

Roles and responsibilities

Class Teacher

Building positive relationships
Emotional coaching
Time In & restorative conversations
Jigsaw sessions
Referrals to experts in emotional support

Year leaders

Support class teachers within their year group
Reflection time and restorative approaches as needed
Ensure a consistent approach

Inclusion team

Miss Donald is the Inclusion lead ensures that all staff receive training in supporting emotional development and are supported to help the children.

Family Support Worker— Mrs Parker

We have a team of **SEN TA's** who support children across the school

Mental health champion— Miss Hardman

Anti-bullying champion— Miss Hardman

Therapy dog— Ru

Our Values

*“A happy school,
learning caring and
succeeding together”*



Queen's Park Infants Academy

*A relational
approach to
behaviours and
emotional needs*

Parent and carers guide



Our core offer for everyone—a relational approach

A 'relational approach' is a way of interacting and communicating with others that embodies values such as respect, inclusiveness, honesty, compassion, and cooperation. It is much more than an approach to behaviour management.

Having an understanding of our relationships with each other, as a community, as a school, and as individuals, can enhance both academic and social learning.

We believe that strong relationships are central to the learning process of both curriculum and personal development. Strong relationships can transform others, building brains through the experience of a rich relationship. They are the essential ingredient for emotional growth and well-being.

Adults need to be present both physically and emotionally for all our children; authentic in their responses and actions, with the intention to be relational at all times.

We believe that effective trusting nurturing relationships are the best ways to manage behaviour. Please read our *relationships policy* on the school website for more details.



Our core offer for everyone—What happens to support children with their behaviours?

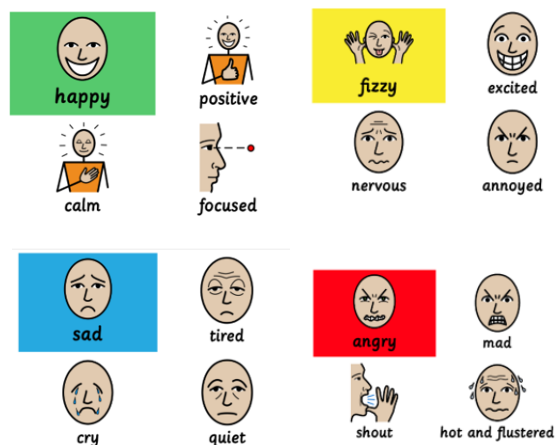
We regulate with them—by talking or using our calm boxes. This is called Co-regulation and leads to better conversations and understanding

Relate—tell them we can see they are upset and we can solve it together “Time IN” with an adult is key. We do not do time out as children need to learn from adults how to do things differently.

Reason—known as Reflection time. This can be in class, whilst in the hall, playground or in the Rainbow room. Typically the Rainbow room is used when staff feel the conversation needs more time. We talk about what happened, who was affected and what we will do differently next time.

Repair—agree a way to make the situation better and the other person feel happier if someone has been hurt/upset.

Zones of regulation display in every room



Our differentiated provision for those that need it:

The Inclusion lead and Head teacher monitor how often children need co-regulation support to manage their emotions in school.

Children identified as needing more support have access to

- **Rainbow room**—a calming child-centered pace for “time in”, to play and soothe and for reflection times.
- **ELSA** (Emotional Literacy Support) known by the children as “bubble time”
- **Family support worker** time
- **Dog therapy** with Ru
- **Mental Health in schools team**
- **A Relational plan**—detailing the child’s difficulties and ways to help them.
- This could include having an **Individual Relational plan**.

We also refer onto to experts such as Educational Psychologists and Outreach teams.

Parents are informed when their child has needed support with their behaviours or emotions, particularly if a restorative conversation has taken place and always if someone has been hurt.

Suspensions and Exclusions

See Suspensions policy on the website.

