



Relational Policy

Approved by Governing Body (FGB)		14 th Sept 2026
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Co-Chairs of Governors	Louise Hallam & Tony Kung	

Relational Policy

Values

The Wells Free School is an inclusive school which aims to ensure all pupils have access to the best possible education, and where the happiness, safety and wellbeing of all individuals, matter. We believe that all members of our school community have a right to succeed, and the entitlement to develop their full potential. We are committed to ensuring all pupils have access to a broad, balanced and relevant curriculum which aims to prepare them for life outside school, and which is designed to meet each individual's specific needs.

Equal Opportunities Statement

We are committed to the promotion of equality and equity and an understanding of individual rights and responsibilities. We will ensure that all members of our school community have equal access to the education provided by our school. We celebrate the different experiences all members of the school community bring to our school, and recognise that these experiences, interests and strengths affect the ways in which people learn. We aim to harness this diversity to enable all members of our school community to thrive and enjoy their time at our school.

Disability Statement

The Wells Free School is proud to be an inclusive school. We offer access to a broad and balanced curriculum for all pupils regardless of disability. We strive to ensure all pupils can access, educationally and physically, all learning opportunities within and beyond the school.

We aim to ensure that all users can access key learning areas and will ensure that no user experiences any discrimination or reduced entitlement to learning due to being unable to physically access areas of the school.

As with any additional needs the school works closely with parents and appropriate outside agencies to ensure equality of access for all.

Nurture UK

The Wells Free School is a Nurture UK accredited school. As such, we share the vision that:

- 1) Child development is not limited by lack of nurture in education
- 2) Adults working with and caring for our children are supported and equipped with evidence-based tools to help them flourish and learn

Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. As a school we consistently implement the six principles of nurture:

- 1) Children's learning is understood developmentally
- 2) The classroom offers a safe base
- 3) The importance of nurture for the development of wellbeing
- 4) Language is a vital means of communication
- 5) All behaviour is communication
- 6) The importance of transition in children's lives

These six principles help staff to focus on the social and emotional needs and development of our children, ensuring all children are ready to learn.

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Introduction

At The Wells Free School, we have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing an emotion or emotions. We believe that everyone is responsible for making sure that our school is a happy and safe environment to learn in. Our Relational Policy is based on an evidence-based approach and ensures that within a framework of expectations, routines, rights and responsibilities, we guide, encourage and teach pupils to form positive relationships with everyone which in turn, allows teachers to teach and pupils to learn. We believe that building positive relationships and praise is central to nurturing, engaging and motivating children to reach their full potential inside and outside of the classroom. All members of the TWFS family - parents, children, staff, Governors and the wider community - work as a team. We believe that working in close partnership supports all children to demonstrate the learning and social behaviours that we expect. The policy principally relates to children, but it is important to note that the principles set out here relate to the positive relationships and behaviour of everyone.

At The Wells Free School, we believe that every person in the school has rights. Each teacher has the right to teach without disruption, and children have the right to learn without interference. We also recognise that every member of the school community also has:

- the right to learn and help others through careful listening and turn taking
- the right to feel safe in, and moving around the school, classroom and playground
- the right to express themselves, ask questions and share opinions and ideas
- the right to be treated fairly, with equity and respect
- the right to be listened to in a dispute and have difficulties with others settled
- the right to work in an environment that is cared for by everyone in school, and equipment and belongings looked after.

To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing to the expectations by which we work. To create and maintain a positive classroom and school environment we encourage:

- self-regulating behaviour (self-control, self-discipline, self-management)
- taking responsibility for the choices we make and the consequences of these choices
- having respect for the rights and beliefs of adults and of other pupils
- working co-operatively
- honesty and fairness.

This is achieved through a clear and shared set of expectations, rights, routines and responsibilities.

Our caring and supportive approach to learning is underpinned by our school values and our 'Ready, Respectful, Safe' expectations.

Ready, Respectful, Safe are the three rules which underpin our relational policy.

- **Ready** - Ready to learn, ready to listen, ready to participate etc.
- **Respectful** - Respect for ourselves. Showing respect to our peers, to adults, to our environment
- **Safe** - Safe in our learning environment, safe with the people around us and safe in the

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activities in which we are taking part.

