

Coed Glas Primary School



Relationship Policy

UNCRC Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children

UNCRC Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Updated – February 2025

Updated - March 2026



Coed Glas Primary School

Relationship Policy

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Our school vision:

Wellbeing is at the very heart of everything we do at Coed Glas. We will provide a safe and inclusive environment where everyone will be welcomed, celebrated and can thrive. We will ensure a culture of mutual respect and acceptance, where each child is nurtured and supported as they grow into grounded, compassionate individuals with open eyes and kind hearts.

We believe in the power of values and will empower our children to fulfil their potential as kind and respectful members of the community. We will lead by example and encourage each other to make a positive difference.

We will inspire and motivate our children by developing a contemporary and relevant curriculum, fostering a lifelong love of learning and self development . We will ensure our learning environments are places which inspire curiosity and creativity, where a growth mindset is encouraged and where staff are highly skilled in supporting all children.

Quite simply, everything we do is designed to serve the needs of our children, our colleagues and our community.



1. Introduction

At Coed Glas we place great emphasis on developing strong relationships; between the children and adults and between the adults themselves. We firmly believe that understanding one another leads to improved empathy and respect. Staff understand that all behaviour is a form of communication and do their best to support children to understand their emotions, how they affect themselves and how they affect others around them.

Our school is built on three rules:

Ready - to learn, to listen, to develop

Respectful - We respect and value each other and our environment. .

Safe - to ensure that all people at Coed Glas and within our school community feel safe and secure

Our Relationships Policy has been developed from these three words.

As a **Thrive** school we strive to foster the understanding, skills and positive relationships needed to develop and sustain healthy social and emotional wellbeing.

We give children choices and make it clear as to the consequences of the choices they make. As a Rights Respecting Gold Award School, we believe that children have rights and responsibilities.

Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other, however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

This policy should be read in conjunction with the following school policies:

- Health and Safety
- Safeguarding
- Complaints
- Positive Handling
- Anti-bullying

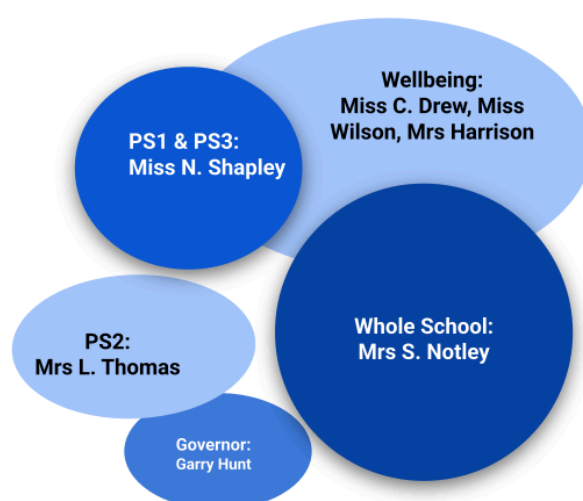
The primary aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. We aim to help children at Coed Glas Primary School to become positive, responsible and increasingly independent members of the school community.



2. Key members of staff

Ready to support

Whilst it is acknowledged that ALL members of staff have a responsibility for developing positive relationships and good behaviour, the following members of staff are responsible for overseeing the implementation of this policy in the respective areas:



This policy is monitored by the Headteacher, who reports to the Governors about its effectiveness. It is reviewed in line with the school's self-evaluation processes. Staff discuss systems regularly and will amend in the light of any changes made necessary by changing behaviours or new strategies available.



3. In the classroom

Ready to learn

Class Charters are set up at the start of each year with the children and the adults in their classrooms. These are linked closely to Children's Rights and help the children to be part of decisions regarding acceptable behaviour in the classroom.

Significant time and thought goes into classroom organisation and provision in order to promote positive relationships and independence. Developing children's self esteem and wellbeing is a central part of curriculum planning. Staff plan for opportunities for the children to lead their own learning further helping them to develop positive relationships with others and build their resilience and self-esteem.

