

Relationship Policy

Article 29 (Peace and respect) Your education should help you to... learn to live peacefully, protect the environment and respect other people.

Rationale

At Langtoft Primary School, we create a positive ethos where children can feel welcomed and supported and ready to learn. We have very high standards of pupil behaviour and children are guided to make positive choices within a supportive, whole school relationship policy that is understood by all stakeholders. We promote positive behaviour and celebrate success. We see the school community as an extension of the family, and we aim to develop relationships in an atmosphere of trust. We take pride in the high level of care we are able to offer.

Our approach to promoting positive relationships and behaviour is strengthened by the United Nations Convention on the Right of the Child (UNCRC) and the Lincolnshire Ladder of Behavioural Intervention.

Our core values, Respect, Resilience, Cooperation, Consideration, Ambition, Confidence and Independence and key school rules (Kind, Safe, Ready) underpin all that we do at Langtoft Primary School.



Aims

- To work alongside our parents, carers and the wider school community in an active partnership to develop and maintain positive relationships where all members trust, respect and support one another.
- To value all pupils as unique individuals, where all pupils feel included and supported.
- To ensure everyone in the school community understands that behaviour is a form of communication and to be clear, consistent, firm and fair in promoting high standards of behaviour, built on positive relationships where we respect and value each other.
- To support pupils as they learn and grow in every aspect of their development: academic, personal, physical, social and emotional and celebrate their success.
- To enable pupils to be responsible, resilient and accountable for their actions and support them to make the right choices.
- To help pupils manage their emotions by teaching them strategies that will positively impact learning and social situations in a nurturing and safe environment.

Our aims, we believe, are achieved when:

- We create and maintain a positive school culture and climate which is consistent, safe and fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers.
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.



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- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. The relationships are key and that there is 'connection before correction'.
- Pupils are provided with excellent role models.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of the pupil are within their control. Therefore, the language of choice (e.g. good choice/bad choice) is not always helpful.
- Staff use PACE (playfulness, acceptance, curiosity, empathy) and attachment friendly restorative approaches in their interactions with pupils taking a non-judgemental, curious and empathetic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Responsibilities and expectations

The promotion of positive behaviour is the collective responsibility of all learners, parents/carers and members of school staff.

Pupils

We encourage children to do their best and to demonstrate our school values at every opportunity. Rights and responsibilities are understood and children know the importance of behaving in a way that respects the rights of others. Children have the opportunity to be involved in the creation of their Class Charter. They are included in restorative conversations to allow them to have their voice heard and help them reflect on their behaviour. They are encouraged to take responsibility for their actions and use support and strategies to develop their understanding of their emotions. All children have their success celebrated and their hard work and positive relationships are recognised.

It is expected that each child will;

- Uphold and actively demonstrate the 7 School Values: (Resilience, Consideration, Confidence, Ambition, Independence, Respect and Cooperation)
- Put their best effort into all they do (Ambition, Independence)
- Show resilience and persevere (Resilience, Confidence)
- Listen to and follow instructions given by adults and follow agreed rules (Consideration)
- Show respect to others by being polite, kind and helpful (Respect)
- Say sorry if they hurt someone (Consideration)
- Keep the school smart by taking care of equipment and environment (Respect)
- Choose games at playtimes that do not hurt others and invite everyone to play (Cooperation)
- Use technology safely and within the guidance of the adult

Staff

All staff have a shared responsibility for the maintenance of positive relationships throughout the school. We expect every adult to:

- Meet and greet
- Treat children with respect and understanding



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- Model positive behaviours and build relationships
- Demonstrate and celebrate school values at every opportunity
- Establish good classroom organisation and routines which encourage positive behaviour
- Plan lessons that engage, challenge and meet the needs of all learners
- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation
- Support them during time in sessions to help them calm and regulate both within and outside the classroom depending on the available space
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Use an attachment/trauma informed approach to understand behaviours
- Communicate with parents/carers if there are concerns regarding a pupil's behaviour
- Will remain curious and demonstrate the desire to understand a behaviour and what is communicates
- Respond calmly to help pupils become calm
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not behaving appropriately
- Empathise

Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive notes and phone calls
- Ensure staff training needs are identified and targeted

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will

- Meet and greet families on the gate each day
- Take time to welcome learners at the start of each day
- Be a visible presence around the school and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data (recorded on Arbor or My Concern) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Parents/Carers

We recognise the vital role parents/carers play in supporting their child's learning. We encourage our families to read and discuss the school's Relationship Policy and values with their child. Talk at home about appropriate behaviour in school, the local community and on social media which reflects the school values. Children make progress when they know staff and parents/carers are working together. This partnership working with the school and other agencies, if appropriate, can address and resolve any challenges which may arise. We urge families to speak to the class teacher or a member of the senior leadership team if anything is happening at home that may impact their child at school and that may require support.

How do we support and maintain positive relationships at Langtoft Primary?

- All members of our school community are greeted with enthusiasm to show that we are all valued and respected.



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- Calm, consistent adult behaviour – recognising all behaviour is communication.
- Adults consistently modelling behaviour we want to see.
- Non-verbal and verbal praise for effort and achievement.
- Positive, constructive comments in reading journals.
- Stickers, positive notes, certificates for above and beyond behaviour/effort/achievement. .
- Arbor House Points and Behaviour Points system.
- Celebration of success/effort in whole school assemblies.
- Awards (Golden Book of Greatness, Champion of the Week, Class Awards, Superstars, School Values Award badges, House Points)
- Headteacher Award
- Clear expectations and established routines.
- Class Charter.
- A whole class approach to creating realistic behavioural goals and working towards these collaboratively.
- Learn with Your Child events.
- Displaying pupil work on wall displays
- Positive calls home/face-to-face chats.
- Termly reporting (parents' evenings, interim and end of year reports).
- Sharing success and achievements in school newsletters/website/social media platforms.

House Points:

Children can earn House Points throughout the day for a variety of reasons, including for demonstrating the seven school values, for which parents receive notifications on the Arbor app/parent portal

Each half term, the class with the most House Points will receive a certificate and a class treat (which the class vote on).

Each child is able to earn a certificate when they reach bronze (100 House Points), silver (200) and gold (400), platinum (750), diamond (1000). On reaching diamond, a child can earn a badge of distinction.

Strategies to support Positive Relationships in our school

What happens if our school values are not being followed?

Engagement with learning is always our primary aim. For the vast majority of our learners, a gentle reminder is all that is needed. Learners are held responsible for their behaviour.

Social, emotional and behavioural needs is recognised as an additional support need. In the same way that some children require additional support for their learning, some children require additional support to communicate their needs verbally and regulate their behaviour. All staff at Langtoft Primary School recognise that this is a need that required additional support.

Positive relationships and an understanding that every behaviour is communicating a need are essential to the promotion of positive behaviour, the reduction of bullying incidents and exclusion, improving learning and teaching and raising attainment and achievement for all.

Staff acknowledge that learners, for a variety of reasons, can present significantly unsettled and distressed behaviours. All children need support to learn and some children may need additional support to learn to communicate their needs whilst showing settled behaviour. When a learner displays distressed behaviours, it is crucial that everyone is kept safe. Adults avoid confrontational approaches and help to prevent situations from escalating. Unacceptable behaviour is addressed in private where possible and in a calm manner. Seeking an explanation for the signs of tension or distressed behaviour may often be helpful in preventing a situation reaching crisis point.



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Relationship Reset

Strategies in the classroom

Step 1: Reminder of expectations/rules/values.

Step 2: Warning – 2nd reminder. A child may need 2 minutes out of class or in a calm space to reset (regulate). For the majority of children this will be sufficient to take responsibility for their behaviour and bring it back to the expected standard.