Ready	Respectful	Safe
• Appropriate school uniform • Full equipment • Listening • Be on time	• Listen to others and expect to be listened to • Appropriate language and tone • Look after the building, displays and equipment • Represent The Wells Free School at its best, both in and out of school	• Be in the right place at the right time • No unwanted physical contact • Stay safe online both in and out of school • Report any problems to an adult

Every intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.

Adults must be consistent when referring to the three rules, always pinning choices to the same three rules every time. This is a core consistency for all adults working in our school.

We believe that our school environment should be supportive, calm and purposeful to enable effective learning to take place so that our children can thrive. In order to achieve this, we use our TWFS pillars.

The TWFS Pillars:

1. Consistent, calm, adult behaviour
2. Positive noticing
3. Consistent routines
4. Scripting difficult interventions
5. Restorative follow up

This approach is used by all adults across The Wells Free School and is revisited by school staff at the start of every school year. We believe that excellent regulation from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

The 5 Pillars	Purpose	What it looks like
Consistent, calm, adult behaviour	Children need to feel safe and happy	Consistent adult behaviour, emotional control and clear expectations
Positive noticing	Children know what behaviour we want to see	Rewards, recognition, praise, motivation, engagement
Consistent routines	Creates a purposeful and safe environment	Routines, follow-up, visual timetables teacher habits, non-verbal cues
Scripting difficult conversations	Creates a consistent approach and to find out the reason for the behaviour	Why? I want to hear your voice, help me to understand, are you ready, respectful, safe?
Restorative follow up	Developing relationships, respect and an understanding of feelings	A conversation between the people involved

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- **We do not shout, we use a calm voice** - There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting 'Stop!' across a busy playground if a child was seen to be doing something which would put themselves or other children in harm's way.
- **We always refer to the choices and not the child** - When we are speaking to children about negative choices, we always talk about the child's actions so that they understand they have a choice in how they behave.
- **"It takes a whole village to raise a child"** - Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community.
- **Non-Confrontational Approach** - We use a non-confrontational approach when speaking to the children and the rest of the school community.
- **Behaviour outside of school** - If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of school, it will be dealt with appropriately.

Building Positive Relationships

At The Wells Free School, all of our staff are focused on providing nourishing relationships with our pupils. With this ethos, we seek to effectively promote and develop good behaviour and character. Our policy and practice is developed on the following relational approach.

Protect	• Providing safety and security • Being a source of safety • Provide structure, safety and boundaries
Connect	• Showing children we like them and are interested in them • Being physically and emotionally available • Being playful and having fun
Understand	• Being curious about their feelings, thoughts and behaviour • Helping them to process their feelings • Accepting their feelings and experiences, empathising, wondering aloud, validating, showing them you get it
Care	• Being loving and compassionate • Showing we care, noticing changes, looking after their basic needs and comforting them

Celebrating Success

We work on the principle that for most of our children they will respond well when their efforts are recognised and rewarded. At The Wells Free School, we use a range of rewards:

- Buttons / Housepoints
- Positive evidential praise
- Phone calls home
- Wells Wonders Awards
- Banana Awards

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- Visiting the SLT office to show their excellent work - 'The Golden Book'
- Headteacher Awards / Stickers

In our Wells Wonders assemblies, 3 children per class received certificates for producing amazing work, working exceptionally hard or really improving on a certain aspect of their learning. Our Banana Awards are given to individuals and groups of children for going over and above with showing our TWFS values.

T*HINKING POSITIVELY* for purposeful learning

W*ORKING TOGETHER* as a whole community

F*OSTERING RELATIONSHIPS* to promote inclusion

S*UPPORTING and CARING* for EACH OTHER to ensure wellbeing

What happens if a child's choices do not meet our expectations?

The Wells Free School uses positivity and praise to manage children's choices. However, where necessary, consequences may be required to ensure that the school expectations (Ready, Respectful, Safe) are followed and to maintain a safe and positive learning environment for everyone. Each consequence is employed appropriately depending on each individual situation to ensure equity.