Everyday starts with a 'Wellbeing Welcome' and an open start to the day between 8.45-9am. This time helps those children who find the transition from home to school more challenging. It is a further opportunity to support children in developing relationships.



4. Acknowledging and celebrating positive behaviour

Respectful to all

Pupils are also made aware of appropriate and acceptable behaviour by example and positive reinforcement strategies. We have a zero tolerance to bullying and pride ourselves on being a tolerant school where differences are celebrated. We are sensitive to each other's needs and beliefs and are committed to building upon pupils' strengths.

The School Senedd is fully involved in promoting our expectations for positive behaviour. At Coed Glas Primary School, the highest standards of behaviour are expected at all times from all. Good behaviour is developed and celebrated through our wellbeing curriculum in which self-esteem, confidence, self-expression and empowerment are promoted.

The strategies used to celebrate and inspire positive behaviour at our school include:-

- **'Class Dojo'**

Used to promote and reward all positive behaviour. Parents and carers may also choose to be kept informed of their child's positive behaviours by linking into this system at home.

- **Class-specific rewards systems**

At the discretion of the class teacher, the use of stars, stickers etc. for positive behaviour.

- **Curriculum**

We strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour.



5. Role of the adult, communication and parental support

Respectful

Coed Glas recognises the vital role that parents and carers play in supporting their children's learning by actively seeking and welcoming parental involvement in school education. We do this through parental/carers engagement opportunities; family learning opportunities; opportunity to

meet with our Family Liaison Officer; an open door policy for anyone wishing to discuss their child's wellbeing or learning with members of the Senior Leadership Team; support to access additional services when needed e.g. Gateway Services, ALN teams and Health teams.

When choosing Coed Glas Primary for your child we entered into an agreement to work together to support the school's ethos and values. This includes times when your child makes a mistake with their behaviour or another child has upset or hurt your child. In all cases we will listen to everyone involved. We will seek your support in upholding our Restorative Approach detailed later in this policy. Should an incident be confirmed as bullying we will follow our Anti-Bullying Policy. Should an incident **not** be confirmed as bullying we will follow the procedures laid out in this Relationship Policy. In both cases the aim is not to humiliate children but to ensure that the needs of those affected are addressed and the unmet needs behind behaviours are also addressed.



6. Children with Additional Learning Needs and Vulnerable Children



Our Wellbeing Team works closely with staff to ensure that all children have every opportunity to develop positive relationships and understanding of their behaviour.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to

connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well.

Children with Additional Learning Needs may need adults to adjust their response to inappropriate and unsafe behaviour e.g. a child with a hearing impairment; children who are neuro diverse.

Staff are trained in 'PACE' modes of interaction (Hughes 2015); being warm, emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Members of SLT are trained in Restorative Practices and all members of staff use restorative approaches when helping to resolve disagreements.

All adults receive regular safeguarding training to ensure signs of concern are understood and that the correct reporting procedures are followed by all.

All adults (teachers, teaching assistants, mid-day supervisors, caretaker) have a duty of care to ALL pupils, and should present themselves as positive behavioural role models. The manner in

which they communicate with each other and with the children needs to set an example of behavioural expectations.

Parents/carers will have a responsibility to comply with this policy and ensure their child is supported to follow the school rules. In addition, parents/carers are encouraged to speak to their child's teacher if there are concerns about a child's behaviour at home.

7. Unsafe Behaviour

Safe at all times

Low level disruption: Verbal reminder – encourage to return to agreed behaviour. Continued low level disruption: Positive behaviour reinforcement, possible reflection in 'book corner/calm space' if behaviour persists then move to red. Again, encouraging improved behaviour by end of session.
If inappropriate behaviour continues : Child and adult discuss reasons and agree relevant consequence: repeating/completing work, missing part of break, missing part of lunchtime. <i>If this has failed to deescalate the behaviour then...</i>
Reflection time with a trusted adult: Welcome child back to class for a fresh start.
If all of the previous stages have failed to de escalate or affect the behaviour – child accompanied to SLT. Or – if one-off behaviour is deemed severe (risking safety, racist dangerous, threatening, bullying, use of abusive language) 1. SLT to de escalate and return to class when ready - Welcome back for a fresh start or 2. SLT to investigate, agree consequences and inform teacher and parent
Persistent challenging behaviour: SLT made aware. Class teacher, member of SLT and parents/carers to meet to discuss ways to support the child.

