

St Helens R.C. Primary School

Ysgol Gynradd Sant Elen



'The Best Education Is the Word of God'

"Strive to achieve; Take care of our world; Look after each other"

RELATIONSHIP POLICY

Date:	April 2025
Author/s:	Sophie Sanchez - Head teacher
Consultee/s:	School Governing Body
Approved by:	St. Helen's RC Primary School Governing Body
Review frequency:	Every year
Next review date:	April 2026

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

Hiam Ginott

Underlying communication	What this looks like . . (reasonable adjustments made for ALN).	Initial Response (Relational)	Possible Sanctions (Boundaries)	Reflections
I don't feel safe I feel sad/worried /scared/ tired/ anger I need to escape I feel overwhelmed/ over excited I can't cope with my difficult feelings I don't understand my learning/ what I need to do I have sensory needs	Low Level Calling out on the carpet Wandering around the classroom Not following instructions (including boundaries) Distracting behaviour Bringing in toys	Verbal reminders – reset expectations on behaviour you need to see Visual aids Positive praise to others modelling appropriate behaviour Thinking time Eye contact Time in reflection area Provided with additional resources e.g. visual timetable, fidget toys, Now/Next 'Time in' with adult to reset expectations Support with learning Utilising adults and peers to 'buddy up'	Through restorative methods, decide with the child an appropriate action if needed e.g. apologise, tidy up etc	→ <i>Evaluate current provision in place</i> <i>Within class team, discuss and reflect</i> <i>Ensure work is appropriately scaffolded</i> <i>Ensure language used is understood</i>
	Mid Level Intentional disruption to learning Repeated low level behaviours Low level name calling Play fighting (physical) Disruption to learning Using bad language (not directed at anyone) Threatening behaviour Disrespectful behaviour to adults	Distraction/diversion techniques Calm down area/ area with sensory toys Calm down using visual timer Use of emotion cards to express feelings Regular circle times on negative behaviour e.g. kindness, using kind words, kind hands etc Saying 'stop' firmly with hand signal Restorative session with adult ELSA/Thrive	Time 'in' another class with work (pre-arranged with colleague) Logged on My concern Parent involvement if needed (Edukey meeting) Actioning what was decided in restorative session e.g. ~ Revising rules of playing nicely during break time	<i>Home/School book</i> <i>Address at Phase meetings</i>

I need to be in control		Tactically ignore/ remodel appropriate behaviour and language Check ins	~ Finishing off work during break time with class teacher ~ Letter of apology/drawing during break time ~ Missing part/whole playtime for reflection ~ Withdrawn from immediate treat to reflect and revisit rules of behaviour	
	High Level Repeated mid level behaviour Leaving classroom without permission Refusal to complete work Physical aggression: punching, biting, kicking, scratching, spitting, throwing objects etc Swearing at peers (including hand gestures) Offensive name calling Breaking/damaging school equipment Radicalised, homophobic, misogynistic or racist language without intent/understanding Bringing in smart watches and/or phones Inappropriate touching without intent (including flashing)	Allow the child a safe space to be calm (this could be with another adult/DHT/HT where needed) Once child is in 'wise mind' rather than 'emotion mind' - use a restorative approach to jointly discuss the situation and identify the key facts	Time with SLT (to be arranged) for a session Share with parent Time out with DHT/HT for a longer period of time(e.g. remainder of morning/afternoon) Morning or lunch play spent with DHT/HT Removal from whole school event e.g. trip Logged on My concern Actioning what was decided during restorative session*, for example: ~ Child leaves class without asking – reflect on why this is dangerous and complete any lost learning	<i>Seek support from PS lead if needed</i> <i>Possible internal meeting with DHT/HT</i> <i>Review provision e.g. movement breaks built into lessons, check ins, further resources (red cards)</i>

			~ Ripped up work/refusal to work - complete work during break/lunch ~ Damage property – fix property ~ Letter of apology ~ Child uses radicalised/homophobic/misogynistic/racist language without knowing what it means – teach child a session on the meaning ~ Amend wellbeing sessions (if needed) *Often these sessions will take place during their own time. Depending on the seriousness of the incident these sessions will either take place with the class teacher or escalated to DHT/HT	
	Extreme Level Repeated High Level behaviour Significant physical harm to self or others Physical aggression or swearing targeted towards staff Bullying Behaviour to self or others that is dangerous Targeted racist language Targeted homophobic language	See Strategies above Seek support from SLT immediately If behaviour is dangerous to self or others, use restorative physical intervention to a safe space (please refer to Positive Handling Policy)	<i>Time out with DHT/HT</i> <i>Logged on My concern</i> <i>Shared with parents</i> <i>Actioning what was decided in restorative session for example</i> ~ <i>Missing break times to reflect on behaviour and identify way forwards</i>	<i>HT decide whether to log on Sims</i> <i>Possible involvement of external agencies</i> <i>Possible internal PCP meeting</i>

	Targeted misogynistic language Targeted touching Targeted radicalised language Bringing in inappropriate items from home		~ <i>Missing extended session (morning break time) with DHT/HT</i> ~ <i>Possible internal exclusion (HT/DHT)</i> ~ <i>Possible external exclusion if internal exclusions more than once a term (HT/DHT)</i>	
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Colours reflect the zones of regulation.