

Wallsend Jubilee Primary School Relational Policy



Governance	Curriculum
Version	Version 1
Policy Officer	
Adoptive Date	September 2025
Readopted Date	
Next Review date	September 2026
Statutory	

Version History Log

Version 1	Description of Change	Date/Author

At Wallsend Jubilee we are safe, happy and healthy. We believe that we are all unique individuals who will be nurtured and supported by all to ensure we are ready for the next stage in our lives

At Wallsend Jubilee we develop lifelong learning habits that prepare us for each stage in our future through our core values:

To develop self-efficacy of all learners

To develop the skills of independent and collaborative learning

To develop the emotional intelligence of all learners. To be able to make mistakes, examine mistakes and learn from them

We will support, nurture and develop the skills of:

Resilience

Respect

Responsibility

Resourcefulness

Readiness

Risk Taking

Aims

This policy aims to:

- Support and teach the children to develop skills to achieve our school ethos
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our children to be able to manage, regulate and communicate their feelings so they feel safe and ready to learn
- To underpin our beliefs with evidence-based practise and current research.

We want this policy to reflect our insight and understanding of our children's needs. Developing positive relationships is at the heart of everything we do and believe in. Responding to needs and calmly repairing and restoring these relationships through a graduated response.

We offer all of our children the security and relationships needed to meet their individual well being and mental health needs to guide them along the journey to become proficient in the skills centred around the 6Rs. We consider that behaviours which may challenge, happen for a reason, and may, in that moment, be the only way a child is able to communicate.

We work on the principles that:

Our children want to manage their feelings and communicate in a positive manner. Behaviour is always a means of communication. Children can learn to improve how they communicate their feelings and words. Learning new behaviours is a task just like learning to read or write. Mistakes are part of the learning process and we recognise that all our children are at different stages of the developmental process. We don't make a judgement about a child: instead, we separate the behaviour from the child and support and guide our children to get it right. Children need to be taught expectations and routines. It is imperative that a child's behaviours are not excused but are seen as a skill to be developed.

Children have the best chance of being regulated when their needs are understood and met and when the expectations are clear. This enables all children to access the opportunities that the school provides. Their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. Strategies include immediate and effective praise, pupil recognition in assemblies, communication with families and opportunities for children to contribute to a shared celebration of effort in their class.

Some children will need a personalised approach to support them to manage their feelings and communicate respectfully. The more challenging the child's behaviour becomes, the more personalised an approach they require.

Children have the best chance of success when staff and family members/carers work together.

We believe in equity, not equality – everyone should be provided with what they need and that may not be the same for each child. ALMOST Every child is expected to be able to learn to manage their own behaviours.

Relationships

At Wallsend Jubilee we believe in the quality of the relationships with our children; we invest in relationships so we can have fun and enjoy being together. Each adult is an important person for our children as they learn how to develop successful relationships. We actively build trust and rapport – which has to be earned and not a given.

As adults we:

We use our voice appropriately; we communicate clearly and calmly – we don't shout.

Are kind and helpful, empathise, and find ways to show kindness to children and treat them with dignity and respect.

We meet and greet our children each day as they come into class and as they move around school, we show interest in them.

We listen; we make time to listen to children, families and one another, and make a judgement about how/when to respond. We make sure everyone has a chance to feel heard.

We work hard; we are well prepared, punctual and attentive. Our lessons are well planned, engage the learners and meet all their needs.

We use consistent routines across school and in every lesson, so pupils know what happens next and support this with visuals and communication strategies as part of quality first teaching.

We look after property and ensure that are classrooms are well organised, tidy and engaging.

We extend our expectations outside the classroom and ensure that corridors, hall spaces and outside spaces and calm and safe places for our children. This is the responsibility of all staff.

We are self-aware; we understand that the impact of our own emotions on interactions and we support one another in managing our own emotions and know that regulating our own emotions can be hard work.

We consider positive relationships with parents and carers to be vital; we reflect and plan with parents to ensure consistency and approaches between home and school.

We are reflective and welcome feedback that is given to us in a supportive way to help children. We have the highest expectations of ourselves, and we take accountability for our own behaviour.

We remain curious and demonstrate a desire to understand a behaviour and what it communicates. We draw on the most current and robust research between home and school.

Children's code of conduct

Alongside and integral to this policy is the children's code of conduct. This has been developed with the highest of expectations, so children know clearly what is expected of them in terms of their behaviours and relationships with others. This code outlines the following:

- How you maximise your learning opportunities to be the best you can be.
- How do we reward children for following the code of conduct and going that extra mile.
- What happens if you are not following the code of conduct.

- If there is still not a clear improvement over a period, what the children can expect to happen.
- What happens if the child is involved in a serious incident.

