

Relationships & Regulation Policy

Introduction

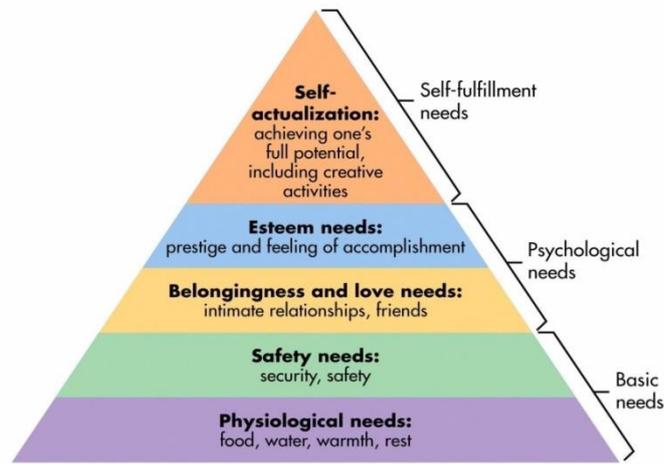
Relationships build our self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system which builds skills for life. Best practice is embedded to promote growth, provide opportunities to the children to reflect and develop skills including, communication, confidence, resilience and independence.

This policy is a working document which will develop organically overtime via input from pupil voice, staff voice and community engagement.

The following **key principles** contribute to the ethos of KPS being "A place everybody loves to be" because we feel: **SAFE, SEEN, SOOTHED and SECURE** (The 4S of attachment)

*Please note: Our priority is the Key Principals (4Ss). Because there are so many ways to meet them and we are discovering and sharing new ways all the time, this policy will not stipulate specific ways in which they must be met. **Examples of best practice are to be used for guidance** and will be added to over time.*

<u>Key principles</u>	<u>Examples of best practice</u>
<p>We recognize that behavior is communication and we seek out ways to address underlying factors.</p> <p>We recognise all emotions as normal and valid.</p> <p>Image: Maslow's Hierarchy of Needs</p>	<p>Emotional coaching CPD Attachment CPD e.g. Bubble Mentorship (formal and informal) Coaching & INSET days Teaching behavior & self-regulation strategies Self-nomination; performance management VCM & team meetings</p>



Our children feel SAFE

Teaching about positive relationships & boundaries
 Place 2 Be
 Emotional Health Curriculum
 Policies e.g. Health & Safety; Safeguarding; Positive Handling; Inclusion
 Class rules include rights & responsibilities e.g.:

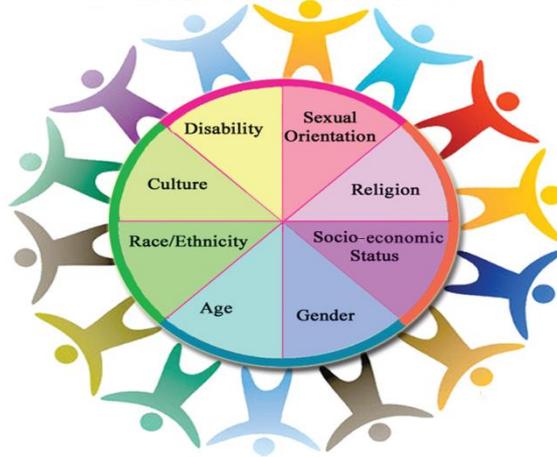
Rules & rights	Responsibilities
I will ...	I will ...
Make an effort and try my best like Safa the Spider	Encourage and help others to do their best
Be confident and believe in myself like Lionel the Lion	Do and say things to boost the confidence of others
Try to solve problems like Polly the Panda	Ask for help when I need it
Be positive like Prem the Penguin	Respect how others feel and think
Aim high like Colin the Caterpillar	Make my school a place where everybody loves to be

Sanctuary Schools Award – on school council action plan 2020/21

We celebrate diversity in everything we do from embedding it in the curriculum to a wide variety of community events.

Our children feel SEEN

Diversity/Anti-racism training for staff, parents - TBC



Rewards are at the discretion of the classroom teacher and staff, preferably with discussion and input from their pupils. Pupil voice collected by School Council (2020) shows that our pupils responded most positively to the following:

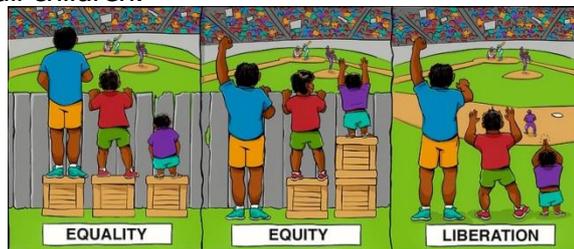
- ✓ Visible reward system e.g. gold, platinum, shooting stars, rainbow, traffic lights, etc on walls and in classrooms
- ✓ house points, house team rewards
- ✓ rewards are given (not taken away) e.g. raffles, dojo points, stickers, prizes, etc.
- ✓ changing "time out" or "concentration station" into a Relationships & Regulation Station, where pupils will use strategies to help them become ready to return to learning/class activities
- ✓ changing "Re-start Room" to Relationships & Regulation Room, where pupils will use strategies to help them become ready to return to playtime and return to learning time after play.

