

Relationships Policy

'The Alkrington Way'

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| Approved by: | Governing Board |
| Last reviewed on: | October 2025 |
| Next review due by: | October 2026 |

Introduction At Alkrington Primary School, we believe that *adult behaviour sets the tone for every interaction* in our school. The way we speak, respond, support, and lead our children – particularly in moments of challenge – shapes the culture of our school community. Our commitment is to *model the behaviours we expect from pupils*, ensuring consistency, compassion, and calm in every classroom and every corridor.

Our Core Beliefs:

- **Consistency builds trust.**
- **Kindness is a strength.**
- **All behaviour is communication.**
- **Every child needs a champion.**

Dave Whitaker – "The Kindness Principle"

We believe, as Dave Whitaker advocates, that **compassion and high expectations go hand in hand**. This means:

- We never ignore the behaviour, but we respond with curiosity, not condemnation.
- Relationships come first. Connection before correction.
- Every child deserves to be treated with dignity, even when they're struggling.
- Adults take responsibility for co-regulating children and supporting emotional development—not escalating situations.

Jason Bangbala – Respectful Relationships and Positive Presence

Jason Bangbala's approach to behaviour highlights the **power of presence and professionalism**. His principles remind us:

- Positive adult presence can defuse, de-escalate, and inspire.

- Body language, tone of voice, and facial expressions matter as much as the words we use.
- We must stay in control of ourselves before we seek to guide others.
- Consistent relationships lead to long-term behaviour change, not short-term compliance.

What This Looks Like at Alkington:

- Adults greet children at the door with a warm welcome.
- Staff use non-confrontational language, proximity, and cues to redirect behaviour.
- Restorative conversations are prioritised over public reprimands.
- We “walk the walk” – modelling respect, emotional regulation, and integrity.
- Expectations are re-taught regularly, not just set once.
- When things go wrong, we repair with empathy and rebuild with intention.

We are all responsible for the culture we create:

- Every adult is a role model.
- Every interaction is an intervention.
- Every day is a chance to build trust, connection, and belonging.

Core Principles Our approach to behaviour and relationships is guided by three clear, consistent principles that are understood and modelled by all members of our school community:

1. **Be Safe**
2. **Be Ready**
3. **Be Kind**

These principles are applied consistently across the school and are underpinned by the belief that adult behaviour sets the tone for pupil behaviour. Every adult at Alkington Primary is a role model and is expected to build warm, respectful, and bounded relationships with pupils.

Working with Parents and Carers We value strong partnerships with parents and carers and believe they are essential in supporting children's development and behaviour. We will:

- Communicate regularly with parents/carers about their child's behaviour—celebrating successes and discussing concerns.
- Involve parents/carers early when patterns of poor behaviour emerge.
- Provide guidance and support to help parents/carers reinforce positive behaviour at home.
- Use positive communication methods (such as phone calls, messages, and face-to-face conversations) to recognise and share examples of good behaviour.

Legal Duties Alkington Primary School recognises its duties under the Equality Act 2010, including the duty not to discriminate against pupils on the basis of protected characteristics. We also acknowledge our responsibilities in relation to safeguarding and promoting the welfare of children, as set out in Keeping Children Safe in Education (KCSIE), and to support pupils with special educational needs (SEN) and those from other vulnerable groups.

We understand that some pupils require a more sensitive and differentiated approach. Staff are expected to know their pupils and respond appropriately to individual needs.

School-Based Support for Pupils We are committed to early intervention and tailored support for pupils who need it. Our support offer includes:

- Circus Skills (EYFS & Lower School) – sessions used to develop children's confidence and self esteem
- Wellbeing Dominoes (Upper School) - sessions used to develop children's confidence and self esteem

- Support from the Children’s Welfare Officer – indirect or direct support for families and children
- Collaboration with external agencies to ensure best outcomes for children and families
- Nurture Group – for those children that struggle during lunchtime periods
- Lego Therapy – helping children to better form and sustain positive relationships
- Forest School – immersing children in nature to help with physical and mental health
- Ongoing CPD for staff to ensure consistent, fair, compassionate and calm behaviour management
- Access to external professionals where appropriate
- Peer mentoring and buddy systems
- Calm spaces within school for de-escalation and reflection these include, sensory rooms and sensory garden.

Staff Development and Support We believe in equipping staff with the skills and knowledge to manage behaviour effectively and build strong relationships with pupils. To support this:

- All staff receive regular training in behaviour management and trauma-informed practice
- INSET days and staff meetings include opportunities to reflect on and develop behaviour strategies
- Staff can access coaching, mentoring, and peer support
- Senior leaders are available to provide guidance and model effective practice.

Rewards

At Alkington Primary School, we value and celebrate positive behaviour, effort, and achievement through a range of rewards. These are designed to motivate, encourage, and recognise individual and group success.

Verbal Praise

- Regular praise from class teachers and teaching assistants for effort, achievement, positive behaviour, and good manners.

Class Dojo

- Teachers use an online Class Dojo system to award points for positive behaviour, good work, and manners.
- Points are collected in ‘House’ teams.
- Weekly House winners are announced, and half-termly winners receive a reward such as extra playtime or a special treat.

