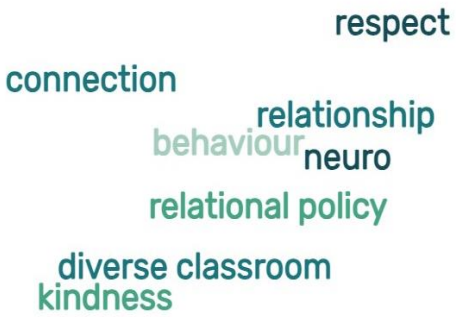
Misterton Primary and Nursery School

Relational Policy





Philosophy and approach/ core beliefs

We strongly believe our children come to school wanting to behave appropriately and learn. For children to be happy, responsible citizens within Misterton and beyond, we believe that children need to be able to manage their own behaviour and emotions, through a supportive and nurturing approach in school. In turn, this then enables them to learn and be a positive part of the community.

All staff have undertaken training in becoming an Attachment and Trauma Friendly School and new staff have this as part of their induction to the school. This training has resulted in us creating this Relational Policy, which replaces the previous Behaviour and Relationships Policy.

We understand that children show behaviours for many reasons, often linked to their feelings and emotions. We recognise that these big emotions can build over time and are not always about what has happened in that moment. We know how vitally important relationships are, and this underpins our approach. We want our children to be able to recognise and regulate their feelings and emotions, offering guidance, resources and support to help them do so, through positive relationships. In turn, we recognise that there is an increase for some families in anxiety and resilience due to the current climates pressures.

We are proud to follow a trauma-informed approach in school and we use these practices in all that we do. As the research develops this policy and our practice will develop. As a school we have open days to share the practice with other educational professionals. Our Headteacher leads on the developing LA Relational Hub for those who have accessed the training and supervision.

We have incorporated our training on being a ‘Take Care’ school, which enhances the expectations and the experience for the learners in the school community. Through supporting the children to, ‘Taking Care of themselves, each other, the school and their learning’ we are giving them an approach that develops them to ‘Bee Exceptional’ in their lives, with a simple and memorable rule.

In order to help children feel safe, their educational environment needs to be high in both nurture and structure. All areas within the school are ‘safe spaces’ and this is practiced through the Relational approach. The staff at Misterton Primary School maintain clear boundaries and expectations around behaviour from the first day children start in our nursery and they expect the very best of every child. EYFS is where the curriculum for Relational practice begins. Children need predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of a safe and caring school environment.

Relationships

At Misterton Primary School, we put relationships first. Our school ethos promotes strong relationships between staff (including governors and volunteers), children and their parents/carers. Through the school community being part of the Take Care approach, genuine relationships are forged. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

We understand the importance of positive relationships. When there are positive relationships, children feel safe, listened to and supported. Children know they can speak to any member of staff and the staff member of their choice, if they need help or support. Adults consistently model Take Care, respect and are positive role models to the children. A strong relationship between children, parents/carers and school staff impacts positively on children's wellbeing and progress in school.

Respect

We know that respect is key, and this is shown by:

- child to child
- child to adult
- adult to child
- adult to adult

Respect is discussed often, including when an issue needs to be addressed. When a child has made a mistake, for example with their behaviour, we talk about respect so that they can understand how their behaviour has affected others, themselves or property. During the conversations between the child and the adult, each person works on being respectful.

Wellbeing

We are proud that Wellbeing underpins all that we do and is well established in school. The school held the Wellbeing Award for Schools and we are proud of this. Our children talk confidently about their wellbeing, including how they can look after it and that of others. We have weekly Wellbeing Assemblies where there is a focus on one aspect of wellbeing. Discussions about wellbeing are part of everyday school life, between children and staff.

Attachment

We understand that all children need secure attachments in order to thrive. Positive attachment occurs between children and their care-givers. Some children find this difficult and need support in this area. Sometimes life experiences and events can impact on children's attachments, for example trauma.

Trauma

Trauma can affect everyone. A trauma is an experience, which has a negative emotional effect. These traumas can vary, but examples include severe illness, parental separation and bereavement. When working with our children, we assume that everyone has experienced trauma, and this leads to how we support them. We use a range of resources and support in school where needed, such as ELSA or Talk Time with a trusted adult. We can also access services outside of school such as support from the Educational Psychologist and Mindset and Movement-based coaching.