We will not tolerate behaviour which impacts on other peoples learning and /or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the consequences to humiliate or embarrass the children involved.

Children will be reminded of our three rules to remain **Ready, Respectful and Safe**. Staff spend time getting to know the children in their care in order to understand the behaviour that they are seeing.

In all instances our first approach to addressing inappropriate behaviour is through positive behaviour reinforcement, and welcoming the child back to their learning.

8.De-escalation

At Coed Glas we recognise that some children will need a different approach to supporting them with any inappropriate or unsafe behaviour.

All staff use **de-escalation techniques** to support children's dysregulations:

- Meet the child's dysregulation with validation and recognition of their feelings: 'I can see that you are very upset/angry/worried....'
- Use 'I wonder if.....' to wrap language around their emotions
- We always listen; listen to all sides of the story and resolve issues together.
- We are always respectful of others; never belittle, humiliate or deliberately embarrass children.
- Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.
- Remain calm - we recognise that is challenging if dysregulation persists so use the technique of:
 - Change of Face (swapping with another adult)
 - Use Positive Handling as a last resort.
- When a child dysregulates it may take some time for them to calm down enough for you to meaningfully engage in conversation to tackle the problem.
- Look for early warning signs that a child may dysregulate– physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity.
- Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc.

However, if inappropriate learning behaviour persists, then we have a clear sanctions structure to follow:

The above model may not be suitable in all occasions; for instance, where a child is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve Headteacher/Deputy Headteacher immediately.

Where a child displays significantly unsafe behaviour (to themselves or others) then discussion between teacher/child/parent - agreeing on targets for behaviour

- Alternative provision in school (such as time in another class; time with a member of the wellbeing team)
- Child to have separate, safer playtimes if the inappropriate, unsafe behaviour is triggered by this.
- Discussion with parents/carers, teacher, ALNco and a member of the Local Authority Inclusion team around a **Pupil Support Plan**. This may include a temporary reduction in the school day for the child.
- Fixed term exclusion
- Permanent exclusion

It can only be the decision of the Headteacher or Deputy Headteacher to seclude or exclude a child.

One of the local authority Inclusion Team must be involved in any decision to reduce a pupil's timetable.

It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Community Paediatrician and the Inclusion Service throughout the above process.

In some instances, it may be necessary to use positive handling if it is felt either the child or other children's safety is at risk. (Please refer to the **Positive Handling Policy**.) If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Headteacher or Deputy Headteacher so they can take necessary action.

Some children with Additional Learning Needs may have individual Positive Handling Plans. These must be understood by staff working with these children. Parents/Carers will be informed.

9. Principles of Restorative Justice:

Restorative Justice is a philosophy and system-wide intervention that places relationships at the heart of the educational experience.

The table below shows the differences between approaches:

Authoritarian Approach <i>The focus is on....</i>	Restorative Approach <i>The focus is on....</i>
Rule-breaking	Harm done to an individual
Blame and guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology, reparation
Impersonal processes	Interpersonal processes
<i>and, as a result.....</i>	<i>and, as a result.....</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;

- encourage those involved in the problem to find their own solutions.

(International seminar series funded by the Economic and Social Research Council and organised by Cambridge, Edinburgh and Nottingham Universities. The authors were Richard Hendry, Belinda Hopkins and Brian Steele.)

