Relationships Policy & Anti-bullying statement

LOW ASH

Learn Achieve Persevere Succeed

PRIMARY SCHOOL

Approved by:	The Governing Body	Date 26.11.25
Last reviewed on:	16.10.24 (Replaces Behaviour & Anti Bullying Policy)	
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Version Control		
Version	Date	Amendments
1.0	19.11.25	Updated to reflect school's apprach

Rationale
All children are individuals. There are many factors which may influence a child's behaviour, including home circumstances, psychological, physical, medical, educational needs or low self-esteem. The Relationships Policy identifies the procedures adopted at Low Ash Primary School. It is important to note that it is not possible for any policy to cater for every eventuality and it must be remembered that professional judgement will need to be used in applying the policy aiming for a consistent and fair approach. A small percentage of pupils may need more specific behaviour support plans. In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Equality Act 2010 (as amended) and other relevant legislation.

Safeguarding
The Education Act 2002 places a duty on schools to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other agencies. The Relationships Policy should be read in conjunction with the Child Protection Policy and Safeguarding Policy - where concerns arise regarding safeguarding and/or child protection, these should be recorded in writing, signed and dated, and passed on to a member of the Safeguarding Team.

Our Vision
At our school, we believe that kindness is at the heart of everything we do. We know that when everyone shows kindness to each other, we can all feel happy, safe and ready to learn. By following the principles of kindness, respect, and responsibility, we build strong relationships and make our school a place where everyone thrives.

At Low Ash Primary School, we recognise that positive, respectful relationships are the cornerstone of a safe, inclusive and effective learning environment. Our Relationships Policy is designed to promote dignity, kindness and respect in all interactions between pupils, staff and the wider community. This policy is underpinned by Positive Regard language and principles (Positive Regard – Relationships Make The Difference), 'The Kindness Principle' by Dave Whitaker and the philosophy that adult behaviour shapes pupil behaviour from 'When the Adults Change Everything Changes' by Paul Dix.

Policy Aims
- To create a safe environment where all pupils can learn, thrive and reach their full potential.
- To promote positive behaviour and respectful relationships through kindness, empathy and consistency.
- To ensure every child feels listened to and heard.
- To ensure every pupil feels valued, supported and included.
- To prevent and address bullying, discrimination and child-on-child abuse effectively.
- To maintain clear, fair and consistently applied systems for recognition and consequences.
- To equip staff with the skills and confidence to build strong, supportive relationships and de-escalate conflict.
- To work collaboratively with parents and carers to support pupils' social and emotional development.
- To teach appropriate behaviour through positive interventions.

Core Principles

Relationships First
We believe that behaviour is a form of communication. Adults take responsibility for creating nurturing relationships built on trust, kindness and positive regard. Pupils learn best when they feel safe, understood and respected.

Adults Lead by Example with Kindness
Adults in our school model kindness in every interaction. We speak kindly, act with understanding and treat everyone fairly and with respect.
We make sure every child feels listened to.
We stay calm and patient, even when things are challenging, to help children feel supported, cared for and understood.

Consistency and Predictability - Clear Routines Help Everyone
" Visible consistency with visible kindness allows exceptional behaviour to flourish" - Paul Dix
A positive, predictable environment is maintained across the school, including classrooms, communal areas, extra-curricular activities and trips.
We follow simple, easy-to-remember routines that help everyone feel secure and supported and know what is expected.
We practise these routines regularly so they become part of everyday life.
We set clear rules and stick to them, every day.
We encourage kindness by teaching and reinforcing positive behaviour, making sure everyone has a chance to be kind and to learn.

When Things Go Wrong, We Repair and Restore
If a child's behaviour isn't in line with our values, we approach the situation with kindness and help them understand and fix it.
We use restorative conversations to help children reflect, learn from their mistakes, understand the impact of their actions and repair harm done, understanding feelings and rebuilding relationships.
We ensure this is fair for both parties involved.

