



Whitehills Primary School

Relationships Policy



The **Five Pillars** underpin everything we do (appendix 1):

1. Consistent, calm adult behaviour
2. Relentless routines
3. First attention to those making the right choice
4. Scripting difficult interventions
5. Restorative follow up

Our Values

We are:

- Kind
- Honest
- Respectful
- Responsible
- Hard working

Visible Consistencies

- Good role models
- Daily meet and greet
- Good manners shown by all
- 5 Point Voice Scale

Over and Above Recognition

- Best Wall - linked to a value
- Dojo message home
- Excellence Award Shooting Star
- Visible Recognition Around the School
- House points - collective house reward

Relentless Routines

1. Whitehills Walking
2. Lovely Lines
3. Non-verbal Signals

Our Steps to Better Relationships (appendix 2 & 3)

1. Redirection Use non-verbal cues, be aware of body language, facial expression and tone of voice.

2. Reminder I notice you are ...
I need to see you ...
De-escalate and take the initiative if necessary.

3. Last chance Do you remember when ..., that is what I need to see now or the next step will be time out.
Thank you for listening.

4. Time out Time-out with an agreed teacher, with work.
Send Dojo message to parent, record this and inform SLT.

5. Repair Follow up discussion/ reparation as agreed.
If required SLT can support with this by covering the class.

Scripting (appendix 4)

Scripting is the use of predictable language. It is how we can model problem solving by thinking aloud. Scripts should be delivered privately, in a calm tone.

- **I've noticed you are...** (*refer to expectations not being followed*). **I need to see you...**
- **I notice you are still**
- **I expect you to ...**
- **Remember the last time when you** (*add a positive memory*)? **That's what I need you to do today or the next step will be time out. Thank you for listening** (turn, walk away and do not engage with the pupil)

Individual Support Plans

- Children that have ASN may have an individualised plan to support behavioural needs.

5 Restorative Questions

1. What happened?
2. What were you thinking/ feeling at the time?
3. Who has been affected by what you have done?
4. What do you need right now?
5. What do you need to do to make things right?

De-escalation (appendix 5&6)

De-escalation avoids low level behaviours becoming more serious. This can be through the use of a script or an intervention.

- **I can see that ...** (*acknowledge feeling*)
- **You're safe, I'm here for you**
- **What do you need from me just now?**
- **This feeling won't last forever**

Interventions include: a brain break, colouring, exercise, a quiet space, food,

Repairing and Giving Back

(appendix 7&8)

Age appropriate consequences are chosen for each area of the school which involve repairing relationships and reflecting on what has happened.

Early Level

- Make a sorry card
- Draw a picture of what happened (followed up by a discussion)

First and Second Level

- Make a sorry card
- Write a letter of apology
- Restorative question sheet

Extreme/Unsafe Behaviours

(appendix 9)

- If extreme behaviours are displayed in class or outside e.g. physical, swearing, a help card will be used to alert a member of SLT to assist. They will investigate and decide the best course of action. This may be exclusion from the class environment. Independent work will be provided by the class teacher for the during of time out of class and parents will be informed.
- In these situations, if necessary the rest of the class may evacuate the room to allow learning to continue

Our 5 Point Voice Scale

This is displayed in all classes and areas in the school and is referred to consistently to promote and encourage a calm and settled school environment.



Zones of Regulation

We recognise the significant importance of developing children's understanding of their emotions and their ability to self regulate. Zones of Regulation is a core element of our Health and Wellbeing curriculum and is implemented consistently across the school. All children and staff are familiar with the language of the four zones of regulation - Blue, Green, Yellow and Red.

Five core words for each zone have been agreed for P1-3 and P4-7 as follows:

P1-3

Blue: tired, bored, sad/upset, lonely and unwell

Green: content, happy, ready to learn, joyful and calm

Yellow: nervous, worried, annoyed, excited and silly

Red: angry, mad, scared/ frightened, physical and out of control

P4-7

Blue: exhausted, scunnered, anxious, lonely and unwell

Green: comfortable, happy, ready to learn, focused and calm

Yellow: frustrated, worried / embarrassed, annoyed, excited and silly

Red: angry, aggressive, frightened, mean and losing control

Other descriptors can be included depending on needs of the class but the core 5 words should be consistent across the school. At the beginning of every session, all staff introduce/revisit the concept of Zones of Regulation with children and develop their own visual display for the classroom. Board Maker symbols have been created to support this process.