



# Primary Tutoring Services



## RELATIONSHIP POLICY

**Written:** November 2020

**Reviewed:** February 2022

**Next review:** February 2023

# RELATIONSHIP POLICY

## Principles

As an education provider, we play an important role in promoting the positive behaviour of others through our own actions and own behaviour. Children engaging in our service are supported and encouraged to be autonomous and take responsibility for their own actions through positive intervention and we use any strategies detailed in a young person's Personalised Learning Plan and Education Health Care Plan (EHCP).

ABC Primary Tutoring recognises that no two children have the same home experience, that children develop at different stages and all children have their own beliefs and reactions in different situations due to their Adverse Childhood Experiences (ACE). All children need to and deserve to feel valued, but this takes time; first trust must be built, before the building of their self-esteem, confidence and self-worth. All children who engage with ABC Primary Tutoring as an educational provider, will do so in a safe, accepting environment with an emphasis on positive reinforcement.

## Relevant Legislation

- The Children's Act 1989
- Education Act 2011
- UN Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Working together to safeguard children (2018)
- Keeping Children Safe in Education (2021)

## Our Aims

ABC Primary Tutoring develops emotional wellbeing by encouraging pupils to respect themselves and others and develop their awareness of the existence of their own rights, needs and feelings and the existence of these in other individuals also. Also key to our role is to establish, foster, maintain and encourage positive relationships with their peers and with Joanna Leggett as a trusted and consistent new individual within their life. We also aim to promote positive relationships between home and ourselves, and between parents/ carers and the child.

## Our Commitment

ABC Primary Tutoring recognises the importance of commitment of positivity, consistency and openness from all adults involved in the child's care and education. In order to provide a secure and trusting environment, we will:

- Use supportive, encouraging, truthful and helpful language.
- Have a constant awareness of the impact of our own actions, body language and behaviour on the child.

- Seek to understand, identify and remove triggers which negatively impact upon behaviour.
- To implement holistic, integrative and consistent approaches which promote pro-social behaviour, develop understanding and enable every child to achieve their potential.
- Support parents in understanding the child's strengths and needs better to enable the child to feel more comfortable and confident when expressing and managing feelings.
- To establish and apply clear and consistent boundaries to ensure all children working with ABC Primary Tutoring feel safe and secure.
- Through the use of arts, play and different modes of expression incorporated into learning, provide the child with the opportunity to understand their feelings and life experiences through different mediums.
- Seek to repair relationships where any misunderstandings or errors of judgement occur.
- Support by acting as an emotionally available adult for the child within the session time
- To reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance for those with different faiths and beliefs.
- Adjust expectations to support the child based on their developmental capabilities and experience of traumatic stress and Adverse Childhood Experiences.
- To remain focused in our child- centred approach, separating the child from their behaviour and making decisions based upon the best interests of the child.

### Strategies

We recognise that relationship approaches must be unique to each child as an individual. However variations in approach may be appropriate, based upon key ideas and strategies. We promote positive behaviour and therefore an environment conducive to learning by:

- Personalised curriculum tailored wholly to the interests of the child and their specific learning style.
- Sharing of and consistent application of expectations of both child and teacher.
- Techniques such as tactical ignoring, distract/redirect and warning systems.
- Effective use of positive attitudes and rewards.
- Managing the environment in terms of the needs of the child.
- Understanding that previous negative learning experiences will take initially dominate a child's view of education, and changing this viewpoint will take time.

### Incidents and Situations Requiring Intervention

Despite best efforts, situations may develop that require direct intervention due to the potential risk of harm to the child, adult or other individuals in their environment. Specific techniques of managing situations will be detailed in a child's Personalised Learning Plan, however these may include:

- Informing the child that the activity will have to be postponed/ session ended if unsafe behaviour continues.
- Ensure the safety of the child, adult and the public are prioritised where physical aggression is displayed.

- Give the child space to deescalate and be aware it may take time for understanding and reflection of the situation to occur.
- Discuss any concerns with the young person's family after the session and with referring body if deemed appropriate.
- Revision of the Individual Risk Assessment and strategies; where will vary according to the needs of the child.

### De-escalation

In order to reduce the distress of the child and minimise any potential risk of harm, we must also recognise our role in the de-escalation of such behaviour when witnessed, and also the importance of empowering children with their own de-escalation strategies to use in future situations.

De-escalation approaches should consider and utilise:

- Use of space; distance and height
- Environmental changes; lighting, noise and ventilation.
- Verbal or visual advice and support
- Positive behaviour and choices focus.
- Awareness of adult facial expression, body language and tone of voice.

### Restoration Approach

Whilst the structure and format of what a restorative approach looks like may vary greatly from child to child, the structure of reflect, repair and restore when in a calm and relaxed state can be hugely beneficial. It involves revisiting the experience by retelling the story with an altered state of mind and set of feelings.

A Restorative conversation may have these elements:

- Explore what happened (tell the story)
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how
- Explore how we can repair relationships
- Consider how we would respond differently next time.

### Zones of Regulation

The Zones of Regulation is a cognitive-behavioural approach which aims to teach awareness and self- regulation of emotions, sensory needs and ability to solve conflicts. By building upon deficits in emotional and sensory regulation, this approach strives to empower children with the knowledge of emotions and therefore the ability to regulate their emotions and reactions independently. Children can also learn how to use strategies or tools to stay in a zone or move from one to another.

**LIFE IS 10% WHAT HAPPENS TO US AND 90% HOW WE REACT TO IT.**

-CHARLES SWINDOLL

Feelings are categorised into 4 specific coloured zones, which can be linked to traffic lights:

**Green-** The ideal zone. Happy, focused, engaged, calm. The optimal zone for learning.

**Yellow-** A state of caution. Frustrated, worried, distracted, wiggly. Some control remains and learning may be affected.

**Blue-** A state of low-alertness. Tired, sad, unwell. Learning may be affected.

**Red-** An extremely heightened state of alertness, intense emotions and possible loss of control. Anger, rage, terror, devastation.

Children have a zones 'check in' chart and are encouraged to check in at various points throughout the session, increasingly enabling them to recognise when they feel emotions/feelings may be moving toward a different zone and considering how they can regulate this. It is important that the Zones of Regulation are introduced at a time and speed appropriate to the child. This will be dependent on their needs at the time. Regulation activities are completely bespoke to the child and may be identified over an extended period of time with trial and error.