Anxiety

We recognise that children in a heightened state of stress and /or anxiety are unable to learn as effectively as those who are in a state of regulation. Often those who have experienced trauma in the past will have specific triggers that will make them behave in a way that is dysregulated; when they are in this state they may be unable to make a rational choice. It is important that when this happens we provide the student with the appropriate support to calm and become regulated. This will be different for each child.

i) Prevention is better than the cure: It is always better to be aware of a child's triggers and plan around these. For example, if you are sharing a book with the class about loss and death, and the childl has suffered a bereavement, discuss with them or their parent/carer BEFORE the lesson, the best way for them to approach this. Being 'forewarned' will help the child manage their anxiety, and show them that you are being supportive. To this end it is important that all staff to use the school information systems to familiarise themselves with those children who have recognised heightened anxiety.

ii) Supporting a child who is significantly dysregulated. A child can quickly go through the stages if they are anxious. Trying to negotiate with a child who is 'high on the anxiety curve' will usually prove unsuccessful. Therefore, on such occasions it is best to support the child as a teaching team, when the time is right for the child.

To support these children, we encourage staff to follow the steps below:

Step 1 Notice what is happening: Do I need to step in? What immediate steps do I need to do to ensure everyone's safety?

Step 2 Am I regulated? Ask yourself this – if you are not then ask someone to do this for you, or leave it a while until you try to restore the relationship.

Step 3 Is the child regulated? Again, if they are not, leave this for a while – it will not be a productive conversation until both parties are regulated. Do I need to help regulate the child? They cannot do this themselves at first. It might be using techniques to manage their breathing, taking a walk (over time children can learn how to regulate themselves but this needs support and practise)

Step 4 Curiosity and understanding: Don't judge the person. Get curious not furious. Do some 'wondering' aloud in relation to what you see e.g., 'That was tricky…. Can I talk to you about what I saw?... I think what probably happened was…' The child might disagree, that doesn't matter – this is the CONNECTION step.

Step 5 Acceptance & Empathy: Show them 'you get it'. Saying something like, 'That sounds very difficult', 'I am here with you'. Do not use 'at least' to silver line the child's feeling. Never minimise a child's feelings on a situation. For further advice on this please see: RSA Short Expressions of the mind Dr Brené Brown, The Power of Empathy https://www.youtube.com/watch?v=1Evwgu369Jw This clip shows how we can never assume how someone thinks or feels because we all bring different experiences to each situation.

Step 6 The correction: Once the child is in a calmer place consider the following: Do I need to do anything further? Do I need to provide a consequence? Do we need to do some problem-solving? Explain that the action was not acceptable – Steps 1 to 5 will help with this but have the professional judgement to think of a logical consequence that links to the behaviour e.g. if a child has made a mess, they help tidy up.

Step 7 Repair the relationship: This is to stop the child 'marinating in shame'. Just by saying 'We're okay now… See you tomorrow.

Aims of our policy

- to develop in our children a sense of Take Care and respect for themselves and others
- to develop a sense of self-awareness and self-regulation
- to develop and accept responsibility for own actions and behaviour
- to recognise and praise good behaviour, as well as having clear consequences for negative behaviour
- to support children when they are dysregulated or have shown unacceptable behaviour so that they can put things right
- to work with staff, parents and the wider support network (including outside agencies) so that our children and families can be best supported

How we can provide a safe and secure environment

We aim to be a safe space for all our children, so that they can learn, develop socially and emotionally, and communicate when they have worries or concerns. Our children have access to the Safe Space room, Calming Cabin and Sensory Garden within school when needed. This is additional to each classroom and shared areas also being safe spaces. Children also know that they can speak to any adult in school who they feel most comfortable talking to when they have a worry or concern. For some children sensory resources can help and these are found in these locations: the Breakfast and Afterschool club room and in classrooms.

Through a curriculum of high expectations and to Bee Exceptional, we teach the children about how the brain works and how strong connections in our learning build in the brain. We teach wellbeing techniques and keep practicing these so that the children have a 'menu' of wellbeing go to strategies that work for them. We explicitly model and teach ways to self-regulate and will talk with any child who is unregulated about what works for them.

We all want our children to be happy but recognise that the reality of life is not about being happy always but instead is about developing our children to become effective adults. Teaching them how to build on from times when they are not happy is part of the curriculum and supports them in dealing with the tough times, that are part of life in varying degrees. Teaching children how to overcome problems, build the emotional intelligence for their futures. Talking about feelings in a meaningful way is supported through circle times, small groups and individually.

In each class there will be the opportunity to sharing and be supported about any tough times from the weekend, enabling the children to move forward and learn during their week. This is through coaching rather than telling them. The children often have the answers to support themselves and the staff will support them in this. Likewise the staff also have a

Monday meeting to support them being ready to teach from the moment the children walk through the door. The children and staff will keep reflecting and supporting through the week as a team and on Friday before the children go home for the weekend, any worries are supported, hopefully giving our children a weekend to enjoy.

Our Relational Policy is not solely for the children, this policy applies when adults are talking to each other too. This way of being has been considered in how reports are written and meetings are conducted, with training and advice given in these areas.