Inclusive Support
The needs of all pupils, especially those with Special Educational Needs (SEND), Social Emotional & Mental Health (SEMH), or vulnerabilities, are recognised and met with appropriate adaptations and interventions.

Praise the Positive, Clear and Fair Recognition and Logical Consequences
We give our attention to children who are showing great behaviour, making the right choices and working hard – a recognition board displays children's names demonstrating this positive behaviour.
We celebrate effort and kindness through kind words, rewards and being a positive role model.
Positive behaviours are consistently recognised and rewarded (e.g. merits, house tokens, Kindness Awards, Stars of the Week and Golden Learners). Logical consequences to incidents are applied fairly, with professional judgement and flexibility to individual needs.

Adults are Present and Supportive
Teachers and staff are always visible, offering guidance, support and encouragement at all times.
We are proactive in creating a kind and safe environment, where children know they can approach adults for help.
We are always approachable in the classroom, around at playtimes, lunchtime and when moving around the school.

Staff Development and Wellbeing
Staff receive ongoing training in relationship-building, behaviour management, de-escalation techniques and restorative approaches. Staff wellbeing is prioritised as essential to sustaining positive school culture.

Partnership with Parents and Carers
Open, respectful communication with families supports pupils' development and ensures shared responsibility for positive behaviour and relationships.

Explicit Teaching of Social and Emotional Skills
Pupils are taught model behaviours, including self-regulation, empathy and respectful communication and are taught to recognise feelings.

Expectations of Pupils
These are the three rules that guide us every day. We teach these three Golden Rules, talk about them, and encourage everyone to follow them. 1. Be ready 2. Be respectful 3. Be safe
Pupils are encouraged to engage positively with peers and staff and to take responsibility for their actions by participating in restorative conversations when conflicts arise.

Getting Support
If someone is having trouble with behaviour, just as with every other child, they are supported with kindness, empathy and patience:

- Teachers, teaching assistants, and parents/carers work together to offer guidance and strategies for children who need extra help with managing behaviour.
- We approach every challenge with a focus on growth, understanding and making better choices.

What Happens if Things Go Wrong
If behaviour isn't right, we use calm and restorative steps to guide children back to positive actions:

- **Reminder**: A gentle, kind reminder of what was expected and why it is important.
- **Caution**: A clear, calm warning with empathy about the choices being made explaining the impact of the behaviour.
- **Time to Reflect**: If needed, children can take a short break to think and reflect on their actions and regain composure in a calm space.
- **Restorative Chat**: We hold a supportive, restorative conversation to help children understand what happened, why it wasn't ok, how it affected others and how they can make it right.

Example questions we ask during a restorative chat:
"What happened?" *"What were you thinking at the time?"*
"How did this affect others?" *"How do you think the other person felt?"*
"How can we show kindness and make it right?"

What We Expect from Staff

- We always greet each child with a smile.
- We lead with kindness every day, showing empathy and understanding in all our interactions.
- We follow through on our promises and rules with a focus on helping each child grow and develop.
- We work together as a team to support every child, building a culture of kindness and respect in our school.
- Model positive, kind and respectful behaviours consistently.
- Build supportive relationships with pupils.
- Apply recognition and consequence systems fairly and consistently.
- Use early, least-intrusive interventions to manage low-level disruption.
- Respond swiftly and supportively to escalated behaviour incidents.
- Facilitate restorative conversations to resolve conflicts.
- Recognise and support pupils' emotional and behavioural needs.
- Collaborate with parents, carers and colleagues to support pupils effectively.

Preventing and Addressing Bullying and Abuse

- All forms of bullying (including cyberbullying, prejudice-based, and discriminatory bullying) are prevented through a proactive anti-bullying strategy.
- Clear, accessible systems enable pupils to report bullying safely.
- Staff are trained to recognise bullying and child-on-child abuse and respond appropriately.
- Support is provided to victims to help overcome the impact of bullying.
- Allegations of sexual violence, harassment or exploitation are taken seriously and managed in line with safeguarding procedures.

