result in prizes.
- Weekly attendance and star pupil awards
- The most important element of praise is often letting parents/carers know how good their child is doing in school. We make regular contact to share good news with parents and carers i.e. text messages, post cards, certificates and Be Your Best Trackers.

What do we do when incidents occur:

All staff work in a consistent, firm but fair manner, understanding that fair doesn't always mean giving every child the same thing, but making sure a child's basic emotional needs are met at any particular time. As previously stated, unregulated behaviour could be an expression of an un-met need, and wherever possible staff discuss signs of unregulated behaviour, with the whole child in mind.

Refer to appendix 1 for agreed strategies.

Procedures for Absconding

If a pupil absconds from the building, parents/carers are informed immediately. We will inform the police immediately.

Recording of incidents:

CPOMs is used to record incidents. The senior leadership team have overview of all incidents ensuring that the pastoral team are fully informed to take appropriate action.

Consequences of actions:

Consequences are used as a chance to correct actions which need to be addressed.

See appendix 1 for agreed strategies

Expectations after incidents of poor behaviour may include the following:

- Apologies for verbal outbursts or challenging behaviour
- Fixing damage which has been caused whilst emotionally dysregulated
- Talking through the actions and consequences of actions and offering alternatives
- Discussion with parents as and when required

When a child needs adult help to keep themselves and others safe

Although every opportunity will be taken to de-escalate a situation using the techniques and method we spend a lot of time making our primary approach for all interactions with our children, there may be occasions when adults need to physically intervene to keep everyone safe.

Although a last resort, members of staff have had training to use reasonable force to prevent students:

- Injuring themselves or others
- Damaging property
- Disrupting the good order and discipline in the classroom. Our utmost concern is the integrity and wellbeing of the child and we endeavour to use physical intervention as a last resort and in as respectful and de-escalating manner possible.

Fixed term exclusions

At Our Lady & St. Swithin's Catholic Primary School we are aware of the detrimental impact 'exclusion' can have on the mental health and emotional wellbeing of those who are excluded. It is always our very last approach and always taken using great caution. We will exhaust all other strategies before excluding and will only use this as a last resort, if at all.

For behaviour which causes great concern, Fixed Term Exclusions (FTE) may be given. The Heateacher decides on an FTE, taking into account all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community. Fixed term exclusions are served in the child's home and children are under the supervision of parents/carers or other responsible adult. Any child that is FTE from school is required to engage in the school's remote learning provision for the days of the exclusion period. Parents / Carers need to accompany the child to a reintegration meeting in school before they are allowed back into lessons. During this meeting, the opportunity will be taken to complete restorative practices between the child and members of staff and /or other children directly affected by incident resulting in the Fixed Term Exclusion