Choices that are disruptive to other children's learning, including inappropriate verbal or physical conduct (including racism) or bullying, is not accepted at The Wells Free School. Unacceptable choices are managed using the steps outlined below. Depending on the behaviour and / or the individual circumstance, some steps may not be included and they may not be used in this order, dependent on the incident.

Calm and easy on every step with plenty of take-up time

Positive reinforcement of other children around them

Processing time

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A private conversation with the child - Discuss and discourage

Processing time

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Another private conversation followed by a choice and a consequence - Diffuse and displace

Processing time

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Time out of class followed by a restorative conversation with the teacher, where possible -

Make Amends

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Informal parental discussion

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Time out with a senior member of staff followed by a restorative conversation, where possible

Formal parental discussion

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Formal meeting with Parents and Senior Leadership Team

Serious Circumstances

Children who commit a serious breach will be sent to the Senior Leadership Team. This might include bullying, racist language, violence or homophobic behaviour. Bullying is a deliberately hurtful targeted choice that is **repeated often, over a period of time**, making it difficult for the person concerned to defend themselves. Bullying can take many forms. The three main types are:

- *Physical* - hitting, kicking, taking belongings
- *Verbal* - name calling, insulting remarks
- *Indirect* - spreading unpleasant stories about someone, excluding someone from social groups undermining self esteem

An attack on a member of staff will immediately result in staff being protected, the pupil being removed from lessons, Parents/Guardians being informed, and a thorough formal investigation process initiated. Whilst restorative processes are at our heart, we always reserve the right to suspend or permanently exclude a pupil for violence against staff. As a school we must carefully balance the health and safety of both adults and learners.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour choices.

Although there are occasions when it is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps will be taken with care and consideration; individual needs will be considered where necessary. We praise the choices we want to see and do not pander to attention seekers. All pupils must be given 'processing time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruptions.

Parent Meetings

Meetings with parents are always very powerful to address ongoing concerns. In these meetings it is important to highlight where things are going well and try to identify solutions where problems are occurring. The school reserves the right to ask for a replacement item if one is broken at school.

De-escalation

Attempts are always made to de-escalate situations before the need for positive handling or restrictive interventions (see below), including taking all reasonable steps to reduce the risks to the safety of all involved. Training is provided to all staff in strategies and approaches for de-

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escalating challenging situations, and staff should make themselves available to support colleagues when such situations arise.

Examples of de-escalation strategies include:

- distraction
- humour
- change of adult - introducing a different adult to the situation
- withdrawal of other children
- suggested self-withdrawal by a child to an agreed safe place
- strategic ignoring / time given
- recommendation of self-soothing strategies
- boxing pads
- heavy work
- children identify a chosen adult to share concerns with.

For this to be effective, all of this requires good communication and a shared understanding of the child's needs, as recorded on an individual support plan. It also requires staff themselves to be present, calm and positive in their intent to make the situation safe.

Restorative Conversations

At The Wells Free School, we strongly believe that although consequences for actions are often necessary, the real learning which actually changes these choices comes from a restorative conversation about what was the reason for the choice? These conversations do not always happen at the time of the behaviour choice. Where possible, these conversations involve the children and staff involved in the incident. Restorative conversations allow:

- a culture of respect and discipline in the school community to be built
- create an increase in staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low-level disruptive behaviour
- empower pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community. We place value on allowing children enough time to process their actions, and those of others, and then a restorative conversation will take place.

When conducting the conversations, we encourage scripted approaches (see below) and these will be based on these main questions:

- I want to hear your voice - what happened? Ready, Respectful, Safe?
- I've noticed that.. You know the school rules ready, respectful, safe
- The expectation is...
- Thank you for listening
- What were you thinking at the time?
- How did this make people feel?
- Who else has been affected?

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- What should we do to put things right?
- How can we do things differently in the future to ensure we show our school expectations
 - Ready, Respectful, Safe?

The purpose of the restorative conversation is not to build to an apology. Rather to get children to look in the mirror and see their choice from a different perspective. It is a coaching conversation discussing a recent incident in sharp focus. There is real learning here, most of the time for the children, sometimes for everyone.

At The Wells Free School learning is non-negotiable. Work that is not completed in the lesson due to poor choices, will be taken home, signed by a parent or guardian and returned before the start of the next lesson.