Supporting Pupils with Additional Needs

- Pupils with SEND or SEMH needs receive tailored support and adaptations to promote positive relationships and behaviour.
- The Inclusion leader, members of the pastoral team, teachers, teaching assistants and external agencies work collaboratively to meet these needs.
- Staff are trained to understand and respond to the specific challenges faced by vulnerable pupils.

Monitoring and Review

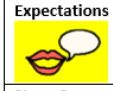
- Behaviour and relationship data are regularly collected and analysed to inform ongoing improvement.
- The Deputy Headteacher reports termly to the Governing Body on the effectiveness of the policy.
- Feedback from pupils, staff, and parents informs policy review and development.
- We will review our relationships each year to make sure we are all supporting children in the best possible way.

Conclusion

At Low Ash Primary School, we understand that when adults nurture positive relationships, pupils feel safe, valued, and motivated to learn. Our Relationships Policy reflects our commitment to kindness, respect and restorative practice as the foundation for a positive school culture where everyone can be the best they can be and where every child is treated with unconditional positive regard (UPR).

Positive Rewards & Consequences Ladder – 2026/2027 (no change from last year)

This ladder will be used for the vast majority of pupils. There will be some pupils for which it is not effective, therefore individual behaviour plans and reward systems will be used.

Golden Rules	Positive behaviour leads to these rewards	Stage	Negative behaviour leads to these logical consequences	Example of scenarios
Be Ready Come prepared, listen carefully and try your best. **Be Respectful** Be kind and polite to everyone and look after school property and people's belongings. **Be Safe** Make the right choices to keep yourself and others safe. **Staff - focus on growth** Approach every challenge with empathy. Respond to children's behaviour with understanding and non-judgement and use each moment as an opportunity to guide them towards making better choices.	Kind words and praise from staff Recognition board Star of the Week Golden Learner Merits awarded for anything linked to the three Golden Rules inside the classroom Kindness Awards Marvellous Me messages home House tokens awarded outside of the classroom linked to the three Golden Rules Merits lead to the following: Bronze badges - 25 Silver badges - 50 Gold badges -75 Gold Star badges -100 Bronze medal -125 Silver medal - 150 Gold medal - 200 When children achieve 75 merits they can choose a Gold badge or one of the following: Hot chocolate & chat time with a member of the SLT Sit with your friend for 1 day Non-uniform day iPad time at lunchtime	**Stage 1: Reminder of Expectations** 	**Reminder (can be non-verbal)** A gentle reminder of what was expected and why it is important. No contact with home.	**Reminder (aim - to refocus behaviour and reset without fuss)** Low-level disruption eg swinging on chair, off task, not following instruction, calling out, answering back or disrupting the learning of others Lack of respect for school property
		Stage 2 	**Caution** State the rule and expectation again. Make it clear what needs to change. This is a clear, calm warning with empathy about behaviour with an explanation of its impact on others. No contact with home.	**Caution (aim - to encourage reflection and self-regulation behaviour – the child knows they have a choice, change behaviour or move to next stage)** Continuing low-level disruption & not responded to reminder
		Stage 3 	**Reflection time (2 minutes)** A child takes a short break to think and reflect on their actions and regain composure in a calm space inside/outside the classroom (some pupils may need a movement break to regulate their emotions). No contact with home. A restorative conversation may/may not also be needed with the class teacher to check the pupil understands why the reflection time happened. No contact with home.	**Time to Reflect - break to regulate emotions (aim - to repair, reset, reflect and return to learning quickly)** There has been no improvement since Stage 2 Intentional disruption in assembly Inappropriate behaviour or language that was unintended
		Stage 4 	**Time out reflection time (up to 10 minutes) plus a restorative conversation** Longer reflection time in another classroom/ calm area. Includes a supportive conversation to help the child understand what happened, why it wasn't ok, how it affected others, and how they can make it right. No contact with home.	**Time out reflection time (up to 10 minutes) plus a restorative conversation between pupil/s and staff member – a logical consequence (aim - to repair and reset) – this could take place during lesson time or in the pupil's own time at the next break/lunchtime.** There has been no improvement since Stage 3. Ongoing low-level disruption Continued irritating physical contact e.g. tapping someone repeatedly Silly behaviour leading to hurting someone eg running down a corridor and bumping into someone/hurting them

