

Connolly School Campus
Relationships Policy



Inclusion & ●●●
Wellbeing Service



Connolly School Campus Relationships Policy

Charter

Young People

- Arrive ready to learn with a growth mind-set
- Follow the Rainbow Rules
- Do your absolute best

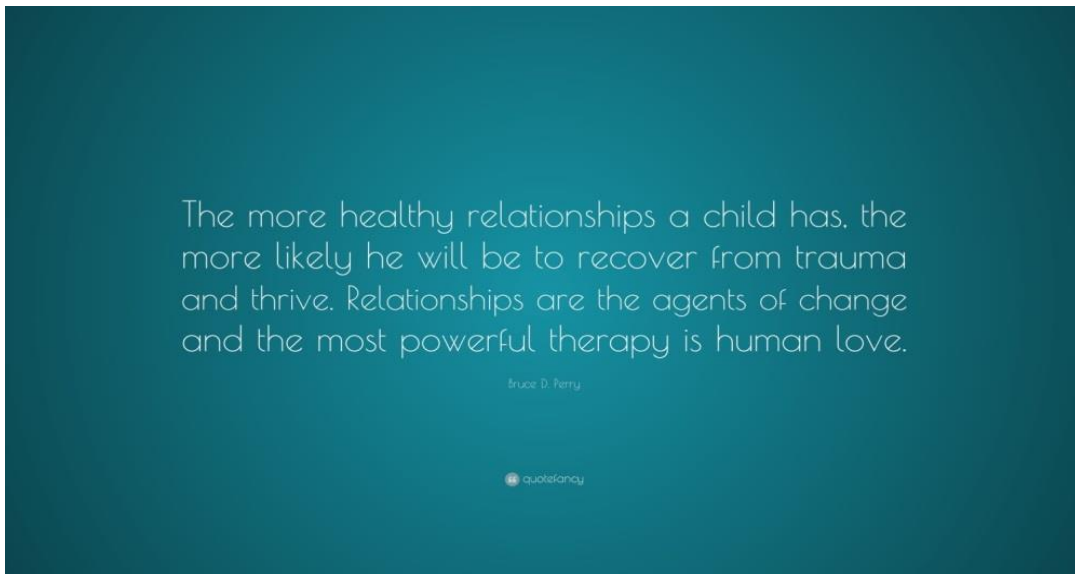
Everyone

- Respect ourselves
- Respect other people
- Care for each other
- Respect our learning environment
- Work together to learn and share ideas
- Question and challenge
- Regularly review our progress together along with parents/carers
- Always aim for the absolute best

Staff

- Plan and teach lessons that are interesting and structured
- Encourage young people to do their absolute best
- Be organised and prepared with resources to help learning
- Work with staff from other services and other agencies to make sure Support is available when required
- Support all young people to achieve their potential
- Support young people to integrate back into mainstream
- Support young people to develop skills for life and work

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Aims

Health and Wellbeing

- We aim to improve the Health and Wellbeing of all through ensuring focusing on this in their P.E., Food and Nutrition and HWB lessons within the classroom, e.g. Growth Mindset, Emotions



Strategies

- We aim to support individual pupils in developing (and continually reviewing) their chosen strategies – to support them in developing their self-regulation and in times of crisis
- Daily updates ensure that all staff are aware of changes to strategies and provide a consistent approach



Attainment

- We aim to create opportunities that stretch abilities
- We aim to unlock each child's potential and help them to achieve at their own speed

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- Through a holistic approach, we aim to support each individuals personal attainment

Relationships

- We aim to get to know each child individually and develop a trusting, respectful relationship

Trauma Informed

- Understanding and knowledge
- We aim to ensure that all staff have a secure knowledge and understanding of how experiences affect children in different ways

Employability

- We aim to offer an awareness of the pathways available to all pupils future job/employment opportunities

Life Skills

- We aim to provide a wide variety of essential life skills for all our young people



Safety

- We aim to ensure the safety of children, staff and the environment (inside and outside)
- We aim to ensure a safe environment throughout Connolly School Campus every day