Routines

Our consistent routines support our children to understand expectations, manage anxieties, and mentally and physically prepare themselves for the day. This allows the children to engage more fully in their learning, manage their feelings and communicate in a positive manner. Routines are explicitly taught and we do not assume our children know them. We continuously reflect on how we support children to adapt to changes in routine and how we prepare them for such changes, as this is an important life skill. Changes in routines are practised to allow our children to learn that changes can be managed in a positive way.

Descriptive Praise

Descriptive praise supports emotional development and behaviour or learning.

We tell children exactly what we like about what they are doing so it reinforces the behaviour that we want to promote.

Thankyou for settling down to you work so quickly after that break

I noticed you were helping your friend to organise their resources, thankyou for being a good work partner

We continuously identify the strengths of the child.

Responding and Calming

In responding to behaviour, we always protect privacy and dignity. We understand the importance of the actions of the adults so use non-verbal cues for safety, for example we get down to the child's eye level, use an empathetic face and a nurturing tone of voice.

We connect by using a child's name and set a limit e.g.; We don't or I won't allow... and move on by motivating, modelling and giving alternatives options.

Kelly we don't bang our hands on the.....

We support children to have a time in a calm space if it is needed.

Repairing, Restoring and Reflecting

We do not believe in sanctions or punishments, but we do believe in teaching and expecting children to behave well. When things go wrong, we use natural consequences to help children learn about their behaviour and its impact. This is carried out immediately if possible. Where necessary, these conversations may happen sometime after the event, when the child is regulated and able to reflect upon their behaviour/reaction. This allows them to fully participate in the process. Reparation means repairing relationships or putting things right in some way. We believe that our children want to do this and should be always given the opportunity and support to reconnect and repair.

At Wallsend Jubilee Primary school we take a consistent approach to supporting children in managing their feelings and communicate in a positive way. This includes:

- We do not remove previously earned privileges unless the child was unsafe to participate
- We avoid language and actions that would humiliate a child

We do this because such actions can escalate incidents and damage a child's self-esteem.

We will support all children to repair, however this process may look different for each child. We will not make assumptions about how a child is feeling and we understand that unresolved difficulties can make a child extremely anxious and can cause behaviours to escalate. We praise children's behaviours at the first opportunity to consolidate new learning about relationships and communication. This process will be constantly reviewed.

After this process the child will be given a fresh start. It is the class teachers' responsibilities to keep parents/carers informed about any concerns they have.

We use clear and specific language to carry out this process. This could include:

- *What happened?*
- *What were you thinking at the time?*
- *What are your thoughts now or since?*
- *How did this make people feel?*
- *Who has been affected?*
- *What could we do to put things right?*
- *How can we do things differently next time?*

Children with repeated patterns or escalating behaviour

At Wallsend Jubilee we ensure that adults and children begin each session/lesson or a day with a fresh start. Each child has a unique set of circumstances and meaningful changes in behaviour for some children can take time. The more challenging a child's behaviour becomes the more personalised and proactive the approach will be. Class teachers keep parents/carers informed about concerning or repeating incidents and escalating behaviours. Incidents are monitored, reviewed and discussed by the wider senior leadership team. This will also involve input from our wellbeing lead. The support for children who are showing these serious behaviours will be supported by a team and we will show a uniform approach.

Where leaders identify a repeated or escalating pattern of low-level behaviour concerns, or where learning is disturbed, a meeting will be arranged with a member of the senior leadership team the class teacher and the headteacher. This is a problem solving/forward planning meeting to establish the next steps and identify actions to support the child in their self-regulation and emotional development. At this point in the process school will consider implementing a behaviour plan to support the child. A follow up phone class or meeting will be booked in advance for the end of an agreed period of time. We will consider whether support systems need to be put in place and whether liaising with external agencies is necessary or appropriate. If needed, multi-agency approach can be supported through the early help process.

Serious incidents

In cases of deliberate assaults, bullying (cyber bullying), damage to property, or discriminatory behaviour (of all types) we act swiftly to establish the circumstances and intent, reason and level of understanding of the child/children involved. We take such incidents extremely seriously. The incidents will be discussed with a member of the senior leadership team and appropriate next steps agreed in line with the guidance set out by the DfE and the Local Authority. Formal procedures may need to be undertaken in accordance with the current published guidance.

School may carry out the following after review of any serious incidents:

Internal suspensions

This will be carried out in school where the child will not be taught in their class for the remainder of the day or the following day. This will be recorded centrally, and parents/carers will be fully informed of this on the day or prior to the suspension.

Fixed term suspension

Wallsend Jubilee believes that, in general suspensions are not an effective means of moving behaviour forward. However, for children to achieve their maximum

academic potential in school they must feel safe from physical aggression and disruption. If a child seriously breaches the pupil code of conduct and if the pupil remaining in school would harm the education or welfare of the pupil or other pupils in school, the Head teacher or DHT may take the decision to suspend for a fixed period of time. Following this the pupil and parents/carers meet with the Headteacher or Deputy Head Teacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has been suspended they will be welcomed back and treated with respect on returning to school.