Be Ready Come prepared, listen carefully and try your best. **Be Respectful** Be kind and polite to everyone and look after school property and people's belongings. **Be Safe** Make the right choices to keep yourself and others safe. **Staff - focus on growth** Approach every challenge with empathy. Respond to children's behaviour with understanding and non-judgement and use each moment as an opportunity to guide them towards making better choices.	Kind words and praise from staff Recognition board Star of the Week Golden Learner Merits awarded for anything linked to the three Golden Rules inside the classroom Kindness Awards Marvellous Me messages home House tokens awarded outside of the classroom linked to the three Golden Rules Merits lead to the following: Bronze badges - 25 Silver badges - 50 Gold badges -75 Gold Star badges -100 Bronze medal -125 Silver medal - 150 Gold medal - 200 When children achieve 75 merits they can choose a Gold badge or one of the following: Hot chocolate & chat time with a member of the SLT Sit with your friend for 1 day Non-uniform day iPad time at lunchtime	**Stage 5** 	**Restorative Conversation** A supportive conversation to help children understand what happened, why it wasn't okay, how it affected others, and how they can make it right. Contact home & CPOMS	**Restorative Conversation (aim to repair and all parties return with dignity). There would also be a period of reflection time up to 10 minutes,** **-usually takes place with the Class teacher/ Teaching assistant and pupil/s but in some cases an SLT member may be involved- a logical consequence - This would take place in the pupil's own time eg at the next break breaktime/lunchtime.** There has been no improvement since Stage 4 Physical violence that intentionally causes harm between pupils – eg punching, kicking, fighting, pushing & pulling with deliberate force Disrespect shown towards an adult e.g. answering back, not following an adult's instructions etc. Intentional inappropriate behaviour or use of language including swearing Inciting violence
		There may be certain incidents that arise which will be dealt with by members of the SLT – these will be reviewed on a case by case basis. This may involve a child spending a session/sessions away from the classroom (an internal isolation).		
		Stage 6 Deputy Headteacher 	**Restorative Conversation** A supportive conversation to help children understand what happened, why it wasn't okay, how it affected others, and how they can make it right. Contact home & CPOMS	**Restorative conversation led by the Deputy Headteacher to take place in the pupil's own time eg at the next break breaktime/lunchtime.** **Any form of discrimination** - language linked to racism, homophobia, misogyny, disability (depending on circumstances, this may also result in a suspension) – a logical consequence is a discussion around the discrimination/external support Deliberate/lasting damage to building, property & resources eg IT equipment and windows - logical consequence - involvement in the repair work (depending on circumstances, this may also result in a suspension)
		Stage 7 Headteacher 	**Restorative Conversation** A supportive conversation to help children understand what happened, why it wasn't okay, how it affected others, and how they can make it right. Contact home & CPOMS	**Restorative conversation led by the Headteacher to take place in the pupil's own time eg at the next break breaktime/lunchtime.** **Further Stage 6 incidents even after visiting Deputy Headteacher** Suspension and exclusion might be used in extreme circumstances e.g. extreme violence towards a pupil/pupils, violence towards adults, significant damage to school property

Restorative Practice

At Low Ash we have adopted the Restorative Practice approach to conflict resolution. This is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Following any incident involving another child or adult in school, a child will be given the opportunity to resolve the issue. This will be done with the support of an adult if necessary and will allow both parties to share their views and feelings. This is done in a structured manner, through the use of a symbols board, and this conversation only starts when both parties are calm and ready to do so. Part of this structured process is to discuss and agree on any necessary consequences and a plan to restore the relationship (e.g. apologising, having some space apart, doing a task to resolve the difficulty such as returning or sharing a piece of equipment). This open conversation allows both parties to be clear on how the other feels and what has been implemented as an appropriate consequence. We firmly believe that restorative practice encourages our children to become more self-aware, empathic and strengthens their understanding and trust in our behaviour support systems.