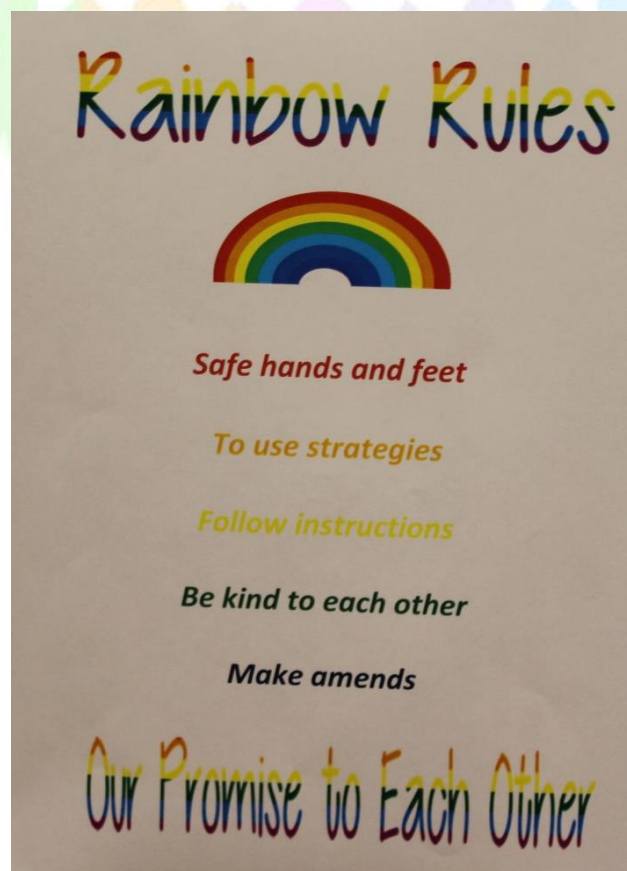
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- We aim to ensure all children and staff feel safe in the Connolly School Campus environment

Parental Engagement

- Include parents and families
- Work alongside
- Sharing and knowledge of children
- Respect opinions – mutual respect
- Celebrating success
- We aim to work alongside families with an ethos of mutual respect in order to maximise each child's full potential

School Rules





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Routines

Toilet

- Member of staff to supervise at all times, stand outside for privacy
- Member of staff to check toilets before and after use
- Encourage pupils to wash hands
- Toilet door locked after use

Playground Routine

- Pupils have allocated (labelled with names) peg and shoe box
- Line up in 'line-up' order – pupils to stand quietly before being allowed out to play
- Members of staff in playground before pupils
- Garden used at times during playtimes
- Pupils help to tidy equipment when the bell rings, help put away equipment and cupboard locked
- One class has responsibility for putting out equipment for the classes
- Zones used for certain equipment
- Staff members evenly dispersed in zones and encouraged to play with pupils
- Stars awarded/taken away for behaviour – reported to class teacher
- Football sessions at different time of day
- Playground clubs organised termly with support staff organising them
- We encourage children to engage in Loose Parts Play
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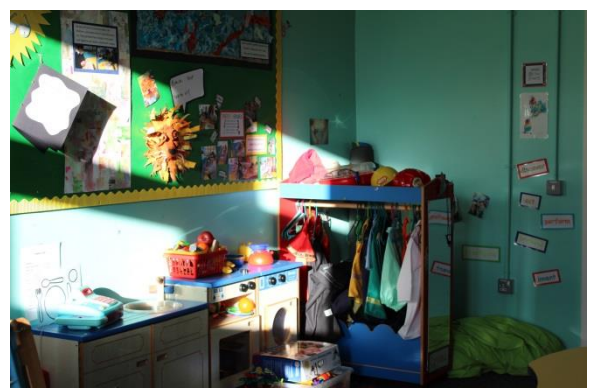


Play

‘At it’s most productive, play is dynamic and characterised by deep concentration, high energy and total involvement’ Fabian 2002

Play brings together and connects different parts of the network of learning. It uses real first hand experiences, games with rules, representation, and helps children reflect on and try out ideas, feelings and relationships. Play co-ordinates a child’s development and learning.’ Tina Bruce, 1996, Helping Young Children to Play

- development of skills for life
- progression in all learning
- engaging children with a ‘can do ‘ attitude
- investigating and exploring
- meeting all learner’s needs
- PSW’s are fully involved in delivering curriculum
- Children active part of planning
- Constant reflection of tasks and outcomes
- Fun and enjoyment
- Ready to learn



