

# Plat Douet School

## Relationships & Regulation Policy



September 2024



## Introduction

Relationships build our self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system which builds skills for life. Best practice is embedded to promote growth, provide opportunities to the children to reflect and develop skills including, communication, confidence, resilience and independence.

This policy is a working document which will develop organically overtime via input from pupil voice, staff voice and community engagement.

The following key principles contribute to the ethos of Plat Douet School being "A place everyone loves to be" because we feel: SAFE, SEEN, SOOTHED and SECURE (The 4S of attachment)

Please note: Our priority is the Key Principles (4Ss). Because there are so many ways to meet them and we are discovering and sharing new ways all the time, this policy will not stipulate specific ways in which they must be met. Examples of best practice are to be used for guidance and will be added to over time.

Key principles	Examples of best practice
<p>We recognise that behaviour is communication and we seek out ways to address underlying factors.</p> <p>We recognise all emotions as normal and valid.</p>	<p>Emotional coaching CPD</p> <p>Attachment CPD</p> <p>PATB CPD</p> <p>Teaching behaviour &amp; self-regulation strategies (Emotional Health Curriculum)</p> <p>Performance management</p> <p>Phase/Staff meetings &amp; INSET days</p>
<p>Our children feel SEEN</p>	<p>Class Charts is a whole school system used at Plat Douet. In KS1/KS2 this system will be to allocate House Points for demonstrating the core values of the school or for positive achievements (decided half-termly by staff). In EYFS this will be to record positives.</p> <p>Class rewards are at the discretion of the and staff, preferably with discussion and input from their pupils.</p> <p>Our pupils respond most positively to the following:</p> <ul style="list-style-type: none"> <li>✓ rewards are given (not taken away) e.g. raffles, stickers etc</li> <li>✓ Relationships &amp; Regulation Station (Calm Corner) , where pupils will use strategies to help them become ready to return to learning/class activities</li> <li>✓ Relationships &amp; Regulation Time (R&amp;R), where pupils will use strategies to help them become ready to return to playtime and return to learning time after play.</li> </ul> <p>Staff may wish to pilot something new of their own choice, or carry on with tried and tested methods or adopt best practice from other colleagues.</p>
<p>Our children feel SECURE</p>	<p>We create opportunities for student leadership: School council, House Captains, Head Girl &amp; Boy, Sports Captains, Peer Mediators, Young Interpreters assigning roles and responsibilities in the classroom and special jobs created just for them.</p> <p>We strive to remove barriers to achievement so that we are doing our very best for all children.</p>

Our children feel SOOTHED	Emotional coaching We use I statements: "I feel ... because ..." Colour monsters Resilience books Relationships and Regulation displays/areas in the class Relationships & Regulation station outside for support during playtimes Stress-busting strategies Breathing and stretching techniques
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## Regulation & Self-regulation

Plat Douet Primary School believes that teaching children to regulate their own behaviour & to pursue positive relationships is more constructive than a system of sanctions and punishments. We aim to focus on solutions rather than problems:

### Required regulation approach for PLAYTIMES and LUNCHTIMES:

1. Emotion coaching (encourage pupils to identify and share their feelings, facilitate "I feel ... because ..." conversations)
2. Reminder of rules, rights and responsibilities
3. Regulation station – where should this be?
4. Regulation station in Regulation Room (a calm place designed for introspection)
5. Regulation with a member of staff (emotion coaching and recording of the situation)

Note: Stages can be escalated/skipped if someone is in danger

### Recommended CLASSROOM regulation steps:

1. Emotion coaching (e.g. direct a pupil to the emotion monsters on the wall, encourage them to identify and share their feelings, facilitate "I feel ... because ..." conversations)
2. Reminder of rules, rights & responsibilities
3. Regulation station in the classroom (a calm place designed for introspection)
4. Regulation station in another classroom (as above)
5. Regulation with a member of SLT (emotion coaching and support to reflect on the situation)

Note: Stages can be escalated/skipped if someone is in danger

This policy will meet the requirements of the Children (Jersey) Law 2002, SEN Code of Practice and the Discrimination (Disability) (Jersey) Regulations 2018 This policy should be read in conjunction with policies on: Positive Handling, Exclusions and Safeguarding.

This policy replaces the "behaviour policy" and acknowledges the school's legal duties under the Discrimination (Jersey) Law 2013 and in respect of pupils with special educational needs (SEN). We recognise that some pupils will need tailored support with their relationships and regulation at different points. Personalised plans can then be created collaboratively with parents, class teachers, SENCO, other school leaders and the children themselves.