

Gwladys Street Community Primary and Nursery School

Relationships Policy 2025-2026



Approved by:

Full Governing Body

Date: October 2025

Last reviewed on:

May 2023

Next review due by:

October 2026

School Aims

We want our school to be one:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

Policy Objectives

- To provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to pupils with complex learning needs.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

Legislation and Statutory Requirements

This policy is based on guidance from:

- Department for Education (2022). *Behaviour in Schools: Advice for Headteachers and School Staff*
- Department for Education (2022). *Suspension and Permanent Exclusion Guidance*

- Department for Education (2024). *Behaviour in Schools: Updated Guidance (Feb 2024)*
- Searching, Screening and Confiscation in Schools (2022)
- Use of Reasonable Force (2013)
- Equality Act (2010)
- SEND Code of Practice (2015)
- Mental Health and Behaviour in Schools (2018)
- Future in Mind (2015)
- EEF (2019). *Improving Behaviour in Schools*

Addition:

This policy will be reviewed annually by the Senior Leadership Team and the Governing Board. Outcomes of each review will be documented in governors' minutes and shared with stakeholders.

Rationale

The Relationships Policy is the cornerstone of the school culture. We are an Attachment and Trauma Responsive school, therefore our culture is based on mutual respect, inclusivity and high expectations. All members of the school community are expected to model and uphold our values:

T – Trust, listen and respect

E – Enjoy everyday

A – Achieve and believe in ourselves

M – Make everyone feel safe and welcome

Relationships are prioritised over punishment, and emotional well-being is at the heart of our behaviour model.

Routines to Support our Relationship Policy

1. Meet and Greet

Adults positively welcome every child at the beginning of the day. Senior leaders and inclusion staff model this in shared spaces.

2. Daily Check-ins

Zones of Regulation are used across the school. Children check-in with their emotional state, supported by key adults when necessary. "Helping Hands" displays identify trusted staff.



3. Yoga and Mindfulness

Daily sessions using YogaBugs promote emotional regulation and readiness to learn

4. SLT will use the DfE Behaviour Audit Tool termly to evaluate school behaviour culture, guide improvements and plan staff CPD.

4. **Support for All**

Adjustments include fidget tools, sensory spaces, personalised schedules and access to Calm Central.

Enhancement: Staff Training

All staff complete regular CPD in behaviour management, SEND, trauma-informed practice, Zones of Regulation and restorative strategies. Training records are reviewed annually.

5. **Teaching Expected Behaviour**

Behaviour expectations are taught explicitly and revisited following incidents. Restorative practices rebuild relationships.

6. **Praise**

Recognition includes verbal praise, TEAM Dojos, stickers, and certificates. All praise is specific and sincere.

7. **Merit Assemblies**

Weekly assemblies highlight behaviour, achievement and attendance. TEAM certificates are displayed and celebrated.

8. **Restorative Conversations**

Used after incidents to restore relationships, led by the adult involved.

9. Restorative conversations are facilitated by the adult who managed the incident, promoting trust and continuity. Staff receive dedicated training on restorative scripts.

Consistency in Practice

- Clear, consistent language
- Consistent follow-up by all staff
- Predictable consequences
- Positive reinforcement
- Emotional modelling by staff
- Behaviour rituals embedded across all areas of school
- Staff are supported to model calm, emotionally literate behaviour. They learn to co-regulate and manage their own responses before addressing behaviour.

Restorative Conversations

1. Set the Stage

- **Start calm:**

Ensure both you and the student are calm before beginning the conversation. A period of calm-down time may be necessary.

- **Create safety:**

Establish a safe and supportive environment where the student feels heard and understood.

- **Individual conversations first:**

It's often best to talk to the student individually first to help them formulate their thoughts before a joint conversation.

2. Facilitator Questions (for the student who caused harm)

- **What happened?**

- Example: "Can you tell me what happened in your own words?"
- For younger children, you might state the facts, e.g., "You pushed them".

- **What were you thinking and feeling at the time?**

- Example: "What was going through your mind just then?" or "How did that make you feel?"

- **What have you thought about since it happened?**

- Example: "What have you been thinking about since the incident?"

- **Who has been affected by your actions and how?**

- Example: "Who else was affected by what happened?" and "How did it affect them?"

- **What do you need to do to make things right?**

- Example: "What can we do now to help make things right?"

