



Relational Practice

Expectation: All staff explicitly model positive relationships and ensure that all children and young people have a sense of belonging in school.

Expectation: Teachers know their children's needs well. They understand their children's behaviour and provide support to pastoral, emotional and additional needs.

Our Provision:

- Active support and modelling from senior leaders and school governors.
- Policies and systems which support strong relationships: updated Behaviour Policy (Jan 2024) which focuses on a restorative approach to behaviour. Consequences which are logical and proportionate are used when they are necessary. Teachers model and teach the use of restorative language and conversations. Restorative conversations are used to manage conflict and repair relationships.
- Whole staff training, CPD and induction for new staff in relational, regulatory and restorative theory and practice: PIPs Training, Trauma Informed Schools Training, THRIVE training
- Teachers know how to ensure that children and young people feel safe in school and provide a 'safe base' through their interactions, predictability of routines, management of the environment and by ensuring that there are clear boundaries that are co-constructed, regularly discussed, and maintained.
- Teachers know their children well and can connect with them in meaningful ways.
- Activities which support connection are built into the school day: movement breaks, sensory breaks, play times, Forest School Days, Assemblies, Sharing Toast
- Teachers support children to connect with each other in order to develop strong peer relationships and belonging.
- SuperKind Award
- THRIVE practitioner & interventions



- Celebrated culture of learning from mistakes
- Postcards home (behaviour / transitions / wow moments)
- School play charter (OPAL)
- WINE approach
- Celebration Assemblies – achievements go on display and are shared with parents, our newsletter & social media. Brilliant Box – for staff and children to notice and share positives throughout the week that they've noticed in others
- Open door policy with SLT for staff, children and families
- All staff are curious about children's behaviour and seek to understand underlying needs. Staff understand the link between language and behaviour.
- Patterns of behaviour and needs are identified in order to provide preventative strategies and support.