



Relationships Policy

Approved by: Governing body

Date: August 2026

Last reviewed on:

Next review due by:

At Wyborne, we set high expectations for behaviour, fostering an environment that encourages engagement, resilience and mutual respect. We lead by example, modelling positive behaviour and conduct.

Our approach is trauma informed and rooted in the understanding that behaviour is a form of communication and that children learn best when they feel safe, respected and connected to the adults around them. We believe that positive relationships and a strong, inclusive culture are the foundation of effective learning and personal growth, therefore we cultivate trust and positive relationships with staff and children.

Teaching and learning is inclusive and challenging, ensuring that every child feels valued and motivated to participate. Children demonstrate excellent behaviour for learning through their engagement and enthusiasm throughout lessons. Our children are active learners.

We maintain consistent approaches to support behaviour management for most children, recognising the need to adapt our approaches for individual needs. Our policy sets out how we promote a culture of respect, belonging, kindness and responsibility, enabling every child to thrive academically, socially, and emotionally.

We aim to create a school community where:

- All children feel valued, safe and supported
- Behaviour is understood through a trauma-informed lens
- Adults respond to behaviour in ways that teach, repair and restore relationships
- Expectations are clear, fair and consistent
- Children learn to self-regulate, reflect and take responsibility

We recognise that some children may have experienced adverse childhood experiences (ACEs), trauma or unmet needs, and therefore our responses prioritise support, understanding and skill-building rather than punishment.

Legal and Statutory Framework

This policy is based on guidance from:

- *DfE Behaviour in Schools: Advice for Headteachers and School Staff*
- *DfE Keeping Children Safe in Education*
- *Equality Act 2010*
- *Children Act 2004*
- *UN Convention on the Rights of the Child*
- *Suspension and Permanent Exclusion Guidance*
- *Searching, Screening and Confiscation Advice*

Vision and Values

Our school values are: **Empathy, Empowerment, Curiosity, Collaboration, Champion**

We aim to:

- Build positive relationships between children, staff, and families.
- Celebrate diversity and promote equality and inclusion.
- Create a safe, nurturing environment where children feel heard, valued, and cared for.
- Equip pupils with the social and emotional skills needed for life and learning.

Trauma-Informed Practice

Trauma refers to distressing or overwhelming experiences that affect a child's sense of safety and ability to regulate emotions.

Examples may include:

- abuse or neglect
- domestic violence
- family breakdown
- bereavement
- parental mental health difficulties
- substance misuse in the home
- poverty or housing instability

Research by the Centers for Disease Control and Prevention and Kaiser Permanente on Adverse Childhood Experiences (ACEs) shows that early trauma can significantly impact children's development, behaviour and learning.

We recognise that behaviour is communication. Behaviour could indicate a child has unmet needs, development differences, difficulties with regulation, communication challenges or adverse experiences.

Staff at Wyborne understand that children do well if they can. When behaviour is challenging, our role is to:

- Understand what the child needs
- Teach skills for regulation and communication
- Maintain boundaries that keep everyone safe

We prioritise:

- Connection before correction
- Curiosity not judgement

- Repair over punishment

Key Principles of Trauma Informed Practices

- **Safety** - Prioritise physical and emotional safety for all students. Create a predictable and structured environment.
- **Trustworthiness** - Build trusting relationships by being consistent, reliable, and respectful.
- **Choice and Control** - Provide opportunities for students to have a sense of autonomy and control over their actions.
- **Collaboration** - Involve students, parents, and caregivers in decision-making and behavior interventions.
- **Empowerment** - Promote student strengths and resilience. Focus on building their self-esteem and self-regulation skills.
- **Cultural considerations** - Move past cultural stereotypes and biases based on, for example, gender, sexual orientation, age, religion, disability, geography, race or ethnicity.

Building a Positive School Culture

We believe culture is created through daily interactions. We promote this by:

- **Modelling respect:** All adults model the behaviours we expect from children.
- **Consistent adult responses and language:** We use restorative and positive language to support learning and reflection.
- **Celebrating success:** We recognise and celebrate achievements, effort, positive behaviour and acts of kindness.
- **Inclusive practices:** We ensure our curriculum reflects the diversity of our community and classroom environments are calm and welcoming with predictable routines.
- **Pupil voice:** Children are encouraged to contribute to decisions through the Pupil and Eco Governors, Wyborne Ambassadors and class discussions.
- **Get to know the children:** We learn about children's interests and strengths and where possible, tailor support in line with this.