Staff may wish to pilot something new of their own choice, or carry on with tried and true methods or adopt best practice from other colleagues.

Our children feel SECURE

We create opportunities for student leadership: School council, House captains (y6), Sports leaders, assigning roles and responsibilities in the classroom and special jobs created just for them.

We strive to remove barriers to achievement so that we are doing our very best for all children.

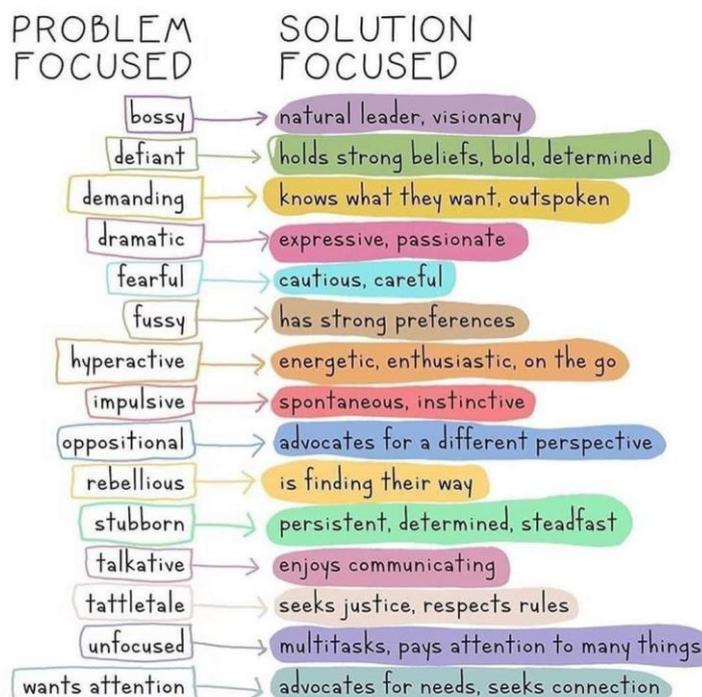


Our children feel SOOTHED

Emotional coaching
We use I statements: "I feel ... because ..."
Colour monsters
Resilience books
Relationships and Regulation displays/areas in the class
Relationships & Regulation station outside for support during playtimes
Stress-busting strategies
Breathing and stretching techniques
HeadStart; Bounceback; Place2Be

Regulation & Self-regulation

Kensington Primary School believes that teaching children to regulate their own behavior & to pursue positive relationships is more constructive than a system of sanctions and punishments. We aim to focus on solutions rather than problems:



Required regulation approach for PLAYTIMES and LUNCHTIMES:

1. Emotion coaching (encourage pupils to identify and share their feelings, facilitate "I feel ... because ..." conversations)
 2. Reminder of rules, rights and responsibilities
 3. Regulation station on friendship bench
 4. Regulation station in Regulation Room (a calm place designed for introspection)
 5. Regulation with a member of staff (emotion coaching and recording of the situation)
- Note: Stages can be escalated/skipped if someone is in danger

Recommended CLASSROOM regulation steps:

1. Emotion coaching (e.g. direct a pupil to the emotion monsters on the wall, encourage them to identify and share their feelings, facilitate "I feel ... because ..." conversations)
2. Reminder of rules, rights & responsibilities
3. Regulation station in the classroom (a calm place designed for introspection)
4. Regulation station in another classroom (as above)
5. Regulation with a member of SLT (emotion coaching and support to reflect on the situation)

Note: Stages can be escalated/skipped if someone is in danger

This policy will meet the requirements of the Children Act 1989, SEN/Disability Act 2001/2005, The Children's Act 2004, Education and Inspections Act 2006. This policy should be read in conjunction with Kensington Primary policies on: Positive Handling, Exclusions, Safeguarding and Equality Act 2010 (Inclusion and Equality Plan and Objectives).

This policy replaces the "behaviour policy" and acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN). We recognise that some pupils will need tailored support with their relationships and regulation at different points. Personalised plans can then be created collaboratively with parents, class teachers, SENCO, other school leaders and the children themselves.

