

## **Relationships Policy**

Here at Crossford Primary School we work hard to develop strong and supportive relationships with our pupils, their families and the community. Every adult in our community, regardless of role, is expected to consistently demonstrate respect and positive regard, have high expectations and clear boundaries and consequently model good behaviour.

### **How do we develop relationships and support behaviour?**

We use restorative approaches to resolve conflicts and help maintain positive relationships. Restorative approaches are based on the belief that:

Good behaviour needs to be modelled and taught

Children making mistakes with behaviour is part of the learning process

A non-judgemental approach to dealing with incidents is required

The focus is on restoring the positive relationships not punishing the child

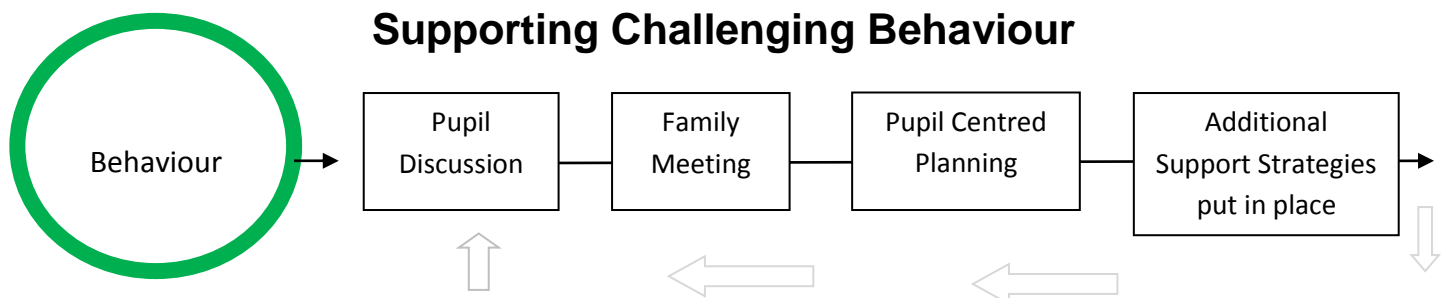
We use a nurturing approach to build healthy relationships, resilience and to protect emotional wellbeing. We pride ourselves on knowing our children and respecting their individual needs. Some of our pupils may have invisible disabilities or may have experienced adverse childhood events which can have a significant impact on their learning, relationships and behaviour.

Supporting these needs can often be a team effort and we work alongside Paediatric Doctors, Educational Psychologist, Clinical Psychologist, Woman's Aid, Speech and Language Therapists, Occupational Therapists and Social Work. We also work with our families and pupils to plan for positive change:

## Additional support might include:

- The Seasons for Growth programme which is used to help pupils cope with changes such as bereavement or parental separation.
- The 5 – Point Scale which is used to help children recognise their emotions and provide strategies to manage them.
- Lego Therapy sessions which provides opportunities to develop communication and social skills.

It often cannot be discussed due to confidentiality but effective multi-agency working will always be in place for children that require it.



This may be an ongoing process for many children and their families. Good relationships take time.

Our school values of **respect, responsibility, ambition** and **commitment** underpin our behavioural expectations.

If a child's behaviour is not acceptable their teacher might:

- have a restorative discussion with the child reminding them of the school values
- Discuss the matter in private (individually or with the others involved)
- Use scripts to ensure consistency and to respond to incidents with deliberate calm
- Call for assistance / evacuate class for safety
- Discuss behaviour with the child alongside a member of management, Support for Learning or parents. Children are not “sent” to management as it is vital that children recognise there is no differentiated levels of respect.

## How can parents and carers help?

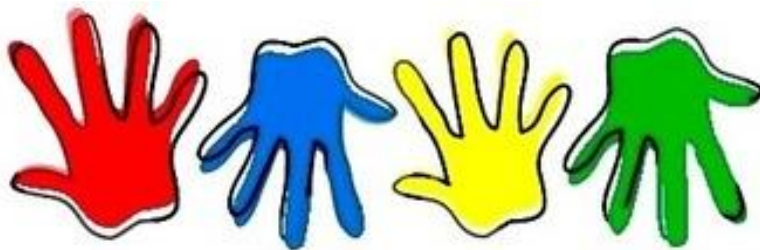
Always share any issues or concerns with school. This can be the classroom teacher or a member of management.

Model kindness and patience.

Please do not isolate families in our community and never ask your child to isolate another pupil.

Provide opportunities to play with peers outside of school. Make connections.

Your role is extremely important and can have a huge impact.



*it takes a village to raise a child*

# FAIR IS NOT ALWAYS EQUAL.



Kids go to a doctor **with different needs:**

Four children are shown with speech bubbles. From left to right: a girl says 'I scraped my knee!', a boy says 'My stomach hurts!', a girl says 'I think my arm is broken!', and a boy says 'I have a cough!'.

What if the doctor said the **same thing** to all of them?

A bottle of 'COUGH SYRUP' and a spoon with red syrup on it. A speech bubble says 'Here's some cough medicine!'.

Only **one kid** would get what he needs.

Four children are shown. The boy with the cough is circled and holding a bottle of cough syrup.

And that's **not fair.**

A hand with a red sleeve pointing downwards.

## It's the same thing in a classroom.

Every student has **different needs:**

Four children are shown with speech bubbles. From left to right: a girl says 'I have trouble focusing for more than 15 min.', a boy says 'I think better when my hands are busy', a girl says 'I can talk about what I know better than I can write about it', and a boy says 'I can't grip a pen or pencil'.

So **different students** should get **different things** to help them succeed.

Four children are shown with icons below them. From left to right: 'Classroom breaks; tests taken over multiple days', 'Fidget toys and tactile activities', 'Creating a video instead of composing a paper', and 'Modified writing utensils; writing on a computer instead'.

And **that's what makes a classroom fair for everyone!**

A teacher in a blue suit and glasses stands with a diverse group of six children.