Step 3: Behaviour Point. If a child breaks a rule/value/expectation again and needs a further reminder, a Behaviour Point will be given. The adult may decide that a different learning environment is required to support the child (e.g. ask the child to move to a different table within the classroom/quiet space outside the classroom/work in another classroom). Ask to see the child at break or lunch to discuss the behaviour and have restorative conversation.

Step 4: Red Behaviour Point. If a child breaks a rule/value or does not follow expectations a further time, or for a single serious incident, they will be given a red Behaviour Point. The child will need to see the Headteacher/Deputy Headteacher. Parents/carers will be informed (via Arbor app/parent portal) and contacted where required. The child will need to repair and may be given one of the following consequences:

- have time out in another classroom (time dependent of age of pupil and severity of the action). They will not be able to return to class until they have discussed their behaviour with an adult and agreed how to change it. Parents will be informed that the child has been out of class and this behaviour recorded.
- have separate breaktime/lunchbreak to their peers
- participate in a community payback (consequences will be immediate and relative)

Restorative conversation held.

Specified red behaviours (swearing, physical incidents, bullying and sexual incidents) will be logged immediately on both Arbor and My Concern.

Step 5: Repair and restore. Time given to enable restorative conversations to take place with those involved:

- What happened?
- What were you thinking at the time?
- Who has been affected? How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

It may be necessary for a child to by-pass the steps described for a single, serious incident. A discussion will take place with the parent/carer and a member of the SLT. Possible internal or external suspension from school. If necessary, parents will be invited to discuss targets for the child's behaviour and a Behaviour Plan will be developed. Parents/carers might also be invited in if a child is persistently displaying low-level disruptive behaviour. This will depend on the severity of the incident. The school will seek support and involvement from relevant agencies (e.g. Pupil Reintegration Team, BOSS etc) when required.

Strategies at playtimes

Step 1: Reminder of the rules/values – mediation with people involved.

Step 2: Warning – 2nd reminder. Conversation – walk with me/time on a bench with an adult.

Step 3: Behaviour Point. If a child breaks a rule/value/expectation again and needs a further reminder, a Behaviour Point will be given. Brought inside – outside office area/HT or DHT room. Radio for support if required.



Step 4: Red Behaviour Point. If a child breaks a rule/value or does not follow expectations a further time, or for a single serious incident, they will be given a red Behaviour Point. The child will need to see the Headteacher/Deputy Headteacher. Parents/carers will be informed (via the Arbor app/parent portal) and contacted where required.

Step 5: Repair and restore – time given to enable restorative

Strategies at lunchtimes

During the lunchbreak, the Play Team are employed to care for children both in the lunch hall and playground/field. A member of the senior leadership team will always be available throughout the lunchbreak to support the Play Team as required. Children are provided with a range of equipment and loose parts as part of OPAL to use and play with outside (and inside if the weather is considered to be too unsuitable for the children to be playing outside in e.g. dangerous conditions). The children are responsible for the care and tidying up of equipment. All incidents of dysregulation/behaviour should be reported to the class teacher at the end of the lunchbreak. A regular dialogue should develop between teacher and the Play Team about children in their care. In this way many critical incidents can be avoided. The Play Team use House Points to log any positive behaviours (e.g. if a child has displayed good manners, been particularly kind to others etc) in addition to logging Behaviour Points and the same consequences and processes will be followed as outlined above.

Additional strategies may include:

Conversation with class teacher/SLT.
Moving pupil away from their group within the class.
Loss of privileges.
Home communication book/diary.
Behaviour Support Plan.
Pastoral Support Plan (PSP).
Discussion with Education Stakeholders for further advice and support.
Reduced timetable.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out.

Procedures for Damage to Property

Restorative approaches offer a positive solution where property has been damaged. This enables the young person to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit. Where possible, a natural reparation should be used e.g. clean up the mess. Where this is not possible, a close alternative should be used. If the damage to property persists, the pupil will be expected to contribute towards the costs of the damage. When damage to property occurs, staff are to inform the Headteacher. After evaluation of the damage a decision will be made if a contribution will be requested in discussion with parents/carers. Decisions will be made on an individual basis.



