

Woodlands Relationships Policy



Name of School: Headlands Primary School

Person(s) Responsible: Head teacher, Woodlands Lead

Review Date: May 2023

Distribution: Governors and Woodlands staff
Available for all parents

Web Page: www.headlands.org.uk

May 2021 - Policy written by Karen Smith

April 2022 - Minor amendments made by Karen Smith

Woodlands Relationships Policy

This policy should be read alongside other school policies, particularly Safeguarding, Inclusion, Anti-Bullying, Physical intervention and Exclusions.

Introduction

At Headlands Primary School we hold an unconditional positive regard for our children and have high expectations of everyone in our school. We strive to be a safe, happy and successful community where individuals are welcomed, accepted and valued.

We want to create visible positive consistency between adults. Visible consistency with visible kindness allows exceptional behaviour to flourish and impacts positively on learning and success in all areas of the curriculum and school life. A focus on building positive relationships between staff and children builds self-esteem, trust and increases confidence.

All staff in school are good role models to the children and to each other. Staff at Headlands Primary School share an understanding of the language, non-verbal communication and consistent procedures we use to interact with our children, building positive relationships.

In Woodlands we strive to create a warm, happy and positive environment where everyone is valued. All staff in Woodlands understand how effective the TEACCH approach is in supporting children with communication and interaction difficulties. This approach supports building positive relationships by using visuals to communicate with the children.

Aims

- to make clear the ethos and expectations of building relationships
- to ensure consistency of the approach to building relationships
- to provide guidance on the systems and processes used to build relationships

Woodlands Values

Our Woodlands core values underpin everything we do.

| | | | |
|--|---|--|--|
|  <p>Communication</p> | <p>To be confident communicators in their own form of communication.</p> |  <p>Social interaction</p> | <p>To be confident to engage in social interaction using the social skills they have learnt and developed in their own unique way.</p> |
|  <p>Independent</p> | <p>To be as independent as possible and have self-help skills for learning and life.</p> |  <p>Success</p> | <p>To be happy and confident individuals who access and learn from an enriched curriculum that meets their needs.</p> |
|  <p>Inclusion</p> | <p>To experience opportunities that develop a strong sense of belonging whilst embracing diversity and individuality.</p> | | |

Strategies to develop positive relationships



In Woodlands, we value our relationships with both parents and children. We have an open door policy where we take the time to talk to parents daily to build positive relationships and offer support when needed.

Having small class sizes enables us to get to know our children really well. All children have a **one-page profile** which is updated regularly and ensures all staff know what is important to the children and how best to connect with them.

Class Teams work closely together with a solution focused approach, using the children's strengths and interests and keeping the children at the forefront of our approach.

Developing Self-regulation



We want all of our children to leave us with the skills to recognise their emotions and have strategies to use to self-regulate. We use a range of techniques to support the children with this throughout our provision.

Heart beat tap

A simple method, where children are taught to tap their body with a rhythmic tap which regulates their heartbeat. Children go on to learn how to do this to their peers too which develops empathy for each other.

Green square

This is a place where children can go to, or be directed to, to allow them to regulate or co-regulate with an adult. A variety of visuals are available to support this.

Movement breaks

Across Woodlands we use movement breaks both when we recognise the signs that a child needs a break, and as part of an individual plan. All children have access to the movement corridor throughout the day. Movement breaks are also taken outside using the equipment available.

Sensory Room

All children have access to this space. It is used both as a calm space and to promote interaction with the children.

Sensory Diets

We have an Occupational Therapist that visits at least every term. Some children have individual programmes that support their self-regulation which includes a sensory choose board or a sensory page in their PECs book.

Emotional Literacy

As part of our morning routine in all classes the children identify how they are feeling and are encouraged and supported to explain why.

Woodlands Rules



In every class in Woodlands there are set of simple visual rules that are explained daily as part of the children's morning routine. These are our **good rules** and **oh dear** rules. We believe our children flourish by making clear what is expected of them and which behaviours are acceptable and not acceptable.

Rewards



We endeavour to create a climate which has a positive effect on the children's learning and behaviour. We believe that it is important to celebrate children's successes/achievements as this will nurture their self-esteem, motivate and encourage positive behaviour.

Rewards include:

- ✓ Positive praise, smile, nod, wink
- ✓ Stickers
- ✓ Sharing work with class
- ✓ Star of the week
- ✓ Friend of the week
- ✓ Visit to Woodlands Lead/preferred adult to share work/achievement
- ✓ WOW Work displays/displaying work
- ✓ Phone call/email home to share positive achievements
- ✓ Individualised reward/token charts
- ✓ Assemblies/certificates used as opportunity for celebration
- ✓ CISS Award
- ✓ Maths Wizard
- ✓ Literacy Star

There is a Rainbow Sticker Chart system which is used across Woodlands, starting in Hedgehogs Class. The children work their way through – red, yellow, pink, green, purple, orange and blue sticker charts. They can earn stickers for a range of things including good work, communicating well, showing independence, good manners etc.

Consequences

We do not believe in the concept of punishment, because it focusses the child's mind on the punishment, rather than what she/he did. This frequently leads to children feeling angry about the punishment, rather than thinking about the effect of their behaviour on others. It is important for our children to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to the child. We use social stories to support the children in understanding how to behave.

| Behaviour | Consequence |
|--------------------------|--|
| Hurting another child | Remind the child of our 'good' rules and our 'oh dear' rules. Follow child's individual proactive support plan. Child to be encouraged to communicate sorry (visual, words, writing) |
| Dysregulated behaviour | Follow child's individual proactive support plan and ensure disruption is kept to a minimum. Support the child to self-regulate and when calm rejoin the learning and praise for making a good choice. |
| Throwing items/equipment | Child to collect items thrown and be supported to handle/put them down/pack items away appropriately. Reinforcement of kind hands. Adults to model and support where necessary. |

Reporting and Recording

ABC charts are used to track a child's behaviour; these provide useful information which is analysed and used to plan strategies. When children's behaviour is dysregulated a proactive behaviour support plan is written which outlines approaches and strategies to be used. The purpose of the plan is to provide all those involved with the children the preferred communication and strategies to be used. These are shared with parents and updated as part of the annual review process.

Staff in Woodlands are Team Teach trained and are skilled in using a range of de-escalation techniques, as well as being able to use a physical intervention as a last resort, if needed. All incidents of behaviour requiring physical

intervention are recorded on a serious incident form and then in the Bound and Numbered book. Parents/carers are informed on the same day as the incident. All incidents of behaviour recorded in the bound and numbered book are monitored and advice and support given to the class team to minimize incidents of behaviour requiring physical intervention – see *Physical intervention policy*.

Monitoring and review

This policy will be reviewed annually.