Weekly Achievement Awards

- Each class selects a pupil each week to receive a special certificate and be recognised in the Friday assembly for outstanding effort, progress, or conduct.

Phone Call Home

- Each week, one year group is selected for a special reward: class teachers nominate two pupils for a celebratory phone call home from the Headteacher or Deputy Headteacher.

Attendance Awards

- The class with the best attendance and punctuality each week is awarded the school’s Attendance Ted.
- Pupils with 100% attendance are recognised with badges:
 - **Bronze** – 1 term
 - **Silver** – 2 terms
 - **Gold** – Full academic year

Daily Run Stars

- Each day that the children run, a raffle ticket will be given to 2 or 3 children for their participation and effort in the Daily Run.
- At the end of each term, 2 raffle tickets will be picked randomly, and sports vouchers are awarded to two children from the lower school and two from the upper school for their outstanding commitment.

Maths Champions

- Weekly class champions are celebrated for progress and performance in maths.
- End-of-term prizes are awarded for continued excellence and improvement.

Prize Giving Evening

- Held at the end of the academic year to celebrate:
 - Academic progress and achievement
 - Creativity and effort
 - Sporting success
 - One overall class champion per class

Sanctions

Our approach to sanctions is underpinned by our commitment to supporting pupils in learning to regulate their behaviour, make positive choices, and repair harm. Sanctions are applied fairly, consistently, and proportionately.

1. First Warning

An opportunity for the child to reflect and correct their behaviour without further consequence.

2. Second Warning

Loss of 5 minutes from playtime or lunchtime. During this time, the child will be supported to discuss and reflect on their behaviour.

3. Reflection

Loss of 15 minutes from lunchtime. The child will complete a reflection activity, supported by an adult if appropriate. This will be recorded in the child's planner and on CPOMs.

4. Behaviour discussion with SLT (Headteacher/Deputy Headteacher).

Where a child has had a number of reflections and their behaviour isn't improving, children might be brought to the Headteacher or Deputy Headteacher in order to discuss the significance of their actions/behaviour. Parents/carers may be informed.

5. Internal Exclusion

For more serious incidents—particularly where a child's behaviour prevents others from accessing their learning—or where repeated reflections have occurred, a child may be placed in internal exclusion. They will work away from their class, supervised by a staff member, and will have break and lunch times separately. This may be for half a day or a full day. Parents/carers will always be informed.

6. Suspension/Exclusion

For the most serious incidents – such as serious physical assault on another pupil or staff member, or persistent disruptive behaviour that threatens the wellbeing or safety of others – a child may be suspended from school. Suspensions may be for half a day, one day, or up to a maximum of five days.

Repeated suspensions may lead to a permanent exclusion, but this would only be considered after a significant incident or persistent breaches of the behaviour policy, and after multi-agency support (e.g. involvement of the Educational Psychologist or Local Authority Behaviour Support Team) has been explored.

Note: Some behaviours may warrant more serious and immediate consequences, bypassing earlier stages of the system. In such cases, decisions will be made with consideration of the context and in the best interests of all pupils.

| Low Level (Warnings) | Medium Level (possibly straight to reflection) | High Level (refer to Deputy or Headteacher) |
|--------------------------------|--|---|
| Talking | Persistent name calling | Bullying |
| Lack of effort | Persistent low level disruption | Persistent disruptive behaviour |
| Low level disruption | Refusal to follow member of staff's instruction | Repeated refusal to follow instructions or persistent rudeness/dis-respectful behaviour |
| Minor name calling/teasing | Play fighting | Physical assault |
| Preventing others from working | Rudeness to staff | Direct offensive language |
| | Lack of respect | Discriminatory language |
| | | Walking out of class / school |
| | | Offensive language to staff or children |
| | | Deliberate damage to school or another person's property |
| | | Endangering the safety or well-being of others |
| | | Stealing |

Searching, Screening and Confiscation

In accordance with the Department for Education's guidance (2022, updated 2024), school staff have the power to search, screen, and confiscate items from pupils in specific circumstances to maintain safety and promote good behaviour.

Screening

The school does not routinely screen pupils. However, if screening is considered necessary (e.g., in response to a specific threat), it will be done using non-invasive methods and in line with statutory guidance. Parents will be informed if such a measure is implemented on a broader scale.

Searching

Staff can search a pupil for any item if the pupil agrees. Headteachers and authorised staff also have a legal power to search pupils or their possessions without consent if they have reasonable grounds to suspect the pupil has any of the following *prohibited items*:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes or cigarette papers
- Fireworks
- Pornographic material
- Any item that has been or is likely to be used to commit an offence, cause personal injury, or damage to property

Searches will be conducted by two members of staff, where possible, and by someone of the same sex as the pupil being searched unless there is a risk of serious harm. Staff will act with dignity, sensitivity, and with regard to the child's wellbeing and privacy.

Confiscation

Staff have the right to confiscate any prohibited or banned items found as a result of a search. Items may be returned to parents, retained or disposed of, or handed to the police depending on the nature of the item. Non-prohibited items that are causing disruption (e.g., mobile phones) may also be confiscated under the school's behaviour policy.

