

# **GILTHILL PRIMARY SCHOOL**

**‘Inspiring today’s children to embrace  
tomorrow’s challenges’**



## **Relational Policy (Behaviour) 2026**

This policy works in conjunction with the Anti-bullying Policy, the Special Educational Needs and Disability Policy, Safeguarding and the Equal Opportunities Policy.

Review January 2027

# **Gilthill Primary School Relational Policy**

## **1. Introduction and Rationale**

This policy complies with the *Education and Inspections Act 2006*, the *Equality Act 2010*, and the DfE's *Behaviour in Schools (2024)* guidance.

It defines how we create and maintain high standards of behaviour through relational practice, ensuring our approach is consistent, fair, inclusive, and lawful.

Behaviour management and safeguarding are interconnected. All staff have a duty to create safe environments where pupils feel secure and can thrive. Behaviour concerns that raise safeguarding issues are immediately referred to the Designated Safeguarding Lead (DSL) and reported on My Concern.

At Gilthill Primary School, we believe that relationships are the foundation of learning, wellbeing, and behaviour.

Our behaviour approach is grounded in the understanding that:

- All behaviour is a form of communication.
- Positive, consistent relationships help children feel safe, connected, and ready to learn.
- Adults play a crucial role in co-regulating, modelling, and restoring relationships when challenges arise.

This policy draws on the principles of attachment theory, trauma-informed practice, and relational approaches.

## **2. Our School Ethos**

We aim for Gilthill to be a calm, caring, and safe school community where:

- Everyone feels valued, respected, and included.
- Children learn to make positive choices and repair mistakes.
- Adults model the behaviours and language they expect from pupils.
- Behaviour management is seen as part of learning and emotional development, not simply compliance.

Our core values underpin all our interactions:

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
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These are revisited regularly in classrooms, assemblies, and restorative discussions to help children understand what these values look like in different contexts.

We teach behaviour as part of our *behaviour curriculum*, so pupils understand what being *Ready, Respectful, and Safe* looks like in every context.

Expected behaviours are modelled, taught, and practised regularly through routines (e.g. lining up, transitions, sharing equipment).

Positive behaviour is explicitly reinforced, and restorative practice is used to address and learn from mistakes.

### 3. The Relational Approach

We follow the Devon model of relational practice built on three key stages:

#### A. Developing Relationships

We build strong, trusting relationships through:

- **Protection:** Creating a physically and emotionally safe environment where routines are predictable.
- **Connection:** Taking time to know each child, greeting them by name, noticing changes in mood or behaviour.
- **Understanding:** Responding with curiosity — “What’s happened to you?” rather than “What’s wrong with you?”
- **Care:** Using warmth, empathy, and attunement to show that every child is valued and understood.

Staff are expected to use calm, respectful language and positive reinforcement to maintain secure relationships and prevent escalation.

#### B. Responding and Calming

All staff respond to behaviour **predictably, promptly, and proportionately**, using consistent scripts and calm, clear communication.

The aim is always to restore safety and calm, uphold the school’s values, and prevent recurrence.

Staff are trained to recognise when reasonable adjustments are needed for pupils with SEND or emotional regulation difficulties.

When a child becomes dysregulated, the priority is **safety and stabilisation**.

##### Adults will:

- Stay calm and model regulation (“I’m going to stay calm so you can feel calm too.”)
- Use low tone, few words, and clear body language.
- Reduce sensory input (quiet space, fewer people).
- Offer co-regulation and empathy (“It looks like you’re frustrated. I can help you.”)
- Avoid confrontational language, threats, or raised voices.
- Allow time and space for the child to recover before discussing the behaviour.

If needed, a **time out or safe space** is used to help a child regulate, not as a punishment.

##### Recording:

Incidents are recorded on Arbor/MyConcern, including what strategies were used and how the child was supported to calm and re-engage.

#### C. Repairing and Restoring

Once calm is restored, the focus shifts to **reconnection and reflection**.

Adults support pupils to:

- Reflect on what happened and how it affected others.
- Recognise emotions and triggers.
- Discuss strategies to repair relationships and make better choices next time.

- Reintegrate positively back into class.

This is achieved through **restorative conversations**, guided by questions such as:

1. What happened?
2. What were you thinking or feeling?
3. Who has been affected?
4. What needs to happen now to put it right?

Parents are informed where appropriate, especially if the incident has affected others or required support from the senior leaders in school.

All restorative actions are logged for consistency and accountability.

#### **4. Roles and Responsibilities**

Parents are key partners in maintaining positive behaviour. The policy and expectations are shared annually and available on the school website. Staff will keep parents informed of both positive behaviours and concerns promptly and consistently.