Prohibiting the use of mobile phones in school

Updated 29 June 2026 DfE Statutory from 1 September 2026

In line with statutory guidance, Misterton Primary School prohibits the use of mobile phones and other smart technology with similar functions, throughout the day, including during lessons, the time between lessons, break times and lunchtimes.

In our school, we strive for a safe environment and anyone not abiding by this statutory guidance will have their phone confiscated and returned to their parent in line with our Acceptable Use Policy.

Any devise in school should be an exception and agreed in writing by the Headteacher and Parent.

How we expect our children to behave

We expect our children to Take Care of themselves, each other, the school and their learning. For example,

Taking Care of ourselves- through wellbeing learning, WWW (What Went Well), being kind in our mind and our Wellbeing Wednesday

Taking Care of each other- through learning about Bucket Filling, being kind and knowing how we can impact on others feelings

Take Care of the school- through looking after the school building and its resources, picking up any coats or items on the floor, looking after our own and others belongings and being silent in the corridors to ensure we are respectful to those working

Take Care learning- Bee Exceptional and recognise that when we try our hardest we will produce work that shows we are Take Care learners

This is closely linked to showing respect. We understand that children make mistakes, and adults will work with children when they make mistakes to put things right. This will be done respectfully and considerately.

Rewards

Whole class blocks are a reward which the whole class contributes to. Any adult can give one block to the class when they have seen a team effort. When the class reaches 100 blocks they earn a treat afternoon.

Bucket filling is part of our everyday language in school. We use it to identify how actions and words can have a positive impact on others – and ourselves. Children will be verbally given a bucket filler, for example ‘You are filling my bucket because you are showing me that you are a Take Care child’ or a physical paper bucket filler, which can be added to their bucket. Children and staff have a physical bucket for these to be added to in their class.

Children need quality time to complete buckets and this needs to be at a time when children will focus on this.

Consequences

It is our policy that any 'consequence' needs to be an opportunity for a child to further their understanding of emotions. It is the shared responsibility of every staff member to understand how best to support a child in understanding their emotions and feelings and in helping them forge a path towards recognising what makes them feel a certain way and when to ask for help.

It is also our policy to ensure 'consequences' are private between adult and child and not an opportunity to create shame in front of children's peers. Knowing the child is crucial as some children are comfortable with this being a quiet word in the class, whereas others prefer to be spoke to outside of the classroom. Additionally, as already touched upon, some children need bespoke aspects that support their Social, Emotional and Mental Health and develop their understanding of action and consequence.

Natural consequences are used when possible. For example, if the child has made a mess then they will be asked to clean this up. If work is not finished and this is a consequence of poor behaviour, the child will complete the work at another time. If a child has been disrespectful they could face a ban in representing the school during a game.

We understand that all children make mistakes. Children need to be supported when they do and this is used to learn from. We use the following when it comes to identifying levels of behaviour and the consequences and support that follow:

Level	Examples of behaviour	Consequences and Support
1	Low level behaviours, for example calling out in class, refusal to follow instructions, talking when asked for quiet	Child to be reminded discreetly eg non-verbal cues or private conversation. If persists, move to Level 2. At times where this is identified, the class team will collectively, as a team work to solve this. The approach is based bon Take Care and that we are Take Care people at Misterton Primary.
2	Repeated low level behaviours – if a child has not put things right or continues	Discussion between staff and child. Encourage the child to identify how to put things right. Log behaviours on CPOMS. Behaviour Lead/SENDCO will review these half-termly to identify where support may be needed
3	Hurting others, swearing, persistent refusal, rudeness to adults	Reflection time needed. Depending on a child needs and severity of incident – this may be time alongside an adult, or time for a child to calm and self-regulate elsewhere. Some children have support plans for their behaviour – please see SEND below.

		These behaviours will be recorded on CPOMs and tracked by the Behaviour Lead/SENDCO half termly.

Then restorative time – either straight away, if the child is calm and able to listen and respond in an appropriate way. If the child is still angry, upset or unable to interact at an appropriate level for their SEMH development, this restorative time will be delayed until they are ready. This may be later in the day or even the next morning. During the restorative period, the following questions and prompts are used to scaffold the conversation. These must be tailored depending upon the age and need of the child. The purpose of each member of staff following the same questions and prompts is so that the child understands the routine and feels safe and connected. Questions all staff use during the restorative period:

Questions all staff use during the restorative period:

1. **Together can we work out what happened?**
2. **I am wondering how you are feeling?**
3. **How were you feeling when it happened?**
4. **Who else has been involved?**
5. **What do you need to do to make it better?**

Playtimes/ lunchtimes/ assembly times:

The consequences remain the same during these periods. If staff who are not normally with the child issue a consequence, this is written in the communication book and passed to the class teaching team. Children who need thinking time at playtime remain with the staff member who has issued the consequence for the 2 minutes and then restorative time is completed before they continue their play. As lunchtime is a separate session, any consequences children may receive are not carried onto the afternoon session. The communication books are monitored from lunchtime by class teachers and if a pattern of dysregulated behaviour is seen to be developing for a child at lunchtime, parents and the Headteacher will be informed. Children may need some extra support at lunchtime and this may be an indicator of this.