Use of Reasonable Force

Staff are empowered under Section 93 of the Education and Inspections Act 2006 to use *reasonable force* to:

- Prevent a pupil from committing an offence
- Prevent a pupil from injuring themselves or others
- Prevent damage to property
- Maintain good order and discipline in the classroom or elsewhere

Reasonable force means using no more force than is needed. For example, guiding a child by the arm to safety is considered reasonable. Force will never be used as a punishment.

Staff receive training in de-escalation techniques and positive handling to minimise the need for physical intervention. Any incident involving the use of reasonable force will be recorded and reported to parents, and the school will reflect on the circumstances to support both the child and the staff involved.

Legal Right to Impose Sanctions

All teachers, teaching assistants, midday supervisors, and other staff with responsibility for pupils have the legal authority to impose sanctions for misbehaviour, in line with the school's behaviour policy. This includes:

- Verbal warnings
- Removal of privileges
- Restorative conversations or reflective time
- Confiscation of items (as above)
- Detentions (during break/lunchtime or after school with appropriate notice)

Sanctions are always proportionate, reasonable, and appropriate to the age and understanding of the pupil. Staff must consider the pupil's individual needs, including any Special Educational Needs and Disabilities (SEND), when applying disciplinary measures.

Conclusion This policy reflects our belief that consistent, respectful relationships built on high expectations and mutual understanding are key to a thriving school community. Through a shared commitment to our core values and principles – Be Safe, Be Ready, Be Kind – we aim to create a safe, inclusive, and positive environment where every child can flourish.

|  BE READY |  BE SAFE |  BE KIND |
|---|--|---|
|  I WILL BE READY |  I WILL BE SAFE |  I WILL BE KIND |
|  Uniform Resources |  Good choices |  Friendly and polite |
|  Work hard |  Respect school property |  Take turns and listen |
|  Take part |  Listen and follow instructions |  Show respect to others |
|  Ask for help |  Tell an adult if you feel unsafe or worried |  Help others |





WHAT TO EXPECT FROM ADULTS IN OUR SCHOOL

BE READY



BE SAFE



BE KIND



Know my learners

Plan and support personalised lessons

Meet and greet

No time is wasted

Teach from your feet

Explicitly model and teach expectations

Prevent and de-escalate

Follow-up every time

If it's not repaired, it's repeated

Log behaviours and actions

Model our values

Catch them in, rather than catch them out

Praise in public, reprimand in private

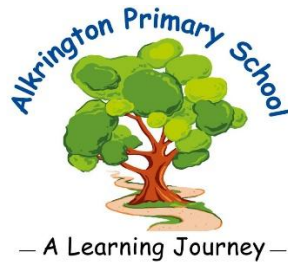
Logical consequences

Appendix 3

Opportunities to reflect



| | | |
|----------------------------------|---|-------|
| Name: | Class: | Date: |
| What happened – | | |
| How I think they felt – | | |
| How I felt – | | |
| What can I do to make it right - | <ul style="list-style-type: none"><input type="radio"/> Say sorry in person<input type="radio"/> Write a note or letter<input type="radio"/> Help them with something<input type="radio"/> Do something nice<input type="radio"/> Other _____ | |
| What I'll try to do next time – | | |
| Actions agreed – | | |



Restorative Conversation Script

■ Lower School Script (or for those who may need this because of individual needs)

• Starting the Talk

- Let's have a little chat to help everyone feel better.
- We're here to sort things out together.
- It's okay to be honest — we just want to make things right.
- We'll take turns talking and listening.

• What Happened?

- Can you tell me what happened?
- What were you doing just before that?
- What did you see or hear?
- What were you thinking or feeling then?

• Who Has Been Hurt or Upset?

- Who do you think got hurt or upset?
- How do you think they felt?
- How did you feel?
- What do you think was the hardest bit?

• Making It Right

- What could you do to help fix this?
- What could you say to make them feel better?
- What can we do so this doesn't happen again?
- Is there something kind you could do for them?

• Moving On

- Thank you for helping to sort this out.
- How do you feel now?
- What will you try to do differently next time?
- Let's check in later to see how it's going.

■ Upper School

• **Opening the Conversation**

- Thanks for talking with me — I want us to understand what happened and make things right.
- We'll both get a chance to speak and listen.
- The aim is to fix what's gone wrong, not to blame.

• **What Happened?**

- Tell me what happened, in your own words.
- What were you thinking or feeling at the time?
- Who else was involved or affected?
- What was going on just before it happened?

• **How People Have Been Affected**

- Who do you think has been affected by this?
- How do you think they might be feeling now?
- How did this situation make you feel?
- What do you think was the hardest part for others?

• **Taking Responsibility**

- What part did you play in what happened?
- What could you have done differently?
- What do you think needs to happen to put things right?
- What could help you make a better choice next time?

• **Repair and Moving Forward**

- What could you say or do to fix the harm?
- How can we make sure this doesn't happen again?
- What can I do to help you with that?
- Can we agree on a plan or promise to move forward?
- How do you feel now we've talked it through?