Restorative Justice further information

10. Supporting pupils with anxiety:

Anxiety is a natural human response when we perceive that we are under threat. It can be experienced through our thoughts, feelings, physical sensations and behaviours. Everyone experiences certain levels of anxiety from time to time. It is a normal response to situations we perceive as threatening or stressful. For example, taking an exam or trying something new for the first time. Some level of anxiety can even be helpful; like needing to deal with an emergency.



"...a feeling of unease, such as worry or fear, that can be mild or severe" (NHS.UK/mental health)

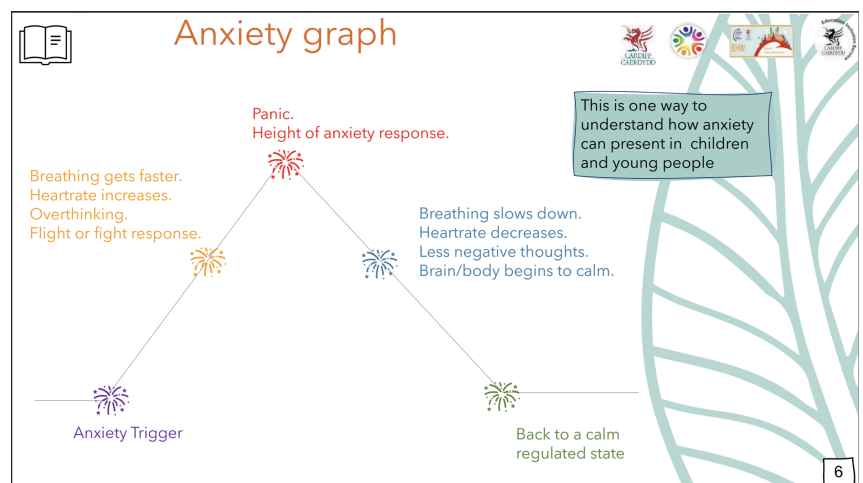
"Anxiety refers to multiple mental and physiological phenomena, including a person's conscious state of worry over a future unwanted event, or fear of an actual situation. Anxiety and fear are closely related...fear is an adaptive response to realistic threat, whereas anxiety is a diffuse emotion, sometimes an unreasonable or excessive reaction to current or future perceived threat." (Evans et al. 2005)

"...may become symptomatic at any age when it prevents or limits developmentally appropriate adaptive behaviour" (Klein & Pine, 2001).

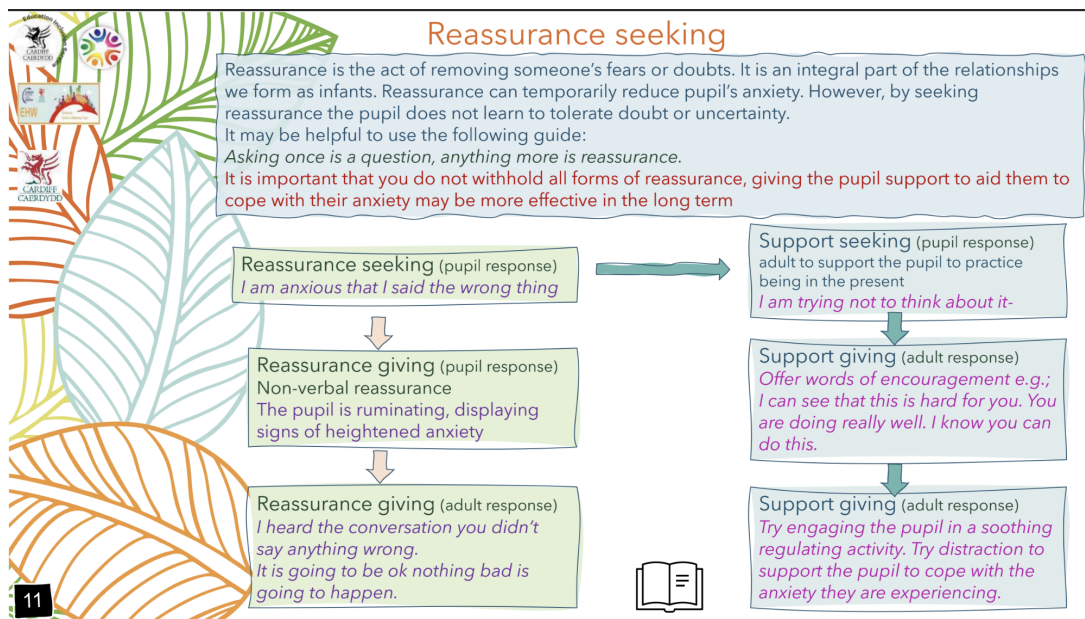
When we use avoidance initially our anxiety levels decrease. However, this can have a negative impact on our quality of life and in some cases maintain the anxiety. Avoidance can be used to escape/distract from intrusive thoughts, situations, feelings, and unwanted consequences. Avoidance behaviours can cause individuals to procrastinate, disengage from social situations, isolate themselves.