Relationships

Healthy relationships are central to wellbeing and learning. We teach children to:

- Listen actively and show empathy.

- Understand and manage feelings.
- Resolve conflicts peacefully and fairly.
- Take responsibility for their actions and repair harm when needed.

Staff are trained in **restorative approaches**, helping pupils to reflect, repair and rebuild relationships when things go wrong. See 'Our Restorative Approach'

Supporting Emotional Regulation

The school provides a variety of emotional regulation strategies depending on age and need of the child, this may include:

- Calm spaces or regulation areas
- Emotional literacy teaching
- Zones of regulation interventions and check ins
- Access to pastoral support
- Individual behaviour or regulation plans
- Worry monsters
- Listening boxes
- Emotional literacy through PSHE lessons
- Therapy dog

Behaviour Expectations

Our approach focuses on supporting self-regulation rather than punishment.

We agree certain behaviour expectations democratically through Class Agreements and Class Meetings. While class agreements will be specific to each class, there are some overarching themes:

- **Be Ready** – come to school prepared to learn.
- **Be Respectful** – of yourself, others and our environment.
- **Be Safe** – in all that you do.

Clear routines and boundaries are maintained, and adults respond with consistency and empathy.

Promoting Diversity and Inclusion

We celebrate the rich diversity of our school community. We:

- Challenge prejudice and discrimination in all forms.
- Use curriculum opportunities to explore different cultures, faiths, and perspectives.

- Ensure all pupils see themselves reflected in the school environment and learning materials.
- Any derogatory language will be logged and reported to governors.

Pupil Wellbeing and Support

We provide a network of care that includes:

- Class-based PSHE
- Emotional literacy interventions
- Access to pastoral support, such as mentoring and counselling.
- A highly skilled pastoral team including a Learning Mentor, Behavioural Support Officers and Schools Pastoral Care Coordinator (SPCCO).
- Individual support plans for pupils with additional needs.
- Collaboration with parents and external professionals.

Staff Responsibilities

All staff are responsible for:

- Modelling the school values and expected behaviours in line with Teaching Standards and our staff handbook.
- Using restorative language and practices.
- Recording and reporting incidents accurately.
- Working collaboratively to maintain a consistent approach.

All staff ensure ongoing professional development in behaviour, safeguarding, and wellbeing. The Headteacher monitors the impact of this policy and reports to governors.

Working with Parents and Carers

We believe partnership with families strengthens our culture.

We:

- Communicate openly and respectfully.
- Involve parents/carers in celebrating success and supporting development.
- Encourage shared responsibility for children's behaviour and wellbeing.
- Offer support when challenges arise, focusing on solutions and shared goals.

Parent/Carers:

- Support school expectations.
- Work with staff to support their child.
- Attend meetings where needed.

- Inform school of incidents outside of school (including online) that could affect in school behaviour.

Recognising Positive Behaviour

We recognise positive behaviour through a variety of methods at Wyborne. Whilst we have whole school strategies, teachers also have autonomy over in class strategies. Whole school strategies include:

- Verbal praise
- Positive phone calls or messages home
- Glow assemblies
- Star of the week reward
- House points
- Celebrations on weduc (Reach More Parents)

In Class strategies may include:

- Dojos
- Raffle tickets
- Stickers

Learning powers are also used to support metacognition, helping children to recognise skills they are using to become effective learners.

Our Restorative Approach

We use restorative approaches to build, maintain, and repair relationships. The process focuses on understanding harm, taking responsibility, and finding a way forward.

Restorative principles:

1. Everyone has a voice and is listened to.
2. Harm is acknowledged and repaired.
3. Responsibility is shared.
4. Relationships are strengthened through honesty and empathy.
5. The focus is on learning, not blame.

Restorative conversation questions:

- What happened?
- What were you thinking or feeling at the time?

- Who has been affected and how?
- What needs to happen to put things right?
- What can we do differently next time?

Staff use these questions in everyday interactions, supporting pupils to reflect, take responsibility, and restore relationships. This would usually include all parties involved in an incident.

Restorative Interventions

Level	Description	Examples of Practice
Universal	Embedded in classroom routines.	Circle time, class meetings, PSHE, daily check-ins.
Targeted	For pupils needing support to repair relationships.	Restorative chats, peer mediation with Relationship Ambassadors, reflection sheets/ reflection book.
Intensive	For repeated or serious incidents.	Formal restorative meeting with staff, pupils, and parents/carers.