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Dining Room

- Toilet visit, hands washed at Connolly
- Pupils sit at class tables – allocated seats
- Pupil Support Worker for that class sits with them for continuity/consistency
- Positive Reinforcement used – pupils asked to line up when sitting sensibly and quietly
- Remove plate etc from tray before eating
- Quiet tables available for pupils to request
- Member of staff lunchtime rota – find out what pupils are Connolly Diners at 11:20am and collects their lunches from Our Lady of Lourdes Primary School
- Connolly Diners Club for pupils who can't manage dining hall – supervised by member of staff in Connolly Pupils Kitchen
- After eating, pupils wait for permission from staff/PSW to empty tray
- Return to sit at table, sit sensibly in same seat until asked by staff to line up and return to Connolly School
- Staff take pupils for outdoor break – change shoes, jackets on and line up in line up order



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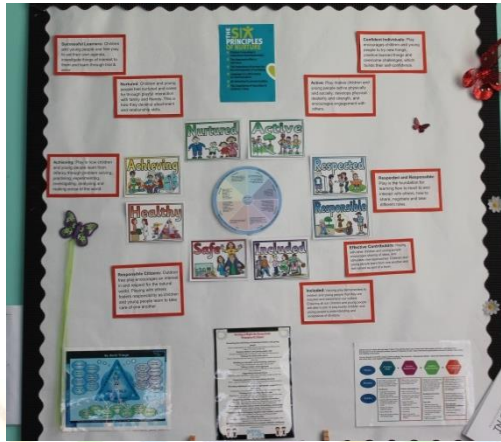


Class Routines

- Pupils welcomed at front door or in line
- Morning routine – check-in, breakfast, Newsround
- Pupils individual strategies/ key adults
- Visual Timetable
- Sticker/Star charts – see rewards/sanctions
- End of the day routine/reflection
- Collect shoes/jacket/bag and return to class
- Walk to cloakroom and wait until gate is unlocked before walking to gate
- Wait at gate until collected by escort

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Parental Engagement, Nurture, Self-Regulation (handprints/GIRFEC), Passports and Integration



Parental Engagement

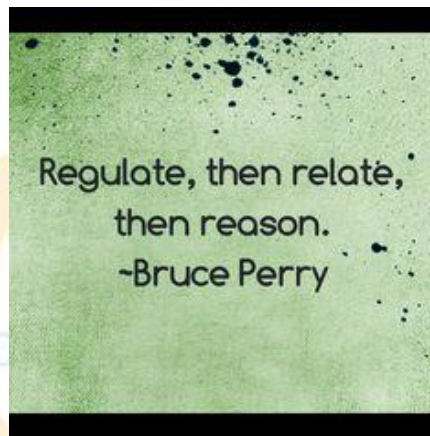
- We have an open-door policy.
- We regularly communicate with parents through face to face interaction, positive phone calls, diary entries and groupcall.
- positive postcard idea?
- Parents are invited to whole school events such as the Christmas Fayre and the Summer Fit and Fun Day
- Each class invites parents and carers into the classroom to celebrate their learning
- We have weekly coffee mornings (Fridays) where parents are invited into school to chat amongst other parents before pupils join the session.
- We hope to offer a Creating Confident Kids training programme for parents in the future

Nurture

- We aim to provide a nurturing environment based on nurture principals.

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- Every child is offered the opportunity to have breakfast as class
- They are encouraged to check in and discuss their hopes for the day through a whole school soft start
- We use Boxhall Profiling and Integration Readiness assessments to inform next steps and targets for our learners
- Our learners access a weekly 90 minute session with a dedicated nurture teacher



Self-Regulation

- Classrooms have access to Calm down Kits
- Breakout areas designed by the pupils eg, Sparkle Space, The Snug
- Pupils and staff complete passports with identified behaviours and strategies to support them.
- Pupil input in GIRFEC document
- Key Adults
- 5 finger strategy posters that are visual reminders
- Restorative pupil staff conversations

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Passports

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Integration

- Presumption to mainstream
- All new starts maintain a link with mainstream schools
- Pupils are support by IWS to access integration sessions (Morning/Afternoons)



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Rewards and Incentives, Home/School Diaries and Positive Recognition Board

