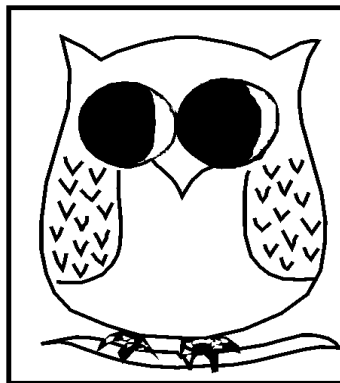


Upton Snodsbury CofE First School



Relationship Policy 2022- 2023

School intent: We, at Upton Snodsbury C.E. First School aim to develop our school community to their fullest potential in a Christian, caring and secure environment. Every child will experience a broad, relevant, creative and exciting curriculum that responds to their needs as individuals. Everyone is nurtured and encouraged to develop as a life-long learner.

Protect

- School staff are trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathic, playful and curious.
- School staff to ensure that interactions with children and staff are socially engaging not socially defensive, in order to decrease chances of children relating defensively (flight/fight/ freeze)
- We, at Upton Snodsbury C of E First School cease using harsh voices, shouting, criticisms and shaming as it's proven to be damaging psychologically and neurologically.
- Implementation of pedagogic interventions that help staff to get to know children better on an individual basis e.g. I wish my teacher knew. This is key to enabling children to feel safe enough to want to talk if they wish about life experiences which are interfering with their ability to learn and quality of life.
- All vulnerable children to have easy access on a daily basis to at least one named emotionally available adult, and these children know when and where to find that adult (all members of staff in school but for further support 1:1 TA or Miss Earp as MHWB lead) If a child doesn't wish to connect with a specific adult, an alternative person is found.
- All staff have access to the MHWB lead, their line manager and a named Mental Health Governor-Michelle Wyllie.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.
- As a school we use Zone of Regulation boards to support children with acknowledging and regulating their own emotions.

Relate

- School staff relate to children in terms of the four key relational needs for secure attachment: affect atonement, empathy, soothing and containment.
- A whole school commitment to enabling the school community to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from blocked trust to trust and from self-help to help seeking.

Regulate

- Implementation of interventions designed to bring down the stress hormone levels in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness.
- The emotional well-being and regulating of staff is treated as high priority in order to prevent 'burn-out', stress –related absence of leaving the profession, through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff have received CPD in being able to support children through use of empathic responses and good listening and understanding.
- There are different modes of expression for children (art, sand-play, emotion worksheets)
- PSHE lessons are delivered with staff embedding support for mental health, mental – ill health, relationship health and tools for how to do life well.
- The PSHE curriculum content enables children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- At Upton Snodsbury C of E First School we have a behaviour policy which is based not on punishment, sanctions, blame and isolation, but one that models praise in public, use of PACE and WINE empathic responses to support children through enquiry, resolution and interactive repair. (e.g. restorative conversations)