



# Hillcrest School Cramlington



## Relationship Policy

(formally Behaviour Policy)

Date established by Governing Body:	16 Mar 20
Date for Full Implementation:	01 Apr 20
Policy Ref No:	HRP - Relationship
Approved by:	Head Teacher Chair of Governors
Date:	01 Apr 20
Review Frequency:	Annually
Last Reviewed Date:	Oct 2022
Next Review due by:	Oct 2023

‘We need to be curious, not furious’

Betsy de Thierry, Founder of the Trauma Recovery Centre

## **Context**

At Hillcrest, 7% of our pupils are LAC, 14% have Social Care involvement, 72% are Pupil Premium and many have complex needs linked with attachment and trauma histories. For 42% of our young people their primary need is social, emotional and mental health needs.

As a specialist school, our approach is bespoke to meet the needs of our pupils and a generic Behaviour Policy would not be appropriate.

*‘Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress’* Colebourne School’s Behaviour Policy.

## **Core Principles at Hillcrest:**

- Relationships are key – it is vital that our young people have at least one ‘trusted key adult’, who can understand them and their needs;
- We play a significant role in supporting the health and well-being of our children, including those affected by traumatic experiences;
- Childhood trauma can have a direct, immediate, and potentially overwhelming impact on the ability of a child to learn;
- We aim to equip young children with strategies they need to be able to regulate to learn, through using the Zones of Regulation (ZoR);
- Developing the whole child with personal strategies to support emotional well-being, to aid regulation and increase resilience;
- Not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. good choice/bad choice) is not always helpful.

## **At Hillcrest we believe that:**

- Behaviour is a form of communication. It is our responsibility to decode this and seek to understand what the behaviour need is and working with the child, staff team, other professionals and home to introduce strategies to support;
- A child in distress would never actively choose to be that way;
- Every interaction has the potential to be an intervention;
- ‘One size’ does not fit all. Our young people will have bespoke support in place. Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity);
- All pupils to have at least one allocated key adult of their choosing who can support them;
- Key adults can help pupils learn that it is ok to trust others and we have a duty to extend that trust to others;
- Having unconditional positive regard for our young people is essential.

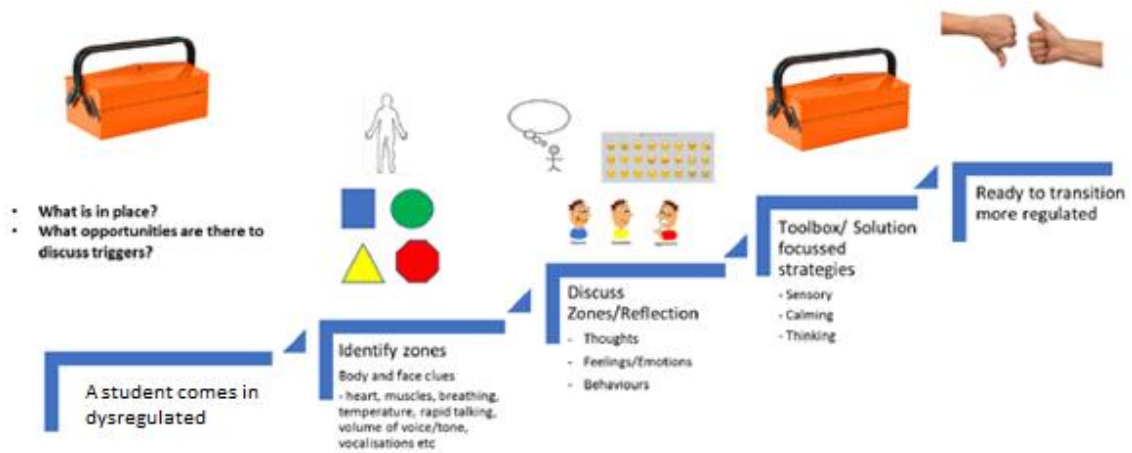
### **All staff can support our pupils by:**