3. Questions for the person who was harmed

- **What happened?** (As described by the student, or the teacher can state the facts)

- **What did you think when you realized what had happened?**

- **What impact has this had on you?**

- Example: "How did this incident impact you, and how do you feel now?"

- **What do you need to make things right?**

- Example: "What do you need to help you feel better?"

4. Next Steps & Follow-Up

- **Collaborative Solution:** Discuss the ideas generated to create a clear plan of action, which might include apologies, repairing something broken, or offering help.
- **Agreement:** Clearly state the agreement and have both parties agree to the plan.
 - Example: "So, we've agreed that you will [action] and I will [action]."
- **Follow-Up:** Check in later to ensure the agreed-upon actions are being completed.
- **Future Prevention:** Discuss what could be done to prevent this situation from happening again.
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Monitoring and Evaluation

Behaviour incidents (CPOMS), praise points, exclusions and restorative conversations are reviewed by SLT and with governors. Pupil and staff voice feed into this evaluation.

This policy reflects our commitment to a respectful, supportive and inclusive behaviour culture in line with current DfE guidance.

Managing behaviour across school

As part of our commitment to consistent practice and in creating a visible, shared behaviour experience across school, we have developed a Behaviour Framework to be applied from Year 1 to Year 6. This Behaviour Framework was created by all staff during INSET days on 22.7.2025 and 1.9.2025 and represents our shared expectation for behaviour standards at Gwladys Street CP & N School.



T – Trust, Listen and Respect		E – Enjoy everyday		A – Achieve and believe in ourselves		M – Make everyone feel safe and welcome	
We show this by...	We DON'T show this when...	We show this by...	We DON'T show this when...	We show this by...	We DON'T show this when...	We show this by...	We DON'T show this when...
Showing good sitting	we hurt others	being positive!	we spread negativity	stepping up to challenges	we give up	holding doors open for each other	we leave people out
listening to others' ideas	we don't listen to others' ideas	supporting each other	we are selfish	completing our work	we refuse to complete our work	smiling	we are unkind to others
considering others' feelings	we disregard others' feelings	being in school on time	we are late for school	trying our best	we don't give our best effort	showing our manners	we are physically aggressive to others
trusting in our adults	we answer back to adults	sharing our worries	we keep worries to ourselves	attending school	we stay at home	looking after others	we make offensive remarks
respecting our adults	we ignore instructions	being kind	we are mean to others	showing pride in everything we do	we don't have pride in our work	including everyone	we disregard others' ideas or achievements
following instructions FIRST TIME	we disrupt others' learning	show enthusiasm!	we are uninterested	allowing others to learn	we disrupt others' learning	showing kindness	we hurt others
taking turns	we don't have pride in our uniform	Take risks in our learning	we don't push ourselves	celebrating others' ideas or achievements	we don't complete homework	joining in	we use disrespectful language
allowing others to learn	we damage or take other people's property	Encourage others	we put others down	staying in class: it's the place to be!	we leave the classroom and miss out on learning.	attending school	we stay at home
putting our hand up	we use disrespectful language.	Give ourselves thinking time	we rush into decisions			sharing equipment and time	we don't share.
respecting other people's property.		We are honest	We are not truthful.			Play safely	

Behaviour & Consequences Chart

From 2025, Gwladys Street will use the following chart as a guide to applying appropriate, sequential consequences in response to behaviours that our school has deemed to be unacceptable. This is a stepped approach which clearly and concisely advises staff on how best to respond to behavioural incidents and clearly advises which appropriate members of staff will be consulted at each step of the chart. This chart will be displayed in every communal area, for easy reference by children and staff.



Our Gwladys Street Behaviour and Consequences Chart



We are a TEAM player when we...

<ul style="list-style-type: none"> wait our turn put our hand up walk sensibly encourage others share our worries follow instructions <p>FIRST TIME</p>	<ul style="list-style-type: none"> speak politely use manners work well with others show kindness be truthful be on time 	<ul style="list-style-type: none"> help others be respectful to everyone be respectful to our school property join in! attend school 	<ul style="list-style-type: none"> take turns show kindness be enthusiastic! show our manners allow teachers to teach! play safely 	<ul style="list-style-type: none"> follow <u>our</u> school values and behaviour chart share and smile be honest try our best let others learn
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We are NOT a TEAM player when we...