Behaviour Flowchart

Stage	Description	Examples of Support / Actions
1. Gentle Reminder	Minor disruption or off-task behaviour.	Verbal reminder of expected behaviour → positive redirection (eg 'Remember our <i>Class Agreement about using kind words.</i> '))
2. Clear Warning	Continuation of disruption or off-task behaviour.	Name the behaviour → state expected behaviour → offer support (eg 'You are <i>talking over me and that breaks our Class Agreement of listening to others. Have some water and come back to the table ready to listen.</i> '))
3. Reflection Opportunity	Continued disruption or disrespect. Swearing. Unintentional harm.	Time-out or reflection break in another class → restorative conversation once calm using restorative questions as outlined above.

Stage	Description	Examples of Support / Actions
4. Escalation	Persistent behaviour, or deliberate harm caused to others.	Reflection time with member of SLT → restorative conversation with those affected once calm → contact with parents
5. Individual Support Plan	Repeated concerns or emerging SEMH needs.	Behaviour plan, mentor sessions, Behaviour Support Officer support, home/school communication book, external agency referral.

Serious Incidents

Should a serious incident occur, this may bypass the behaviour flowchart outlined above. A serious incident could include, but is not exclusive to; significant harm, intentional damage, fighting, discriminatory language, unsafe behaviour, or bullying. In such incidents, a full investigation will be carried out by a member of SLT and appropriate restorative approaches or consequences will be decided by SLT depending on the seriousness of the incident.

Suspensions

Suspensions are reserved for only the most serious of incidents. Only the Head Teacher (or acting Head Teacher/deputising Head Teacher) has the power to suspend a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to forty-five days in any one school year. The Head Teacher may also permanently exclude a pupil. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil the parents/guardians must be notified immediately, giving reasons for the exclusion. At the same time the parents must be notified that they may appeal to the Governing Body. The Head Teacher informs the LA and the Governors about any permanent exclusion beyond five days in any one term.

Searching, Screening and Confiscation

In line with Searching, Screening and Confiscation Advice:

Staff may confiscate items that:

- Disrupt learning
- Pose a safety risk
- Are banned by the school

Searches may be conducted by authorised staff where reasonable suspicion exists.

Use of Reasonable Force

In rare circumstances staff may use reasonable force to:

- Prevent injury
- Stop serious damage to property
- Maintain safety

This is in accordance with the Education and Inspections Act 2006.

All incidents are recorded and reported to parents.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Should a serious behaviour incident which happens outside of school premises be reported to the school, the responses outlined above may be applied. This may include:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises, or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Safeguarding

Behaviour concerns may indicate safeguarding issues. All staff follow procedures set out in the school's safeguarding policy and guidance from Keeping Children Safe in Education.

Supporting Pupils with Additional Needs

Whilst this policy is inclusive and written with the school's diverse community in mind, some pupils may require additional support to meet behaviour expectations.

Support may include:

- individual behaviour plans
- pastoral support
- adapted routines
- regulation strategies
- intervention from the SENCO
- reflection books

Additional support will vary based on the child's needs and will always be agreed through discussion with the school SENCO, class teacher and parents/carers.

Reasonable adjustments will be made in accordance with the Equality Act 2010.

Recording Behaviour Incidents

Behaviour incidents are recorded accurately, consistently, and in a timely manner. The staff member who witnesses the incident, or to whom the incident has been reported to, is responsible for recording incidents using the school's agreed recording system, as soon as possible after the event. A behaviour incident would be recorded if it was repeated or serious (eg Stage 4 of the behaviour flow chart).

Records must remain professional, objective, and confidential. Staff should avoid using judgemental or emotive language and ensure information is based on observed facts.

Behaviour records will be monitored regularly by senior leaders to identify patterns, trends, or pupils requiring additional support. This information may be used to inform risk assessments, behaviour support plans, pastoral interventions, and referrals to external agencies where necessary.

Serious incidents, including those involving safeguarding concerns, discrimination, bullying, physical aggression, or restrictive interventions, must be reported immediately to a member of the senior leadership team and recorded in line with safeguarding and statutory guidance.

All records will be stored securely and managed in accordance with the school's data protection and confidentiality policies.