KS1 Restorative Practice Images & Script - Say it, Solve it



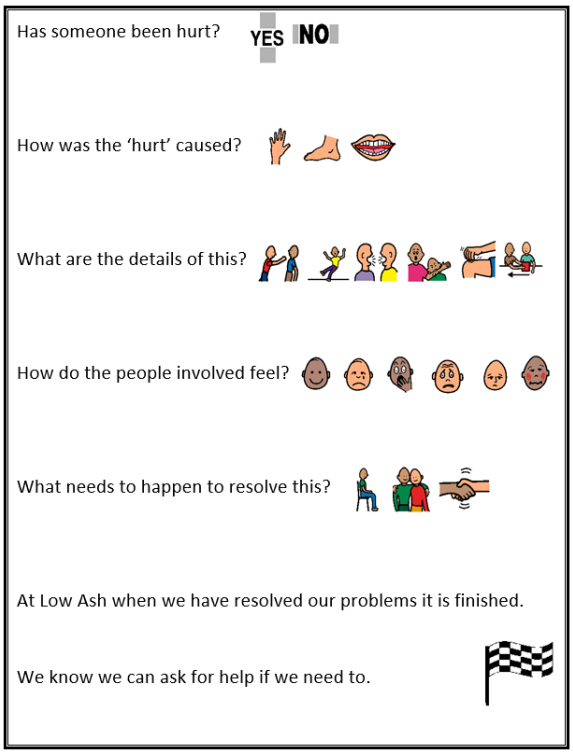
This script is a guide to support staff in developing a restorative conversation following a child or adult being hurt. This hurt can be caused in all sorts of different situations and the board aims to give visual supports to children who are resolving conflict. The board aims to establish how relationships have been hurt and how to put this right with a consequence for the actions that have caused hurt. This is purely a guide and conversations may need to be developed and be flexible given the circumstances.

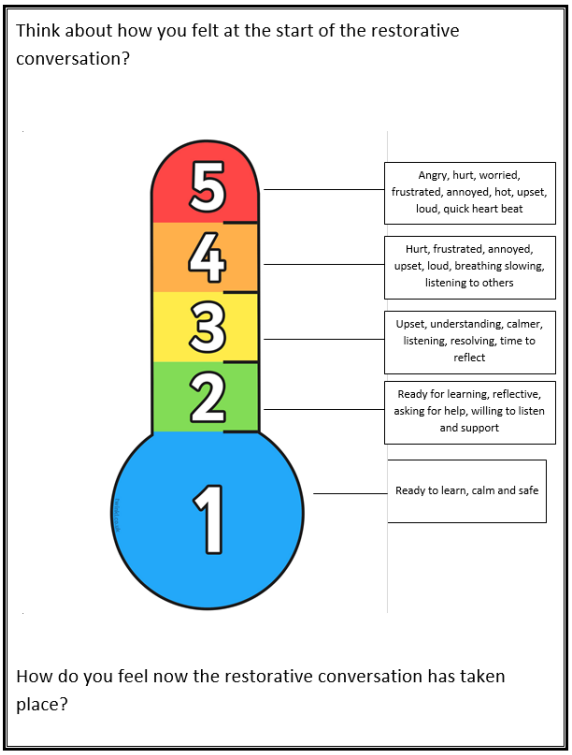
1. Do you want to solve the problem?
    - Yes – Get the board
    - No – children to be spoken to separately (then try again) if not adults to choose a sanction.
2. Has someone been hurt?
    - The children need help when they have been hurt by other people's words as they don't see this as hurt.
3. How was the hurt caused?
    - At this point they just explain using the three pictures at the top
4. What are the details of this?
    - Child who has been hurt to explain about the details of the incident. Once they have finished the other child/children to explain their point of view.
5. How do you feel about this now? How do you think the other person feels now?
    - Develop your board with more emotions from the pack as needed.
6. How can we solve the conflict?
    - Children to decide on a consequence or how to put this right between them

- Ask the children if they are happy with the outcome – do they agree that it is enough?