<ul style="list-style-type: none"> don't take turns shout out calling people names don't sit sensibly are not listening answer back refuse to complete work 	<ul style="list-style-type: none"> speak disrespectfully to others answer back don't follow instructions disrupt learning mock others are not truthful spread rumours leave the classroom without permission don't accept feedback refuse to take part 	<ul style="list-style-type: none"> are aggressive towards staff use offensive language are aggressive physically/ verbally hurt others disrespect property use aggressive language are aggressive in the community Spit at others are not honest don't follow instructions 	<ul style="list-style-type: none"> repeatedly upset or target someone (Bully them) take other people's property vandalise property don't respect our community are repeatedly: <ol style="list-style-type: none"> 1. Physically or verbally aggressive 2. Using offensive language 3. Refusing to follow instructions 	<ul style="list-style-type: none"> don't change our negative behaviour Continue to: <ol style="list-style-type: none"> 1. Refuse 2. Bully 3. be verbally or physically aggressive are physically aggressive towards staff don't respect our community
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Gwladys Street will challenge this by...

<ul style="list-style-type: none"> complete work at break time/ take work home (returned the next day) pairing us with another child reminding us of our values and behaviour chart pairing us with a member of staff giving us a verbal warning Giving us time out Informally chatting with parents. 	<ul style="list-style-type: none"> meeting your parents after school giving us a behaviour target showing us how to restore the incident sending us to another class to complete work removing playtime(s) so we can restore the incident having a senior <u>leader</u> meet with our parents. 	<ul style="list-style-type: none"> Assistant/ Deputy Headteacher(s): <ol style="list-style-type: none"> 1. meeting parents 2. providing a 'Recognition Chart' removing playtime(s) for restorative practice removing school clubs or events (until behaviour improves) Time away from our class (Reflection) requesting BIT Team support. 	<ul style="list-style-type: none"> removing further playtime(s) for restorative practice Extended time away from our class (Reflection) removing school visits, clubs and events completing a 'Pupil <u>At Risk</u>' notification form. 	<ul style="list-style-type: none"> removing playtime(s) for a fixed term removing school visits, clubs and events setting a 'Fixed Term' suspension (up to 5 days) As a last resort: permanent suspension from Gwladys Street Community Primary & Nursery School.
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Who we should EXPECT to challenge us...

Teaching Assistants Class teacher	Class teacher Senior Leaders KS1 or KS2 lead	Mr Morris Mr Jones Senior Leaders	Mr Morris/ Mr Jones Mr Moore Miss Booth	Mr Moore Miss Booth School Governors
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*As an inclusive school, we understand that some children may operate outside of this framework. Children with complex needs (and Children Looked After) may require additional and supplementary behavioural support.

Restorative behaviour management

To enable all parties that have been impacted by negative behavioural incidents, we aim to support reconciliation and restoration of relationships by meeting with all parties involved. To support this process, the following Reflection Form may be used as part of the issuing of a consequence for a child to complete and return to the affected party.

This form will be used for children who staff feel are able to complete it and is used as a way of providing closure to an incident, while allowing children to express their emotions following an incident.

Restorative Time



Name: _____

Date: _____

Which of our TEAM values have you not followed today?

T - Trust, listen and respect

E - Enjoy everyday

A - Achieve and believe in ourselves

M - Make everyone feel safe and welcome

REFLECT

How has your behaviour impacted on others' enjoyment and wellbeing?

RESOLVE

What will you do to resolve this, and improve from today?

Signed by pupil: _____

Class Dojo Passport to Privilege

In order to promote positive behaviours and raise the profile of our expected behaviours, we will use our Class Dojo points system (utilised by all staff to positively reinforce good behaviour) for classes to accumulate collectively earned points. The Dojo points will be measured and rewarded at specific milestones (set by the class teacher and the pupils) to unlock agreed-upon rewards, which match the children's interests and uses pupil voice.

This Passport to Privilege will be reset to offer new rewards once the class have achieved their current list of rewards. The number of points will be set to the same increments for every class to ensure consistency across classes.

Teachers will share each reward to our social media platforms to celebrate each 'unlocking' of a reward and further promote positive behaviours online.

Class Dojos	Class Reward
400	Bring your slippers into class
500	An extra break time
600	Hot chocolates and a Pixar short
700	Bring a mascot in
800	Wear your PE kit
900	Non-uniform
1000	Class games