- Being professionally curious and solution focused for every pupil;
- Using debriefs to scaffold professional dialogue to begin to understand what behaviours pupils are communicating;
- Using PACE to build trusting relationships, emotional connections, containment of emotions and sense of security - 'Once a child feels you have connected with their level of emotion - they can stop showing you' (Riviere, date unknown).
- Supporting pupils to use the Zones of Regulation to ensure they are regulated to access learning;
- Ensuring every young person has a toolkit of strategies that help them move between the Zones so that they can develop self-regulation skills;
- Have strategies in place to help pupils stay in their Window of Tolerance;
- Identifying 'Safe Spaces' in and out of the classroom to support young people in times of distress;
- Working in a multi-disciplinary way to develop a 'holistic' approach;
- Reflecting with student using 'Think Sheet' (Appendix 2) to help move forward, restore and repair following an incident when it is productive to do so;
- Using Class Charts to promote Hillcrest Expects;
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines and expectations.

### **Strategies to Support a Student in Distress**

- **Zones of Regulation - Appendix 1**
- ***Learner Centred Time (LCT) (The Key to Developing a Child's Window of Tolerance)* - Appendix 2**
- **Student in Distress Flow Chart – Appendix 3**
- **PACE - Appendix 4**
- **Think Sheet (Pupil Reflection Sheet) - Appendix 5**
- **Team Debrief – Appendix 6**
- **Fantastic Five – Appendix 6**