Serious Incidents

Depending on the age of the pupil, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be logged on My Concern and referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting (physical behaviours)
- All forms of bullying
- Racist, sexist or homophobic comments
- Using abusive/offensive language
- Physically striking adults

Suspensions and Exclusions

Langtoft Primary School believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents/carers must meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return. The school may also make use of a fixed internal suspension where appropriate.

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The school will follow the advice and procedures set out in DfE Behaviour in Schools Guidance

<https://www.gov.uk/government/publications/behaviour-in-schools--2>, Schools Suspensions and Permanent Exclusions guidance <https://www.gov.uk/government/publications/school-exclusion> and in LA guidance.

Restorative Practice

Langtoft Primary School uses Restorative Practice to promote positive behaviour and resolve unacceptable behaviour in a fair and consistent way.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to others' opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.



Dysregulation

We understand neuroscience which tells us that, on occasions, children may not be able to self-regulate. We follow the 3Rs approach: regulate, relate and reason.

When a child is dysregulated we would also seek to identify any signs and employ the appropriate responses below in order to help them regulate before we can relate and reason with them:

Freeze	Flight	Fight	Submit
 - Not interested, bored - Confused - Forgetful - Talking about something else - Hard to move through a task - Not listening - Staring into space - Day dreaming - Clumsy - Distracted	 - Running away - Keeping SUPER busy - Not coping in free time - Need to be first or at the front - Bumping into people - Avoiding tasks and activities - Baby talk or silly voices - Hyperactive - Giddy and silly - Hiding under tables	 - Hot and bothered - Angry and aggressive - Controlling - Lie or blaming - Shouty and argumentative - Pushing away friends - Lonely - Demanding - Inflexible - Unable to follow 'rules' - Disrespectful	 - Socially withdrawn - Compliant - Quiet - Unable to think, just yes or no answers - Passive - Resigned - Neutral expression - Alone - Low mood - Head down on the table

If you spend a small amount of time activating the calm part of my brain, you will help me feel safe. Then, you can teach me and I can learn. Help me by...

- Do the task with me - Deep breathing - Tell me I'm safe and ok - Ask me to push my hands down under my seat and lift myself off the chair - Gently wonder where I've gone and welcome me back to the room - Make the task smaller and more predictable - Tell me kindly who I am and what I'm doing - Kindly tell me what you want me to do 11	- Keep me close by - Deep breathing - Give me a easy and familiar task - Make things predictable - Tell me I'm safe, show me a safe place or person I can go to when I need to - Kindly talk through what might be tricky - Remind me what I'm meant to be doing alongside my friends rather than singling me out	- Give me a role - Support me socially - Match my energy - Make things predictable - Deep breathing - Connect and show empathy before exploring the consequences of my behaviour - Tell me about changes to the daily routine, especially strangers visiting the school - Accept I might not remember what happened, I was trying to survive what felt dangerous	- Repetitive simple tasks - Weighted blanket - Building with Lego or play-dough - Tell me I'm safe - Deep breathing - Spending time with a trusted adult - Do the task with me - Tell me what to do without showing frustration - I can't cope with being the centre of attention, let me blend in
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Children with Social, Emotional and Mental Health Difficulties

Due to the differing needs of our pupils, they may not follow an instruction due to their differing levels of cognitive and emotional understanding of a situation, boundaries however, are expected to be maintained and staff are expected to deal with them in a calm consistent manner, adopting the PACE approach.



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Children who exhibit behavioural difficulties will need to have a behavioural management support programme put in place (Behaviour Management Plan or Pastoral Support Plan). For some children it may be necessary to place them on the SEND register for SEMH. In these cases, the Headteacher/SENDCo/Teacher will be involved, as well as parents/carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies.

Restrictive interventions including the use of reasonable force

1. Policy Statement

Langtoft Primary School is committed to safeguarding and promoting the welfare, dignity and rights of all pupils. The use of reasonable force and other restrictive interventions will only be used as a last resort, in line with Department for Education (DfE) guidance and current legislation.

