

Bainsford Primary School & Nursery



The Relationship Agreement

Attachment and Trauma informed led practice

Ready, Respectful & Safe

Our Belief

Our relationship policy is rooted in the United Nations Convention on the Rights of the Child (UNCRC), it ensures that all interactions between children, educators, caregivers, and peers are guided by respect, dignity, and an understanding of children's rights. The UNCRC, which has been ratified by nearly every country, including the UK, establishes a framework for safeguarding the rights of every child, ensuring they grow up in environments that promote their physical, emotional, and social well-being.

This policy promotes positive interactions between children, educators, and families by setting clear expectations for respectful behaviour. This encourages children to build trust, collaborate, and resolve conflicts in constructive ways.

All behaviour is a form of communication. (Babies are not punished for crying because they are hungry). When a child's behaviour becomes 'challenging' it is likely because we are not meeting their needs. We must look for the reason behind the behaviour we see and *support* the child appropriately.

In the Bainsford Primary School community we recognise that often when children are distressed we see behaviours that are considered to challenge the adult, however all adults have the means to help a child who is distressed and this begins with relationships, kindness, trust and ultimately love.

We are committed to promoting positive relationships through attachment and trauma informed approaches that will support our children. At Bainsford Primary we will put the child at the centre, ensuring they have what is critical to life and protection from harm (UNCRC) We will ensure we meet their individual needs and their mental, emotional and psychological readiness to learn.

Our values of Ready, Respectful and Safe underpin our day to day approaches to supporting children model expected behaviours. We aim to support our children when they are beginning to feel stress using The Incredible 5 Point Scale and access to our Hygge (Peace Room) These give our children the tools and strategies to override the fight, flight or freeze mode. We have revised our school practice to reflect and take into account current research into the "biology of attainment" (Zeedyk, 2017) and Adverse Childhood Experiences - ACEs (Anda and Felitti, et al, 1998) Research by Blodgett (2012) concluded that ACEs have a powerful effect on a child's readiness to learn, uncovering a correlation between the number of ACEs experienced with a child's attendance, attainment and achievement, behaviour and relationship.

Since 2018 we collectively as a staff undertook the reading of When the Adult Changes, Everything Changes (Dix, 2017) and began incorporating these principals into our school practice. We made the decision to remove the Traffic Light and Points charts to avoid public displays of 'faming by shaming'. All classes now have a Recognition Board and the children add their name to it when they achieve the class target.

The way we react to children's behaviours affect our relationships with them. Being self-aware enables us to respond with deliberate calm. By remaining in control of our own emotions, we are modelling appropriate adult ways to manage stress, which some children may not have witnessed before. We have made a commitment to placing relationships at the heart of all that we do.

Children who come to school have experienced adversity and trauma (ACEs) may be hyper vigilant, anxious and may seek to control their environment to protect themselves, this can be interpreted as defiance by adults fearing they are losing control of a situation. At Bainsford Primary

the children can self-refer to the school Hygge, this gives them a safe place to be as well as a means to escape any confrontation that may quickly escalate. Later the adult and child involved will have a restorative conversation in private about what happened and the relationship will remain intact. All adults will strive to be consistent in how they respond and will set high expectations and model a calm approach, giving the child their full attention.

Our school counsellor can also support children who may have 'worries' about their school or home life. These sessions are confidential (unless there is a Child Protection concern).

Our Staff

- All our staff will work to create predictable environments with clear expectations about what is expected of all our children.
- All classes will operate a Recognition Board
- The rights of the child (UNCRC) are recognised and adhered to.
- The Hygge will not be used as a discipline, only children can refer themselves to it.
- The Hygge will have calming music playing and comfortable seating for relaxation.
- All staff will be trained in The Incredible 5 point scale
- At times, when more support is needed the Senior Leadership Team may engage with the pupils, their parents, multi-agencies and others.

Our Children

- All children have rights under the UNCRC
- Children need to be held accountable for respecting themselves and others, but not by being shamed into submission.
- Children will be helped to gain awareness of their stress response and taught positive ways to respond to stress.
- Children will be accountable for their actions and have restorative conversations with adults to ensure the relationship they have is not ruptured.
- Children will have a sense of control over their life in school and how they can feel safe.
- Children will be encouraged to have connectedness with appropriate staff – Teachers, Support staff, Home School Partner, counsellor
- Our nursery staff will ensure all children experience TOTS (Time, Opportunity, Trust & Space)

Our Families

- Families will be included in their child's learning
- Families will be included in understanding the rights of the child (UNCRC)
- Families will be part of early intervention and prevention
- Families will be included in our School Improvements
- We will strive to ensure that all we do will mean the life chances of those families experiencing particular challenges are being improved as a result of their engagement with the school
- We will endeavour to support and sustain relationship with our families to minimise the impact of poverty on learning and achievement.
- The school will be responsive to the needs of all our families.

Above all the children will be at the heart of everything we do and no matter what they will be treated with kindness and know that we love them.