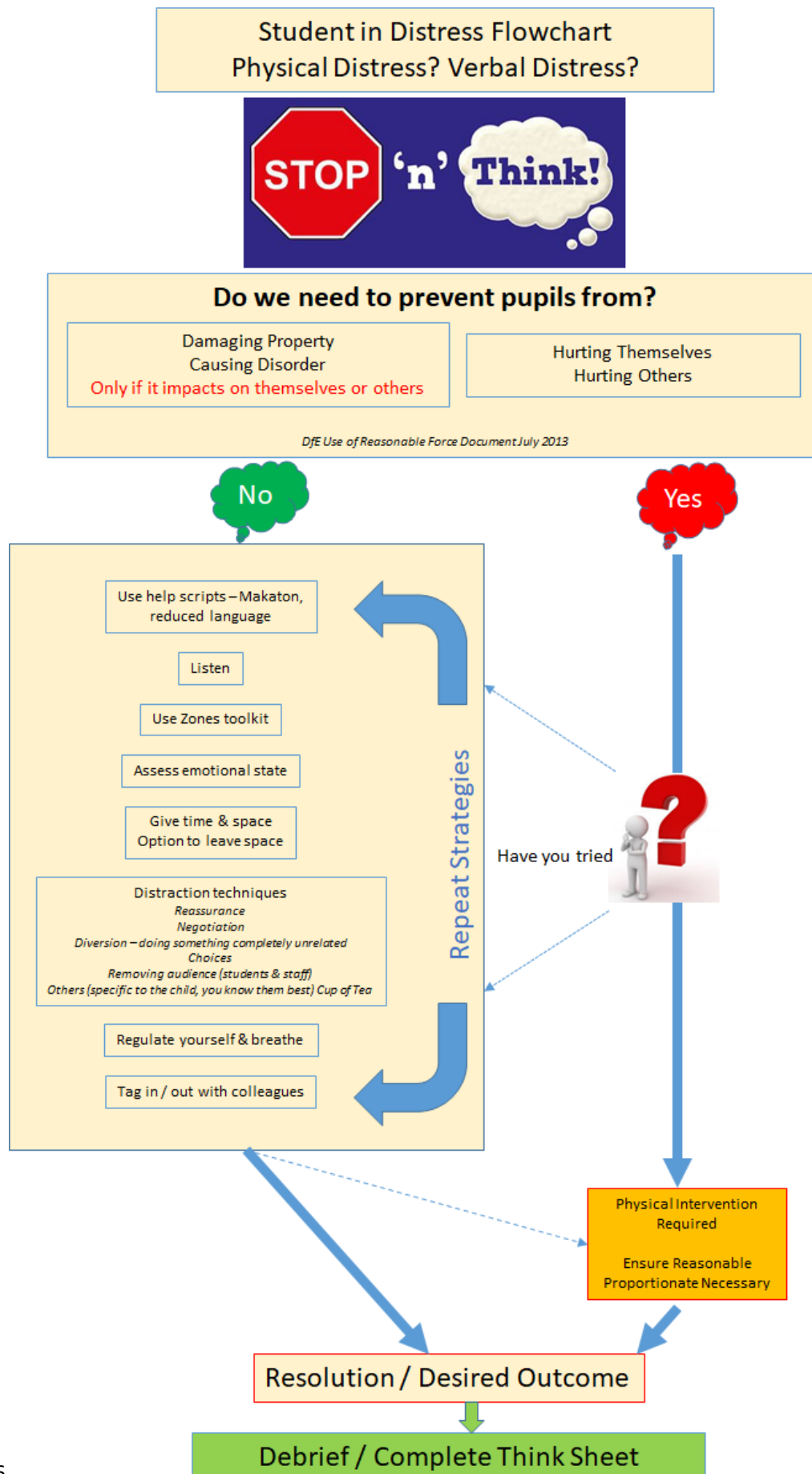
## When a student is dysregulated

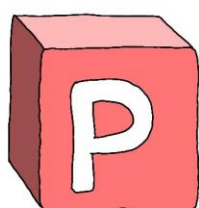


## Appendix 2 - LCT

Catalogue – Staff Toolkit	What ?	Preferred Outcome
Zones of Regulation Check in Zones of Regulation Activities	Check in and activities from toolbox to support moving into green zone.	
Mindfulness	Whole group mindfulness activities using Smiling Minds.	To support positive mental wellbeing and calm.
Stretching/Exercise/Tai chi	Whole group Tai Chi using Youtube.	Low impact exercise to calm body and mind.
Class listener time	Designated class listener to give 1:1/group time to discuss any worries and seek advice and support.	Identify ways to relieve anxieties and remove barriers.
Sensory/calming activities – OT e.g. peanut press	Individual strategies linked with Zones Toolkit	Deregulation to support transition into green zone.
Group talk time / social stories	Restorative circles to build community and everyday social and communication skills.  Specific social stories to help support an issue that has arisen in class	Students have necessary to self-regulate their behaviour in learning.  Students are supported in how to deal with a specific situation.
THRIVE activities	Whole class THRIVE activities based on class profiles	Developing relationships to support readiness for learning.
Calming music	Calming/peaceful music to welcome students	Reduce anxiety levels and support students into green zone.

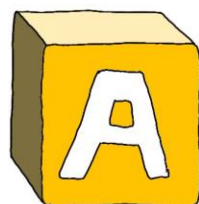
## Appendix 3 – Student in Distress





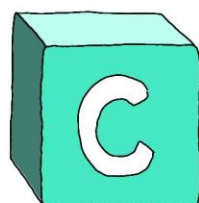
## Playfulness

- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



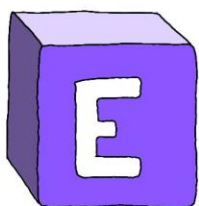
## Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



## Curiosity

- Being curious to where a behaviour has come from (in your head or out loud..)



## Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Julie Young

### EXAMPLE PACE IN ACTION

Using PACE in Practice Alex is refusing to engage in his tasks. He is crawling under tables, scribbling all over his worksheet and poking holes through it. He says that there is no point in doing it because he can't do it, he hates you, the work and the school. He says he doesn't care what you say or if he gets in trouble.

Typical responses might look like:

- "Alex. Come here. Stop that now. That's no way to treat your work. You'll just have to start again and that will waste your time. If you don't get it finished before break you'll have to stay in and do it."
- "That's not true Alex. You're not rubbish. Your work is great." • "I don't think that's a very nice way to talk about yourself, me or the school Alex"

- “I know you’re feeling angry. You know what you need to do to feel better.”