Rewards and Incentives

Connolly School Campus offers a wide variety of rewards and incentives to ensure positive behaviour from all pupils

- Sticker charts
- 25 stars = 1 sticker
- 1 card = 15 minutes choosing time, maybe up this to 30 mins
- School Trips/Rewards
- Rainbow Rewards– relates to Rainbow Diaries
- Platinum Time (usually daily) – choosing time
- Pupil/Star of the Day – cushion next day, sticker, name on the wall
- Cooking
- Pupil Voice
- Swimming
- Annual Cinema
- Integration
- Daily Platinum time
- Reward Charts
- Clubs and trips
- Loose Parts Play and outdoor learning
- Lessons in cooking
- Swimming



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Home/School Diaries

- New 'Rainbow' diaries starting in October 2018
- Connolly School Campus uses a daily colour-coded diary that is child friendly and easy to use in order to communicate with parents/carers how their child's day has gone

Positive Recognition Board

- Connolly School Campus staff keeps the class recognition board up to date in order for pupils to view their own successes.
- Staff can use this as a tool to reinforce positive experiences and/or behaviour

De-escalation, Making Amends, Restorative Conversations and Risk Assessments for Out of School Trips

De-escalation

- In order to avoid situations escalating, it is essential that agreed strategies are used
- Hand prints/pupil passports
- Relationships – building trust





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Making Amends

- It is important for our children to take ownership for their actions; recognising how their actions affect others
- Restorative conversations
- Restorative actions – making cards/ picture, baking a cake, making new resources, tidying up

Restorative

- Our children need opportunities to restore relationships that may be broken
- Restorative conversations
- Restorative actions
- At Connolly it is recognised that situations arise through distressed behaviour. De-escalation strategies are used alongside each child's Pupil Passport.
- Children are encouraged to make amends by taking ownership of their actions.
- This can be done through conversations/activities
- It is essential that opportunities are given to build and restore positive relationships

Risk Assessment

- In order to keep all children and adults safe outwith the school a Risk Assessment is required.
- A separate RA is needed for different outings
- The needs of all children involved must be taken into consideration and recorded on the R

Positive Language phrases to help support children and Staff



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You can stop

I understand your point of view

I can see that you are upset/angry, how can I help

De-escalation Techniques

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone's exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn your body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non-threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour – i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down



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Communication

- Listen
- Use the young person's name
- Remember that all behaviour is communication
- Ask 'What's happened
- Give them a way out/offer 'time out' – "Would you like to take a break..?"
- Respond empathically - recognise the emotions and feelings that the young person has by naming them.
- Tell them that it's ok to have these feelings.
- Separate the behaviour from the person
- Tell them that you want to hear what they have to say – "Help me to understand what you're saying to me"
- Reflect back to them – "Can I just check? I think what you're saying to me is that you are unhappy about.... Have I got that right?"
- Encourage the child or young person to reflect on the situation when calm, consider the impact on others and how to resolve the situation
- Use problem-solving skills with the young person – "What would help right now?" (This might only be possible once they have started to calm down)
- Offer praise where you can – "Well done! You're doing really well to control yourself. Keep on taking deep breaths."
- Soothing reassuring words can help the young person to feel calmer



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Personal attributes that will help

- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Be calm and reassuring , model respectful interactions
- Know your limits - don't make promises you can't keep and get help if you need it.

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and value them as an individual and their viewpoint. Make it clear that it is the way that they are communicating that is problematic and not them as a person.
- 'Challenging behaviour' often meets a need for the young person. For them it is a solution – a means to an end - and not a problem.
- Under stress, the young person's survival response may dominate their actions.

Issues affecting you:

- In response to a potential threat your defence/survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.



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- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the ‘thinking’ part of your brain.

What is not helpful:

Avoid

- Adopting a threatening stance or standing across the doorway to block someone’s exit
- Invading the young person’s space (unless you have judged that you require to intervene to ensure safety)
- Compromising your own safety

Communication

Avoid

- Shouting, threatening, preaching, arguing etc.
- Pointing or shaking your finger
- Continuing to discuss the ‘issue’ or to ask ‘why did you do that’?
- Trying to ‘win’ or have the last word
- Interrupting e.g. “No, you listen to what I’m saying for a change...”
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.

Feelings

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Avoid

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