The school recognises that:

- All staff have a legal power to use reasonable force in limited circumstances.
- Any intervention must be necessary, proportionate, and for the shortest time possible.
- Restrictive interventions must never be used as punishment.

2. Legal Framework

This policy is based on:

- Education and Inspections Act 2006 (Section 93)
- Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025
- DfE Guidance:
 - *Use of Reasonable Force in Schools* (until 31 March 2026)
 - *Restrictive interventions, including use of reasonable force in schools* (from 1 April 2026)

From April 2026:

- There is a statutory duty to record and report all significant incidents of force or seclusion.

3. Definitions

- Reasonable Force: The minimum force necessary to prevent harm, disorder, or damage.
- Restrictive Intervention: Any action limiting a pupil's movement or liberty (including restraint or seclusion).
- Restraint: Holding or immobilising a pupil.
- Seclusion: Preventing a pupil from leaving a space.

4. Principles

The school will:

- Prioritise prevention and de-escalation strategies.
- Use restrictive interventions only where there is a real risk of harm or serious disruption.
- Ensure all interventions are:
 - Necessary
 - Proportionate
 - Reasonable
 - Time-limited
- Maintain the dignity and safety of pupils at all times

5. When Reasonable Force May Be Used

Staff may use reasonable force to:

- Prevent injury to a pupil or others
- Prevent serious damage to property
- Prevent a criminal offence



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- Maintain good order and discipline

6. Prohibited Practices

The school will not:

- Use force as punishment
- Use excessive force or pain compliance
- Restrict breathing or circulation
- Use prone (face-down) restraint
- Use seclusion except as a safety measure

7. Prevention & De-escalation

The school will:

- Use positive behaviour support and early intervention
- Identify triggers and implement individual behaviour plans
- Work with parents/carers and external professionals
- Provide reasonable adjustments for pupils with SEND

Prevention is a key expectation under the 2026 guidance.

8. Staff Training

All staff are trained in de-escalation & regulation and understanding behaviour as a communication, and there are several members of staff who are Team Teach trained. This is a programme designed to help staff de-escalate difficult situations, and it also trains staff to hold children safely if it becomes necessary.

- Any staff likely to use force will receive appropriate training
- Training will include:
 - De-escalation strategies
 - Safe physical intervention techniques
 - Safeguarding and legal responsibilities

Training decisions remain the responsibility of school leaders.

9. Recording and Reporting (Statutory Requirement from April 2026)

The school will:

- Record every significant incident involving:
 - Use of force
 - Restraint
 - Seclusion
- Complete records as soon as practicable (ideally same day)
- Include:
 - Date, time, location
 - Pupils and staff involved
 - Reason for intervention
 - Type and duration of force – including marking on a body map where contact was made with the child
 - Any injuries
- Inform parents/carers as soon as possible

10. Post-Incident Support

After any incident:

- Check for injuries (pupil and staff)
- Provide emotional support
- Debrief with staff and pupil
- Review behaviour plans where necessary

11. Safeguarding & SEND Considerations

The school recognises that:



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- Restrictive interventions can be distressing, particularly for pupils with SEND or trauma backgrounds
- Interventions must be individualised and proportionate
- Safeguarding duties apply at all times

12. Monitoring and Governance

The governing body will:

- Approve and review this policy regularly
- Monitor incident data to identify patterns
- Ensure equality and safeguarding compliance
- Use data to improve practice and reduce interventions

13. Complaints

Any concerns regarding the use of force will be managed through:

- The school complaints procedure
- Safeguarding procedures where appropriate

14. Policy Review

This policy will be reviewed:

- Annually
- Following any significant incident or legislative change

Appendix A – Key Principles Summary (Staff Quick Guide)

- Use force only as a last resort
- Use minimum force for minimum time
- Always aim to de-escalate first
- Record and report every significant incident
- Never use force as punishment



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