



# SSPP Relationships Policy (Parent Version)



## Our Vision Values and Aims



### Our Vision



To provide a **high quality, rounded education** in a culture of **faith, love, tolerance** and **inclusion** where **all** can **celebrate** their **uniqueness** and **fulfil** their **potential**.



### Our Values - 3 Golden Rules



**Bee Ready**



**Bee Responsible (safe)**



**Bee Respectful**



**Tolerance Ambition Inclusion**



### Our Aims



**At SSPP we aim for everyone to:**

**S**  
**H**  
**A**  
**N**  
**A**  
**R**  
**R**  
**I**

Feel **S**afe

Feel **H**ealthy

**A**chieve in learning

Feel **N**urtured

Be **A**ctive

Be **R**espectful and feel **R**espected

Be **R**esponsible and given opportunities to be **R**esponsible

Feel **I**ncluded





**Ss Peter and Paul is committed to creating an environment where positive relationships are at the heart of our school. We aim to create a community where all individuals feel respected, included, safe and enjoy coming to school. Our policy should help us in creating a happy and supportive environment.**

#### **Purpose of the Policy:**

- To set out a consistent practice throughout the school.
- To set out clear expectations the need for positive relationships within the school.
- To promote a positive and nurturing environment within the school where children can thrive.



#### **Our Aim:**

- To let children into our lives in order to build positive relationships.
- To build a community for everyone which values kindness, care, good humour, positive choices, good role modelling, empathy and compassion for others.

#### **Our Relationship Policy aims to support all pupils to:**

- Function well at home, school and out and about, in their communities.
- Experience safety, security and stability with us.
- Increase levels of trust.
- Increase their ability to be more open to care and support from others.
- Increase their comfort zone.
- Increase their stress tolerance.
- Increase their self-awareness and self-worth.
- Increase their internal controls – self regulation.
- Strengthen their resilience and be able to bounce back.
- Feel confident and secure enough to explore, experiment and be curious/open to learning.
- Develop a personalised toolkit that will support them to overcome stressful situations and enable them to socially engage with others
- Be able to understand, talk about and learn from past experiences
- Move towards interdependence with others

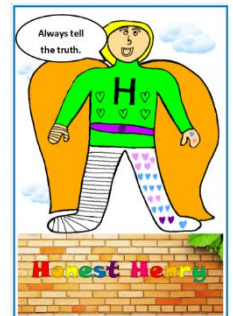
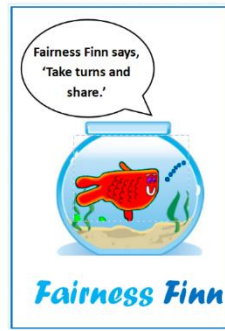


## What we believe at Ss Peter and Paul PS

- To support children it is important that we offer interventions which are rich in developing relationships to support recovery.
- Each child is worthy of our time, energy and patience.
- Will understand the impact of a growth mindset and we use this in our day to day practice with the children in our care to increase their positive self-belief.
- We believe in providing a Rights Respecting School (RRS) Environment where children's views are valued and respected.
- We will have Children's Rights at the forefront of our practice and respect these even when we do not have the same viewpoint. We encourage children to discuss their own values and embed RRS within our curriculum.
- We believe in promoting the core values within Bounce Back Resilience Programme.

## Bounce Back Core Values and Characters – School's Resilience Programme

- Fair
- Friendly
- Honest
- Respect
- Responsible
- Supportive
- Accepting
- Co-operate



### Our Consistent Practice:

- We provide positive feedback to highlight achievements and build resilience within our school community.
- We hold positive relationships at the heart of everything we do and help children to be intrinsically motivated to do their best.
- We recognise the value parental involvement has in increasing children's wellbeing and self-esteem through celebrating children's achievements. We use positive feedback from parents through pupils' profiles in seesaw.
- During all times we treat each other with respect and care. Staff ensure that pupils feel safe and nurtured, especially when they may be distressed or upset.
- Pupils are provided with a safe area where they can go to regulate emotions when required.
- Staff model positive behaviour throughout the school, setting clear expectations to pupils.

We are focusing on developing children's skills to recognise their own thoughts, feelings and behaviours, and to monitor and manage their own emotions and mental health. Children will learn about The Decider Skills which equip them with the tools to manage their emotions. We encourage parents to also refer to The Decider Skills at home. If you wish to learn more about The Decider Skills please visit <https://www.thedecider.org.uk/>

### **Control the Fizz ( Self-regulation)**

The 'Fizz' is central to the Decider Skills

- A situation happens and our body reacts ('The Fizz')
- We shook a bottle and discussed what would happen if we opened it
- Children learn to recognise when they are feeling 'The Fizz'
- We can choose what to do rather than acting impulsively
- Instead of exploding children choose a Decider skill to change their reaction.
- Recognising when we are feeling 'The Fizz' will secure a better outcome.



**Our fully inflated life jacket represents the skills we have learned to help us survive in managing our emotions. Without these skills we will find it difficult cope.**



## Golden Rules and Rights

### We expect everyone to:

- Be Ready
- Be Respectful
- Be Responsible and Safe

## Recognition

### Expected behaviour will be rewarded by:

- Recognition Board
- Class awards
- Star Awards
- Head Teacher Award and Hot Chocolate
- Positive feedback
- Positive feedback in Seesaw Journals

## Stepped Strategies

- Reminder of expectations/Redirection
- Quiet word – restorative conversation
- Discuss Decider skills where appropriate/Refer to Life Jacket
- 2 choices – clear consequences discussed
- Quiet time either in class or out with ( safe place)
- SLT contacted through slip sent to office. Restorative time will be available for CT
- SLT should be contacted if children are swearing or using physical aggression
- Plan for Co-regulation (How does your engine run?)

## Routines

### We expect everyone to:

1. Wonderful Walking
2. Warm Welcomes
3. Calm corridor
4. Lovely lines
5. Daily Fizz Check ins

## Scripts

- I can see you're not ready...
- I can see you are looking a bit Fizzy....
- 'I don't know how you are feeling just now, can you show me' – refer to Blob Tree.
- What level is your Fizz at..
- I've noticed you're
- This is what I need to see now.....
- If you chose....there will be a consequence
- Do you remember last week when you (add positive memory)
- Help me understand... or I wonder what is happening for you

## Repair: Restorative Questions

### Fix it folder

- What has happened?
- What impact has this on ...?
- How did this make you / others feel?
- What should we do to put it right?
- How can we do things differently next time?
- Review plans
- Consequences discussed



**Bee Ready**

**Bee Responsible (safe)**

**Bee Respectful**