

YSGOL IAU MOUNT STREET JUNIOR SCHOOL



DRAFT RELATIONSHIPS POLICY

Mount Street Junior School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed

At Mount Street Junior School effective Relationships are built on the core values of being: Ready ,Respectful, Safe. All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children.

Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

Relationships can be challenging but as a school committed to a Relationships First practice we aim to enable both staff, children and their families to resolve their own conflicts restoratively.

Adult Language (including body language and use of voice):

We are careful what we say and how we say it. Respectful , Non Judgemental - (Separate the deed from the doer).

We consistently use a calm tone and engage pupils in thinking about their choices. We discuss which choices were made and suggest good choices that can be used in similar situations.

We aim to:

Engage pupils in learning about the effects of their actions

Make sure the reason for a decision is always understood

Set clear expectations for the future- Restorative

Help pupils understand the effect of their actions and the importance of taking responsibility to make things right.

As part of our Induction for all staff we include a Staff Handbook which outlines practice regarding relationships.

This is issued to all staff annually and staff sign to acknowledge that they have read and understood it.

Positive Relationships develop:

- A strong sense of belonging to their school, class and group
- Connection to each other and the values the school community promotes
- A sense of value as a member of their class
- School Rules –Ready, Respectful, Safe.
- Class rules In September every class establishes a set of class rules. This is done in conjunction with the children, as they are more likely to follow rules that they have chosen themselves.

Pupils:

- Learn about the effects of their wrongdoing or inappropriate behaviour
- Take responsibility for making amends to those they have harmed

- Repair and restore the relationship with those harmed
- Affective Language – Provide immediate feedback to individuals about the effect of their actions (I feel....) and invite a response
- Restorative Conversations – A structured conversation using open-ended questions that help individuals learn about the effects of wrongdoing with an opportunity to make things right.
 - Following a poor choice, there will be a set period of reflection where pupils will think about their actions

REWARDS AND CONSEQUENCES

Positive discipline through effective relationships is how we enable those children who struggle with self-management to become responsible members of the class and we are always fair but firm.

For those pupils who are finding difficulty with self-regulation, we use team teaching methods to calm pupils first and ensure their safety and that of others. Pupils who display challenging behaviours are moved to the closest, safe place. (See map of school.) Safe holding is used if a child is in danger of hurting themselves or others using TEAMTEACH strategies.

We use rewards and choices side by side. We talk about behaviour choices, not the sanctioning of children.

Rewards

Stickers, notes, phone calls, Certificates in Achievement Assemblies. Raffle tickets leading to a small prize. Visits to a member of the SLT.

Choices

Pupils and staff work in conjunction in developing good choices and consequences. Clear choices regarding good behaviour and poor behaviour are consistently modelled.

Support is available from ALNCO and HT.

Serious incidents e.g. fights, extreme disruption, assaults, bullying, absconding... need to be filled in on a "Serious Incident Form" and returned to a member of SLT.

Pupil View on Relationships

Pupil to Pupil

In all classes, pupils respect each other.

At playtime, most pupils are respectful to each other.

Most pupils play games together.

Nearly all pupils respect each other and are kind.

Adult to Pupil

Teachers are quite fair.

Good at sorting disagreements.

Good at listening to your views, opinions and problems.

Teachers use appropriate tone of voice.

Adult to Adult

Respectful

Kind and Calm

Sharing ideas and Instructions

Talking professionally

Staff to Parent

Patiently

Respectful and Polite

Informing them respectfully

They care about the children and the staff want to work with the parents.

Mental Health

At Mount Street Junior School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In 2018, about 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is life-limiting.

We use the World Health Organisation's definition of mental health and wellbeing " a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

We, At Mount Street Junior Schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community. Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.

- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

The school's ethos is one of care and support where adults work in collaboration. Fundamental to the mental health of adults is an informal network of support where staff are observant to changes in behaviour of others. Where more formal support is required the recommended process regarding Welfare Support is adhered to.

Tea and Talk afternoons are held for adults on a half-termly basis, in order that staff are able to address well-being issues on an informal basis.

Training in the Thrive programme, Relationships First and Emotion Coaching has enabled staff to identify signs of mental health issues amongst pupils.

We train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Whole school

- Nurture groups
 - Social Stories
- Therapeutic Stories
 - Lego Therapy
 - Sand Trays

Teaching about mental health and emotional wellbeing through PSE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

Pupils learn:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions ,loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.

Identifying, referring and supporting children with mental health needs.

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.

- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support
 - Involve children in the care and support they have.

Early Identification Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Analysing behaviour
 - Staff report concerns about individual children to the relevant lead persons.
- APP meetings termly
- Regular meetings for staff to raise concerns.
- Gathering information from a previous school at transfer.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