Maintaining good behaviour choices is the responsibility of every member of staff at TWFS and the scripts should be used as a verbal reminder by the whole school community of the steps that will be followed in the event of any poor behaviour choices.

Natural Consequences

Clearing up the mess, repairing the display, reorganising the classroom, and making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just giving a consequence for the behaviour choice, it all makes more sense.

Consequences

Consequences are not intended to humiliate or make an example of any child. The aim is to help the child think about their choices and take responsibility for changing their behaviours.

At The Wells Free School, we use a variety of consequences. They are tailored to suit the needs of each child in our school to ensure equity. These may include:

- verbal reminders
- involvement from home
- discussions with an adult
- coaching
- spending time in another classroom. This must be agreed by a member of SLT and the receiving class teacher
- time out of breaktime / lunchtime - either on the playground or by the office
- SLT involvement
- a non-verbal reminder
- restorative conversations
- in school exclusion
- fixed term suspension
- permanent exclusion.

We record all behaviour incidents on our CPOMs system, which enables us to have a clear picture

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of the choices our children are making and how we can best support them.

Support will be tailored to suit the needs of each child. This support may include:

- verbal praise
- circle times and/or PSHE sessions
- open communication with parents and carers
- support from SLT for well-being and inclusion
- This is Me meetings
- behaviour and well-being support plans - formulated with the child and family
- where appropriate, referrals may be made to external agencies.

In School Exclusion / Fixed Term Suspension

The exclusion or fixed term suspension may be used, after an investigation, for incidents of:

- physical assault on another child or adult
- offensive verbal abuse towards another child or adult
- racial/ homophobic abuse
- bullying
- being in possession of items that are prohibited at school.

Consideration will be taken of the age, knowledge and understanding of the children involved in the incident when determining whether an in school or fixed term suspension will be used.

Reintegration of Suspended Pupils

All pupils being reintegrated following suspension will have our expectations of behaviour choices re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school. These could include allocation of a Key Worker, clear systems of reward and consequences, communication procedures and liaison with parents. All re-integration meetings will have minutes taken.

Equity not Equality

There are some children who have specific needs which mean that management of their individual choices may have to be more personalised. These needs will be met by the following:

- 1:1 personalised timetables, risk assessments and learning
- alternative play provision at lunchtime
- sensory time / brain breaks
- time with Inclusion Leader, Headteacher or other appropriate adult
- individualised behaviour/learning plans
- assessment and advice from outside agencies (e.g. Educational Psychology).

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50 Ways to talk to learners who are in distress

It's ok, I've got you. It'll be OK...	I remember the other day when you... that was incredible	How's it going? Fancy a walk?	Tell me more about what's going on. Help me understand	I'm listening - what can I do to help?
I'm here for you	How can we sort this out together?	I've noticed that you are struggling today. How can I help?	What can I do to help you right now?	I'm here if you want to talk
It's ok to feel this way. Let's talk about it more and put a plan together	I see you. You matter	You talk: I'll listen	It's ok - come and talk to me when you are ready.	I'm here to help
How about we go outside and just talk for a bit	You have so much to contribute. I really appreciate you being here	Shall we sit for a minute and have a drink?	We're here when you are ready	I know you can do this
I believe in you	What happened?	Take some time - I'm here when you are ready to talk	Can you tell me a bit more then we can work it out together?	You are always welcome here and have a safe place
You can turn this around	Sorry you are upset. When you are ready, let me know what's going on and I will help you	You are stronger than you know. You've got this	I can tell you are not feeling it today. What can I do to help?	How can we get through this?
You are doing amazingly! I see your efforts...	I'm not going to say I understand exactly how you feel. I will say that you are allowed to feel how you feel and I'm here if you want to talk about it.	I can see that you're struggling and I'm proud of you for pushing through this	Whatever you are feeling right now, it's ok. Setbacks are temporary but you will remain. You are capable of anything.	Are you ready to share how you are feeling with me?
I care	I'm listening	What would you like to see happen now?	How could we overcome this?	What's going on? (Wait and really listen)
Tell me your worries. Let me help you get to the other side	Tears are ok. I'm comfortable with tears	Take your time, take a breath and tell me one small thing that is bothering you	(Touch the child on the shoulders) Are you alright?	How can I make it better for you?
Let's break it down into small steps	Regulate with a walk or practical activity then come back to the situation when ready	What's been on your mind?	That sounds really hard. I'm here to listen if you want to talk about it?	I'm really glad you're here