Co-regulation

Depending upon the child's level of understanding and ability to articulate their feelings will depend upon how much co-regulation happens during the restorative period. Some children will need the adult to model answering questions and supporting them through the restorative process, while others will be able to go through this process with a fuller understanding. We feel passionately that all children need support when developing emotional regulation. We know that all children are very different and we aim to focus on every child's individual needs within this area. Nottinghamshire Educational psychologist department fully trained three members of staff in 2020-23 and this cascades through CPD to all the staff at school, including teachers, TPs and MDSA's.

Our procedures for managing behaviour expectations

All children are part of discussions and teaching linked to behaviour and expectations in school. These can be during assemblies, class or group time.

For some children, additional support is needed. These children may have an identified Special Educational Need or Disability (SEND). For these children we may do the following:

- Meet with parents/carers to set and review targets and to update on concerns
- Write a personalised Support Plan for the pupil which is reviewed termly and shared with parents/carers and the child
- Use additional tools such as reward charts or children's choice time
- Liaise with outside agencies – for example the Bassetlaw Primary Behaviour Partnership or the Educational Psychologist
- Apply for funding through the Family of Schools to support a child in school
- Use resources, programmes and talk time sessions with a specific focus, for example to discuss how to stay safe or consequences of actions on others
- Consider a referral to paediatrician or outside agency

Where a child is having a number of continuous behaviours, the monitoring will identify the child and as a team around the child, school staff, parents and external relevant agencies will meet to plan how to improve and support this child collectively. All staff who work with the child will have the actions needed from this meeting. The child will be part of the meeting and this will be done age appropriately.

Our relationships with our children

Emotional Coaching

When supporting children in developing their emotional regulation the staff have all been trained to consider the following points:

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3 (if needed): Setting limits on behaviour ('We can't always get what we want')

Step 4: Problem-solving with the child/young person ('We can sort this out') As part of the curriculum, all children at Misterton Primary School are explicitly taught about emotions and feelings. They are taught the names of many emotions together with the feelings within the body they may have during an emotion. We believe it is an integral part of ensuring children are able to self-regulate and without the ability to both name and recognise emotions children will be hindered in self-regulation.

PACE stands for Playfulness, Acceptance, Curiosity, Empathy. PACE is used across the school to support positive relationships and promote good behaviour. It can be used as a tool when children are dysregulated, for example an adult may say sentence starts such as "I have noticed that….., I wonder….".

The Learning triangle is a resource which supports the teaching team in being curious about why a child may or may not be engaging in the class.

The Shield of Shame is also a resource that supports the teaching team to understand why a child may say they have not done something, when they have been seen doing it. We acknowledge that some children 'carry' so much shame in their lives that they cannot admit to their behaviour because it is too painful. The incident needs careful managing at this stage as it still needs to be acknowledged but with care.

Adults' wellbeing- staff, volunteers and parents

Self-care of the staff team/adults is crucial. When we are about to work with another adult or child in regards to behaviours, we first consider where our wellbeing is and work to bring ourselves in to a state that we will be able to bring about the best for all involved, in line with the policy and practice of relational working.

Fixed term and permanent suspensions

Suspension is a sanction used by the school only in cases deemed as serious breaches of the School Relational Policy. In most circumstances, a chilld would only be suspended for one of two reasons:

1. Because their behaviour on a specific occasion is so totally unacceptable that a clear demonstration of disapproval has to be made for the sake of the child concerned and other pupils in the school e.g. violent assault, physical and verbal abuse of children or staff, vandalism.

2. Because of persistent breaches of the school rules, vision and ethos, which threaten to undermine the calm, purposeful and harmonious school environment necessary for effective teaching and learning. In such a case, suspension should come as no surprise to the child or his/her parents/carers because the matter will have been addressed over a period of time, and will have involved a dialogue and joint action between school and home.

After any suspension, during the reintegration meeting there will be a restorative process that gives the child who has been suspended chance to move forward positively.

Permanent suspension: school will usually only permanently suspend a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Head teacher may decide to permanently suspend a pupil because of ongoing issues or even for a 'one-off' serious incident.

Reviewed: 1 September 2026

Written by: Jane Cappleman-Jackson and developed as a team.