##### **Adults**

- Model calm, respectful behaviour.
- Build positive relationships with all pupils.
- Recognise early signs of dysregulation and respond relationally.
- Maintain consistency in expectations and follow-up.
- Record incidents and restorative actions accurately.
- Work collaboratively with parents and colleagues to support children's emotional needs.

##### **Pupils**

- Demonstrate the school values of *Ready, Respectful, and Safe*.
- Show kindness, empathy, and honesty.
- Take responsibility for repairing relationships when things go wrong.
- Seek help when feeling upset or unsafe.

##### **Parents and Carers**

- Support the school's relational approach at home.
- Reinforce the Ready, Respectful, Safe values.
- Engage in constructive dialogue with staff when concerns arise.
- Celebrate positive behaviour and progress.

#### **5. Rewards and Recognition**

Staff actively notice and name positive behaviour to reinforce what we value.

Recognition includes verbal praise, messages home, certificates, leadership roles, and class celebrations.

Praise is equitable and inclusive — every child should experience recognition of success.

We celebrate positive behaviour through:

- Verbal praise and positive recognition.
- Class Dojo points.
- ACE Assembly certificates.

- Special responsibilities or privileges.
- Sharing successes with parents and carers.

## 6. Restorative Responses

When misbehaviour occurs, responses aim to:

- Maintain safety for all.
- Restore calm and learning.
- Support reflection and re-engagement.

All sanctions are reasonable, proportionate, and lawful, and include opportunities for learning and repair.

In rare cases where removal from class is necessary, the child will continue learning in a supervised space and reintegration will be planned.

Parents are informed on the same day for any serious incident.

Where behaviour disrupts learning or safety:

1. **Reminder** – Reconnect to the expected behaviour.
2. **Warning** – Clear, calm communication of the consequence.
3. **Time Out/Time In**– Short regulation period.
4. **Reparation Meeting** – Restorative discussion before returning.
5. **Referral to SLT/Headteacher** – If behaviour persists or escalates.
6. **Parental Involvement** – Consistent communication about outcomes and next steps.

All sanctions are relational in nature — aiming to teach and restore, not to punish.

In some situations, a member of staff may feel that behaviour should be dealt with directly by the Headteacher. These incidences will not follow the steps above, the child will go straight to the Headteacher.

## The playground

1. The teacher will give the child a verbal warning or a time out/in on the playground unless the behaviour is very inappropriate in which case the teacher will move straight to point 2.
2. The child will stand for a period of time with an adult outside to discuss their choices and how their behaviour will change.

The teacher on duty will record this on Arbor.

## Lunchtimes

1. A verbal reminder will be given to make sure the child is being 'Ready, Respectful and Safe.' e.g. 'Are you playing a safe game?' 'Will everybody be safe in your game?'
2. A verbal warning (given by the person dealing with the misdemeanour).
3. If inappropriate behaviour continues, the MSA will give the child a time out either walking around with the MSA and discussing their actions or sitting out of the play for a

timeout period. A reparation meeting will be held with the child before the child returns to play to discuss how the behaviour will change.

4. If the child continues to misbehave or the behaviour is very inappropriate, the MSA will send them into school to discuss their actions with the class teacher, or the headteacher.
5. If a child continues with inappropriate behaviour at lunchtimes, parents will be contacted to discuss strategies to help the child during lunchtime breaks.
6. The lunchtime staff will report incidents to the class teachers (and the headteacher if necessary) The class teacher will record the incident on My Concern.

## 7. Supporting Individual Needs

Staff use a *graduated approach* (Assess–Plan–Do–Review) to understand and meet pupils' needs. Adjustments may include movement breaks, alternative spaces, visual prompts, or differentiated routines.

Where behaviour is linked to SEND, staff work with the SENCo and external professionals to review support. No pupil will be sanctioned for behaviour that is a direct result of unmet need or disability, though support will be adjusted to help them succeed.

Some children may require **individual relational or behaviour support plans**.

These include:

- Identified triggers and early warning signs.
- Agreed calming or co-regulation strategies.
- Specific adults who can support.
- Regular review and parental involvement.

Staff are trained to use trauma-informed strategies and are supported through supervision and professional dialogue.

## 8. Monitoring and Review

Behaviour data is monitored termly for trends by year group, time, and location, and analysed by protected characteristics. This ensures fairness, consistency, and compliance with the *Equality Act 2010*. Findings inform staff CPD, curriculum planning, and any targeted interventions helping to identify:

- Emerging needs or hotspots (year groups, times, locations).
- Training needs for staff.
- The impact of restorative approaches on school culture.