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Scripts to use to support in difficult situations

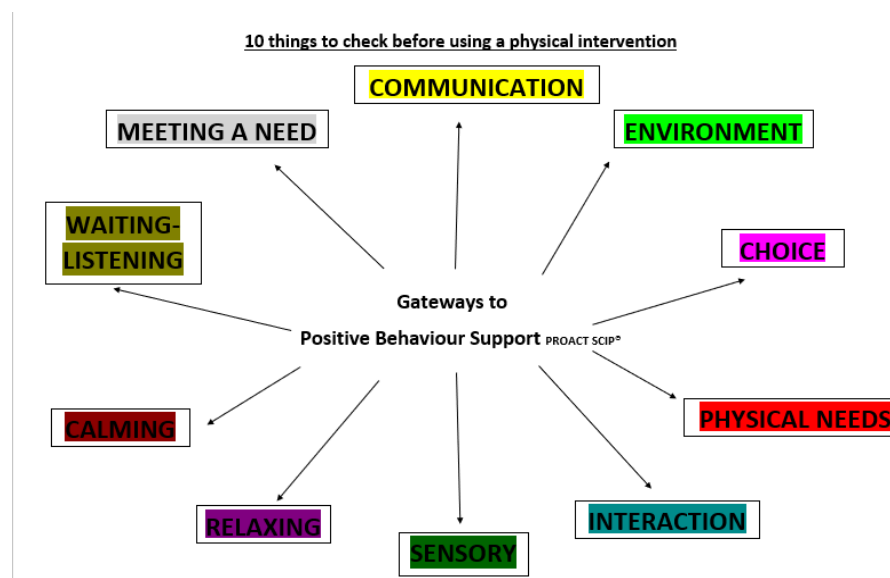
When a child:	What to say:	What is this teaching?	Remember:
Says "I don't care"	"You don't have to care but you do have to follow through"	Following through even when emotions are big Kids won't always feel like doing hard things. The goal is learning responsibility and self-control even when they're frustrated	Stay calm Don't argue Hold the boundary
Rolls their eyes or has an attitude	"Try that again in a way that shows respect please"	How to communicate frustration without disrespect. Your child is allowed to feel upset. The skill is learning how to express it without tearing others down.	Correct the tone calmly. Don't match the energy.
Talks back	"I'm happy to listen when you speak respectfully"	Self-control during conflict. The goal isn't silence. It's learning how to communicate clearly and respectfully even when emotions are high.	Stay steady. Don't get pulled into arguing.
Refuses to do something	"You don't have to like it. You still need to do it."	Obedience and follow-through. Part of maturity is learning to do necessary things even when we don't feel like it.	Feelings are OK, disobedience is not.
Has a meltdown or gets overwhelmed	"Take a breath, you can be upset and still make a good choice."	Emotional Regulation. Big feelings are normal. Children need practice learning that emotions do not have to control their behaviour.	Regulate first. Teach second.
Blames someone else	"Right now we're focusing on your choice."	Personal responsibility Growth happens when children learn to own their actions instead of shifting blame.	Stay focused on their response, not everyone else's.
Lies	"I care more about honesty and trust than perfection. We can handle this together."	Truthfulness and repair. Children need to know honesty matters more than avoiding consequences.	Create safety for truth-telling.
Whines or complains	"Please say that again with a calm voice."	Communication skills. Children learn that how they say something matters just as much as what they say.	Don't reward escalation.

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Ignores you	"I need you to respond when I'm speaking to you. Thank you."	Respect and attentiveness. Listening is a skill that builds healthy relationships throughout life.	Pause before repeating yourself.
Keeps repeating the behaviour	"You know what needs to happen next."	Consistency and responsibility. Children build confidence through repeated practice and follow through.	Consistency matters more than intensity.
Is rude to another child	"We speak to each other with kindness here."	Respectful relationships. Children need to learn conflict resolution and kindness in relationships.	Teach the relationship skill - not just the rule.
Gets discouraged and wants to quit	"Hard does not mean bad. You can do hard things."	Resilience and Perseverance. Confidence grows when children learn they can handle discomfort instead of avoiding it.	Encourage effort over perfection.