A PACEful response may be more appropriate and lead to better outcomes for you and the child. The examples below show how you can convey PACE in your response. Which response you use will depend on the context and the child. In many situations, you may wish you to use a combination of Playfulness, Acceptance, Curiosity and Empathy.

When using PACE it is important to try and match the affect of the child. If they are angry, screaming and shouting, use a big voice and gesture (feel their feelings). Try to avoid using judgmental tones or statements and instead ‘wonder aloud’ with the child. Using a rhythmic, ‘story-telling’ voice will help keep your communication open and light and also allows you to diffuse some of the heightened emotion and bring the energy of the situation down.

**Playful response:** “Oh my goodness, look at that worksheet Alex, it looks like a little mouse has nibbled right through it. I hope he’s not going to eat my secret sweetie stash too. Are you ok Alex? You look really sad and upset. Why don’t you come over to the comfy corner and we’ll see what we can do - we’re a pretty good team when we work together.”

**Accepting response:** “Oh Alex, you’re right, work can sometimes be really difficult and it’s so rubbish when we feel like we can’t do something. It’s horrible when you feel rubbish at something. Sometimes I feel rubbish at things too and when I can’t do something I get angry with everything and I just want to scream. It’s a really awful feeling.”

**Curious response:** “You usually really enjoy your Maths work. I wonder what’s different about today? I wonder what might be making things so tricky today? I know that your grandpa hasn’t been well. Are you feeling upset or worried about other things as well as the Maths?”

**Empathic response:** “Oh Alex, look how really upset you are. You look really sad. Is that right? That must not feel very nice. I think we need to work together to have a think about how to make things better for you. I know things can feel really awful and tricky sometimes but if we work together we can find another way for you to let me know when you feel rubbish. What do you think?”

From: PACE: Playfulness, Acceptance, Curiosity, Empathy A trauma-informed approach to supporting children and young people. Improving Life chances for all. [Wwww.fife.gov.uk/educationalpsychology](http://www.fife.gov.uk/educationalpsychology)



## Appendix 5

### Think Sheet



What was wrong?



noise	tricky work	personal space	throwing items	unkind words	told no	hurt	home
messy space	smell	fall out with friends	left out	mistake	not listened to	busy space	bus

Other?

Feelings:

<input type="text"/>			

Who else was involved?

They felt:

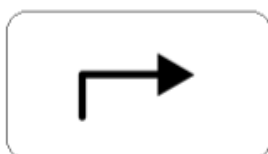
What happened?



What would I change?



My next steps.



**Debrief Rationale**

To facilitate professional curiosity seeking solutions to remove barriers.

The Debrief aims to facilitate professional curiosity and allow class teams be solution focussed in removing barriers to learning. Everyday is a learning opportunity for us as practitioners, therefore, it is important that we build on our experiences through discussion and exploration to support our students. **Everything happens for a reason. Behaviour is a form of communication and we need to listen.** Our job is to be **curious** and to use our wealth of knowledge and experience in our teams to actively find **solutions**.

The Debrief is laid out in such a way that supports our professional curiosity. Issues and problems should be highlighted with potential barriers and subsequent possible strategies/solutions being explored. These will be actioned so that we go back and review what has worked / not worked giving us more knowledge to build from. **Debrief time is allocated at the end of every day (3.10pm)**