The policy will be reviewed **annually** and updated in line with national guidance and best practice.

## 9. Key Principles to Remember

- Relationships first.
- Regulate before you educate.
- Connection before correction.

- Repair, don't replace.
- Every interaction is an intervention.

## SEVERE BEHAVIOUR

Used only when all other interventions have failed or safety is at risk following DfE statutory guidance.

An example of this is a physical or verbal assault towards another child or member of staff, damaging school property and/or a refusal to accept restorative actions. Appropriate physical intervention by adults in school is covered in our Physical Intervention Policy.

If this happens, the headteacher or the deputy headteachers will be sent for **immediately**. The parents/carers will be informed. If the misbehaviour is considered serious enough, exclusion from school will be considered.

## Suspensions and Permanent Exclusions

For all cases of suspension or permanent exclusion, we follow the following guidance: ['Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England'](#) (September 2023)

In a small number of instances, the Head Teacher or senior leader may decide to issue a fixed term exclusion (also referred to as a suspension). This would usually (although not exclusively) be used in cases where there is persistent poor behaviour which is impacting on other pupils' education or well-being and the pupil has not responded to the support and previous sanctions put in place or, where the incident is of a serious physical or verbal nature including violence, swearing and bullying and racist incidents.

On the rare occasion that a suspension would be issued, there are three types of fixed-term suspension the school may use:

- Internal suspension (where the pupil is removed from their class and educated in another area of the school) for the duration of the internal exclusion - formally recorded, not reportable to LA
- External suspension which takes place at another EMET primary school with a member of staff that they know. The pupil is not allowed on the school site - formally recorded, reportable to LA.
- Formal fixed term suspension - the pupil is not allowed on school site and is excluded into the care of their parent or carer for the duration of the exclusion. - formally recorded, reportable to LA.

If it is deemed necessary to issue a formal fixed term suspension, the pupil's parents/carers will be notified by telephone, without delay, of the specific reason and length of the suspension. This telephone call will be followed immediately by written confirmation of the reasons and the period of fixed period suspension, no later than the end of the afternoon session of the first day on which the pupil is suspended.

Arrangements will be made to ensure that any child returning to school after a suspension is helped to behave appropriately. To support a child's successful reintegration to school after a fixed term suspension, the school may consider a pastoral support programme with the child. The Special Educational Needs Code of Practice will also be used to support children, if emotional or behavioural difficulties are identified.

### Permanent Exclusion

The Head Teacher will inform the pupil's parents/carers of the exclusion and the specific reason for it by telephone immediately. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification in writing will also be made without delay documenting for reference, any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed.

The LA and the school governing board will be notified of all permanent exclusions. The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Head Teacher to reinstate the excluded pupil. The Governing Body has the power, but is not under any duty, to direct the Head Teacher to reinstate a permanently excluded pupil.

## BULLYING

A bully is someone who persistently **wants** to hurt you. S/he may call you names, threaten you or hurt you physically. At school we talk about **STOP, Several Times On Purpose**.

If someone is bullying you at school, you **must tell** an adult, as you will need help to sort this problem out. You could tell your teacher, a MSA or the people who care for you at home.

If you know that another child is being bullied, then you can help by telling an adult.

Your teachers will provide class time to talk about how we can look after each other and show respect for others.

If the school adults are told about a bully or bullying incidents in or out of school, then action will be taken as soon as possible. His/her/their parents/carers will be contacted so that the situation can be discussed. Your parents will be contacted too. The bully will be told that bullying is wrong and s/he will receive the relevant sanctions. Please refer to our Anti-bullying Policy.

### *A message for parents/carers*

If your child exhibits some of the following symptoms, then s/he/they may be worried about something at school – s/he may be being bullied:

- |              |                 |
|--------------|-----------------|
| * Headaches  | * Sleeplessness |
| * Nausea     | * Weight loss   |
| * Bedwetting | * Anger         |
| * Anxiety    | * Fear          |
| * Confusion  | * Embarrassment |



- \* Guilt

- \* Low self-esteem

- \* Irritability

If you suspect that your child is being bullied, then please tell us straight away. S/he/they will need reassurance and the bully will need to be dealt with.

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may choose to talk to any member of staff they wish. Parents are encouraged to inform their child's class teacher or the head/deputy heads of any concerns they have by email, a phone call, or a visit to school. Any report will be investigated and taken seriously. Complainants will be informed of the outcome and the appropriate sanctions applied up to and including exclusion.