Examples of Avoidance Behaviours:

- Escapism
- Maladaptive daydreaming
- Self-isolation



- Speaking quietly
- Avoiding social situations e.g., playtimes, school plays/trips/assemblies
- Procrastination
- Not wanting to respond to calls/text/ engage with social media
- Avoiding people, places and things
- Not processing feelings/emotions



Safety Behaviours

Safety behaviours are intended to keep the individual safe. They are carried out to prevent a feared outcome. In the short term these actions provide a sense of relief. However, in the long term they can prolong fear and maintain the anxiety.

Different types of threat/fear
 Psychological - *I can't cope, I'm going crazy*
 Physical - *I will get hurt; I will get sick*
 Social - *People will think negatively of me, I will embarrass myself*

Different types of safety behaviours
 Avoidance - not going to situations/events that are feared
 Subtle avoidance - counting in my head to avoid panicking, averting my eyes to avoid making social connections.
 Escape - leaving a situation that is perceived as fearful

Effects of safety behaviours
 Short term - reduction in anxiety, feeling of relief.
 Long term - maintains the anxiety, prolongs fear.
 Unintended consequences - reinforce original belief, increases the anxiety.

*It is important to note that it's not what the pupil is doing but why they are doing it that determines whether it should be considered a safety behaviour:
 Someone wearing headphones because they enjoy listening to music is different to someone who uses headphones to try to avoid social interaction.
 If the pupil feels anxious without the behaviour it is probably a safety behaviour*

Sleep

Sleep disturbance can be common with anxiety disorders. Pupils who experience anxiety can ruminate about issues that have arisen during the day, and this can prevent them from falling and staying asleep. Lack of sleep can heighten anxiety

Building sleep routines that are calming and consistent could support improved bedtime experiences. It may be helpful for pupils and their families to consider the following suggestions:

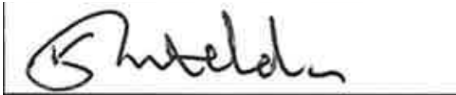
- Minimise noise and light where possible.
- Set alarms for the same time each day. It is important that the pupil gets used to a consistent wake-up time regardless of school holidays or weekends. This may support the implementation of a healthy sleep routine.

- Turn off screens an hour before bedtime. This will allow the young person's brain time to calm. Light from these devices can suppress the production of Melatonin.
- Relax for 30 minutes before bedtime. Maybe try listening to calming music, relaxation exercises or reading a book.
- Daily exercise. This should be for around 30 minutes a day and should not take place close to bedtime.
- Adults to log sleep. This can allow them to monitor the quantity and quality of sleep.

Reviewed February 2025

Agreed by Governors: April 2025

Signed Chair of Governors: Mr Kelvin Pritchard

A handwritten signature in black ink, appearing to read 'K Pritchard', written over a horizontal line.

Signed Headteacher: Mrs Sophie Notley

A handwritten signature in black ink, appearing to read 'S Notley', written in a cursive style.