<b>Name:</b> <b>Date:</b> <b>Brief description of issue</b>	<b>What is the pupil trying to communicate?</b>  <b>Potential Barriers / triggers</b>	<b>Strategies/solutions</b>	<b>Review</b>
	<div> <input type="checkbox"/> Environment           <input type="checkbox"/> Communication           <input type="checkbox"/> Sensory - noise, touch, smell           <input type="checkbox"/> Anxiety / worry           <input type="checkbox"/> Transition - transport / between lessons           <input type="checkbox"/> Sleep           <input type="checkbox"/> Peer relations           <input type="checkbox"/> Online activity           <input type="checkbox"/> Worries about home           <input type="checkbox"/> Struggling with work task           <input type="checkbox"/> Confidence           <input type="checkbox"/> Self esteem           <input type="checkbox"/> Changes at home           <input type="checkbox"/> Puberty issues           <input type="checkbox"/> Other (please specify)         </div> <div> <hr/> <hr/> </div>	<div> <input type="checkbox"/> Additional LCT           <input type="checkbox"/> Working towards           <input type="checkbox"/> Time out card           <input type="checkbox"/> Sensory break           <input type="checkbox"/> Individual visuals           <input type="checkbox"/> Individual first/then/then           <input type="checkbox"/> 1:1 time with key adult           <input type="checkbox"/> Worry/thought box           <input type="checkbox"/> Safe space         </div> <hr/> <div> <b>Paige &amp; Lisa consultation</b> <input type="checkbox"/> Review ZoR toolkit           <input type="checkbox"/> Talking mats reflection           <input type="checkbox"/> Transition plan         </div> <hr/> <div> <b>Lisa consultation</b> <input type="checkbox"/> ELSA topics         </div> <hr/> <div> <b>Paige &amp; Simone consultation</b> <input type="checkbox"/> Holistic curriculum (temporary)         </div> <hr/> <div> <b>OT consultation</b> <input type="checkbox"/> Sensory items           <input type="checkbox"/> OT programme         </div> <hr/> <div> <b>SaLT consultation</b> <input type="checkbox"/> Communication tools - makaton, BLANK           <input type="checkbox"/> Comic strip conversation         </div> <hr/> <div> <input type="checkbox"/> <b>SLT consultation</b> </div> <hr/> <div> <input type="checkbox"/> Other (please specify)         </div>	

## Appendix 6 - Fantastic 5


### Fantastic Five


The Fantastic Five is a **minimum expectation in EVERY classroom** and around school. Implementation of the Fantastic Five will:

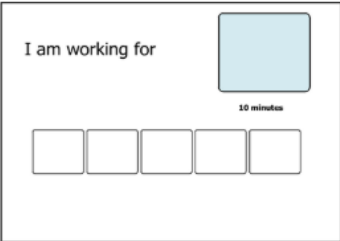
Increase communication opportunities  
Reduce anxiety & frustration

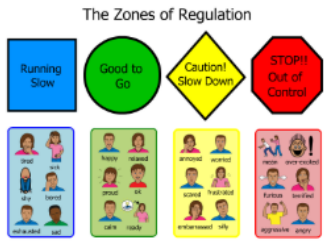
Increase confidence and self esteem  
Support engagement

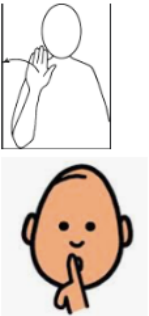
Reduce barriers to communication & learning  
Support participation

	<u>What?</u>	<u>Why?</u>	<u>How?</u>
1	<b>Blue strip visual timetable</b> 	<p>Students become familiar with the lessons and activities for the day first thing in the morning and know what is coming for the day.</p> <p>Knowledge of the day is reinforced throughout the day by continued engagement with the timetable.</p> <p>Continued reinforcement of the timetable reduces anxiety and students feel confident that they know what is happening next.</p> <p>As the 'list' of jobs/activities gets smaller, students know what is left to do before the end of the day.</p>	<p>Students should be encouraged to take ownership of the timetable.</p> <p>Different students at different times can be encouraged to engage with the timetable, perhaps a different student a day.</p> <p>Try to avoid having just one or two students in the class who engage with the timetable.</p> <p>Timetable should be placed so all students can see it during the majority of their learning time. Next to smart board is favoured place.</p> <p>Staff should prepare symbols for the day in advance of students arriving.</p> <p>At start of each lesson, symbol is moved to 'now' area, at end of session (or start of next one) it is moved to 'finished' area and another takes its place.</p>

