# Our Lady of Lourdes Relational Policy

**Aims:**

- To ensure the school environment is a safe place for everyone to become **Successful Learners, Confident Individuals, Responsible Citizens** and **Effective Contributors.**
- To develop a sense of belonging where everyone feels **safe, healthy, achieving, nurtured, responsible, respected** and **included.**

**Rationale:**

In line with current guidance, our school's **Relational Policy** is underpinned by the following:

- RIGHTS BASED APPROACH:
  - *In line with the rights of the child noted in the UNCRC.*

- ATTACHMENT INFORMED AND TRAUMA SENSITIVE PRACTICE:
  - *Act to make a difference;*
  - *See the whole person;*
  - *Hear their voice;*
  - *Recognise behaviour as communication;*
  - *Respond with compassion;*
  - *Believe in change.*

- NURTURING APPROACHES (based on the 6 Principles of Nurture):
  - *Children's learning is understood developmentally;*
  - *The learning environment offers a safe base:*
  - *The importance of nurture for the development of children's wellbeing;*
  - *Language is a vital means of communication; (of a social or emotional need)*
  - *All behaviour is communication;*
  - *The importance of transition in children's lives.*

- RESTORATIVE PRACTICE:
  - *Repairing the harm done;*
  - *Promotes an appropriate response or action (consequence) focused on repairing relationships and/or putting things right.*

*Using a combination of these approaches and practices promotes long term improvement in behaviour as it focuses on making a difference to the choices that a child makes in the future:  understanding the behaviour can improve the behaviour.*

In line with the aforementioned approaches and in consultation with our stakeholders, our relational policy focuses on the following steps:  **CALM, CONNECT, REFLECT, REPAIR.**

| CALM | CONNECT |
|---|---|
| Using resources/objects *(eg ear defenders, rubik's cube, sensory comforts)* or methods/strategies *(eg providing a personal or safe space/breathing exercises/sensory grounding* to return to a feeling of calmness. (Staff may be required to help to co-regulate the child). | Helpful words/actions to connect with the child once the child is calmer *(eg I am listening)* or actions *(eg sit with the child in silence, roll a ball back and forth to the child)* to gain a connection with the child. |
| **REFLECT** | **REPAIR** |
| After a child has been involved in an incident or not following expected behaviour, a debrief collaborative discussion using a range of questions as prompts may be appropriate (including acknowledging and validating feelings).  Ensure active listening. *Example of questions:  What happened?  How did you feel at the time?* | Solution-focused actions to repair relationships and/or put things right.  A focus on what the child can SAY or DO to repair the harm done. <br><br> -*'Say' examples:  'I am sorry for hurting your feelings and I will only say kind things to you in future.'* <br> -*'Do' examples:  Make a card for the child, carry out a tasks to help to put things right, build relationships.* |

At times, the children are able to move through these steps very quickly in collaboration with staff; on other occasions, they may need to move through them across a number of days.

# Roles and Responsibilities:

- Staff
    - Wellbeing:  Build positive relationships with the children
    - Learning:  Ensure quality pedagogy to support engagement
    - Implement a whole school nurture approach
    - Through H&W, teach emotions and resilience
    - Respond to the children following the school policy of CALM, CONNECT, REFLECT, REPAIR.  The adults should model their own deliberate calmness to situations.
    - Provide clear instruction and guidance:  ensure the daily promotion of high expectations and create an environment high in nurture and structure
    - Ensure responses to children are personalised to the needs of the child
    - Maintain an agreed Class and House System to reinforce and promote positive behaviour
    - Key adult, safe spaces and buddy systems (eg new children, P1s)
    - Communicate to other staff and parents as appropriate
    - Implement a Staged Intervention approach as appropriate
    - Following SLC's PPRUDB guidance.

- Children and Young People
    - Be READY to learn, play etc,
    - Be RESPECTFUL to themselves, other children, all staff and the environment (including resources) eg good manners, tidying up resources, putting litter in the bin
    - Be SAFE within any environment within the school day
    - Follow the school's relational policy of CALM, CONNECT, REFLECT, REPAIR

- Parents and Carers
    - Supporting their children with the steps of the Relational Policy;
    - Supporting the staff of the school with the school's relational policy.

## High Expectations and Boundaries

- Clear and high expectations and boundaries:  **Be Ready, Be Respectful, Be Safe**
- In a relationship-based approach, equity is about all pupils getting the response they need; not all pupils getting the same response.

### Restorative Reflection Questions *(with prompts)*
1. What happened?  *(What happened before/after?))/Were you being ready/respectful/safe?*
2. What were you thinking at the time?/How were you feeling? (Use a scale 1-10 if child finds this challenging).
3. Who else has been affected by this and how? How might they feel? (Who else did this involve?)
4. What do you think you can you say (words) and/or do (actions) to put things right?
5. What would you do differently next time?

### Generic Classroom Related Procedures
- Display Vision, Values and School Rules.
- Class Charter:  Creative engagement around school rules specific to each class.
- Daily Emotional Check-in.
- Calm Area in every class. Safe space in school.
- Worry box in every class.  Key adults to speak to.
- 'On Track Recognition Board'– chn go round the track to an 'end point' then begin again.
  Generic Rewards:  eg P1-3 Cushion/P4-7 Homework Pass (Others as agreed with class).
- House System – Children are allocated a house and earn points from any adult in the school.
- 'Over and Above Notes' sent home to parents/carers
- Peer Mediation – chn trained in conflict resolution.
- Think Boards/Think Sheets in use to reflect on incident.
- Consequence/Actions to repair…Say and/or do to repair relationship(s)/object
- Whilst most low-level incidents can be resolved by the class teacher in class or support staff and Peer Mediators in the playground, please refer the child to a member of the SLT when incidents have escalated.