Use of Reasonable Force and Seclusion

Please refer to our Use of Restrictive Interventions policy (including use of reasonable force and seclusion dated April 2026) for further information.



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10 things to check before using a physical intervention	
COMMUNICATION	Have you offered them the chance to communicate using symbol, sign, picture, communication aid, gesture, words etc? Have you responded positively?
ENVIRONMENT	Have you offered a change of location - out of class, outside, in smaller space, less noisy etc?
CHOICE	Have you offered a choice, however basic?
PHYSICAL NEEDS	Have you considered hunger, thirst, hot, cold, toilet, pain, illness?
INTERACTION	Have you offered an opportunity for positive interaction/ attention, or possibly change of staff?
SENSORY	Could you offer massage, change of location, movement break, additional sensory circuit, sensory object/ toy?
RELAXING	Could you offer a distracting/ relaxing activity - deep breathing, counting, colouring?
CALMING	Could you use verbal or non-verbal calming including empathy, redirection, reassurance, distraction, incentives, rewards -also mention natural consequences?
WAITING-LISTENING	Have you waited and tried to read the signs, listened, picked up cues rather than rushing in? Give yourself a moment before deciding.
MEETING A NEED	Can we meet a need appropriately?

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Anti-Bullying Aims & Strategies

- **Aim 1**

We aim to prevent bullying at The Wells Free School

- **Aim 2**

We aim to raise awareness of bullying behaviour choices and the school's anti-bullying policy

- **Aim 3**

We aim to challenge attitudes about bullying behaviour choices, increase understanding for bullied pupils and help build an anti-bullying ethos in the school

We will implement this using the following strategies:

- Training staff to ensure they can identify those at risk of bullying or experiencing the same.
- All staff are aware and take responsibility for communicating issues via our CPOMS system.
- Raising pupil awareness of the issue.
- Use of PSHE and assemblies to help pupils develop strategies to deal with bullying behaviour.
- Use of high-profile sanctions where bullying is persistent, e.g. fixed term suspension, use of outside agencies or permanent exclusion.
- Investigation of every alleged incident following school systems.
- Involving victims in the process of restorative justice to support children to empathise.
- Encouraging openness and a comfortable environment for children to share concerns with an adult.
- Detailed and timely record keeping of all bullying incidents using CPOMS.
- Monitoring and review bullying incidents by SLT and linked governor
- Support and education for parents and carers through regular workshops and information sessions

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Pupil Behaviour Code

We will show you how we expect you to behave, in the way we talk to you and treat you in class and at playtime.
Discuss and Discourage: If you misbehave, we will say your name and ask you about your choices.
Diffuse and Displace: The next step is for you to have some time out in a quiet area of the classroom or in another quiet area for you to think about what you have done.
Make Amends: If after this, you are continuing with the poor behaviour, you will need to put things right by making amends (putting things right) with the person who you have upset. This may involve writing a letter to apologise or doing a good deed. You also may miss some or all of your playtime to reflect on your behaviour or be asked to go to another classroom to work.
Informal Discussion with Parents: Your class teacher will speak with your parents if the behaviour does not improve. This may be a quick discussion on the playground or a phone call home.
Formal Discussion with Parents: After this your class teacher will arrange to meet with your parents more formally.
Meeting with Senior Leaders: If this is not successful you will have to meet with a member of the Senior Leadership Team and your parents.
With your parents, your class teacher and Head Teacher or SENCo will write an individual behaviour plan just for you that will show you consequences if you are still breaking the school rules.
If your behaviour is still not showing improvement, you may be suspended from school, for a time or sent home at lunchtimes if this is where the behaviour is constantly happening.
Finally, if all attempts to improve behaviour do not work, we will consider permanent exclusion or a managed move to another school (this is only for very extreme situations.)

This policy links to:

SEN Policy

Teaching and Assessment for Learning Policy

Public Sector Equality Duty Statement

Restrictive Intervention Policy