	<u>What?</u>	<u>Why?</u>	<u>How?</u>
2	<b>First Then Then</b> 	<p>Students are more likely to engage with activities if they know what is coming up within a lesson.</p> <p>Students can become anxious if they don't know what is expected within lessons.</p> <p>A clear visual representation of how they are moving through the lesson will support confidence and engagement.</p>	<p>Display on white board and/or on individual desks. Individual desks can be useful when different students are doing different tasks in the same lesson.</p> <p>Changed for each lesson. Should contain three activities for within that lesson. ('Working towards' time should not be included in this, as it is not a given they will get it)</p> <p>Staff talk through at start of lesson so students know what is expected of them</p> <p>Tick if on whiteboard as lesson progresses.</p> <p>Don't need to be activity specific or very detailed, e.g., 'listening work'</p> <p>Don't necessarily need to be visually represented depending on the needs of the learners.</p> <p>Staff can talk through moving through the board when one activity is finished and another will start.</p>

	What?	Why?	How?
3	<p><b>'Working Towards'</b></p> <p>Staff can identify individual students for whom working towards is required, and share rationale with SLT and Intervention Team.</p> 	<p>Supports continued engagement in classroom activities.</p> <p>Gives students a sense of achievement, and something to work for.</p> <p>Develops understanding of cause and effect.</p>	<p>Use with <b>individual students</b> who require a concrete motivator to access learning. For these students, regulation breaks alone are not sufficient to support engagement in lessons.</p> <p>Activities which students are working for should be classroom based. If movement breaks are required, these can take place within the classroom.</p> <p>Students should be familiar with how working towards works, and how they achieve their working towards time.</p> <p>Students should choose what they are working for prior to teaching. This is represented visually or written, whichever is appropriate for the student. It should be placed where the student can view it easily (e.g. on individual desk).</p> <p>Students should have an <b>achievable</b> number of boxes – usually 4-5.</p> <p>Boxes are ticked/starred/coloured as students works/engages. Staff should comment as to why a box is being achieved, to reinforce their understanding.</p>

	What?	Why?	How?
4	<p><b>Zones of Regulation visuals &amp; toolkits</b></p> <p>The Zones of Regulation</p> 	<p>Supports students to develop their awareness of their own emotional states, and how to regulate their emotions as a result of this.</p> <p>Develops emotional vocabulary.</p> <p>Is impartial and non-judgemental.</p>	<p>Zones of Regulation has been taught to each class by a member of the Intervention Team, and is being implemented within the classroom by staff teams.</p> <p>4 zones are represented by coloured boxes in a chart.</p> <p>Names of students are <b>not</b> displayed.</p> <p>Zones of Regulation chart can be referred to at any time in any lesson.</p> <p>Regular reflection or 'check-ins' with students regarding their current zone encourages students to think about it themselves and it becomes a useful tool for emotional regulation.</p>

	What?	Why?	How?
5	<p><b>Communication Tools</b></p> 	<p>To ensure that <b>all</b> students are able to communicate through a variety of methods</p> <p>Students are not overwhelmed with "unnecessary language"</p> <p>Effective communication supports regulation</p>	<p>Makaton – embedded across the school</p> <p>Individualised visual folders for all - created and implemented to support students through transitions or with specific areas of difficulty</p> <p>BLANK level questions – linked directly with individual students</p> <p>Processing time (10 second rule)</p> <p>Reduced language – students are not bombarded with "noise"</p> <p>Quiet tone – students may be noise sensitive</p>

## Document History

Item	Nature of Change	Date of Update	Document Version
Debrief Rationale	Updated document with revised debrief rationale following agreed documentation update with staff on training day	02/11/2020	V2
Appendix 4	Revised Appendix 4 - PACE	11/10/2022	SP – REL-Relationship Policy v2