7. Now we have talked about this and decided on the consequence for this conflict it is learning time and it is finished.
    - This part of the system is essential and this must be explained to complete the conversation.

KS2 Restorative Practice





Exclusion/Suspension

Continued breaches of discipline may lead to fixed term exclusion (suspension). Fixed term exclusion may also be used immediately where there has been a very serious breach of discipline.

Further continued breaches of discipline may lead to permanent exclusion from Low Ash Primary School.

In all cases of exclusion, DFE advice and Local Authority advice and formal procedures will be followed. These include procedures for communicating with parents/carers.

Restraint

There may be rare occasions when a child puts themself or others in danger or is actually hurting themself or others. Staff may need to restrain them using a minimum of force for a minimum length of time.
In extreme situations a 'Team Teach' approach will be used to ensure recognised safe handling. Where there is an identified need for this approach to be used with an identified pupil, this will be recognised in a risk assessment which is agreed with and signed by a parent/carer. Following the use of this approach for a previously unidentified need, a risk assessment will be drawn up with parent/carer agreement in recognition that this is now an identified need.

Searching Pupils (from Searching, Screening & Confiscation advice to schools – DfE July 2022)

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The school may search a child if they think they have any banned items.

The member of staff should always try to get the child's cooperation before searching them. If the child does not cooperate, the staff member may still search them if there is a risk of serious harm.

Banned items include:

- Weapons including knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- vapes, e-cigarettes
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

What happens during a search

Searches must always be carried out by someone of the same sex as the child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently.

The search witness must also be the same sex as the child if possible. The child must not be asked to remove clothes, other than outer clothing like a coat.

Metal detectors

Schools can make pupils go through a metal detector - they do not have to suspect that the child has a weapon. If the child refuses to go through the metal detector, they may be searched by a member of staff.

Informing parents/carers

Parents/carers should always be told about any search for a banned item and the outcome - including any consequences..

When an item can be confiscated

A member of staff can confiscate an item if:

- it is banned
- it poses a risk to any person
- it is considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

If parents/carers are unhappy with a search on their child at school, then they can get in touch with the headteacher. If they are not satisfied, then they can ask for a copy of the complaints procedure.

Anti-Bullying Policy Statement

There are many types of behaviour in school with which we have to deal, including child on child abuse, discrimination and bullying. Bullying can happen to anyone. This policy statement covers all types of bullying including:

- Bullying related to race, religion, gender or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic or biphobic bullying)
- Bullying relating to hazing
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology –"online bullying"

In order to help everyone understand the meaning of these terms we have produced the following explanations which we use within school.

Child on child abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment (see below); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Low Ash Primary ensures **all** victims are taken seriously and offered appropriate support.

At Low Ash we are aware that some groups are potentially more at risk: SEND and LGBT+ children are at greater risk.

At Low Ash it is made clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

At Low Ash we do not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".

At Low Ash we challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Any allegations of sexual violence and harassment will be referred to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

Any decisions following investigation will be made on a case-by-case basis, with the DSL or DDSL taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Discrimination
This is not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. School will deal with any form of discrimination quickly, consistently and effectively whenever it occurs.

Bullying
This may be verbal, physical, written, telling others that they will be "getting done" or criticising their work. **Bullying is deliberately hurtful behaviour repeated often over a period of time where it is difficult for those being bullied to defend themselves.**
Bullying can be in many forms, for example:-
Physical - hitting, kicking and taking belongings
Verbal - name calling, insulting and racist or hurtful remarks. It is also bullying if someone is teased repeatedly
Indirect - spreading nasty stories or excluding someone from a social group
Written - notes, letters, messages
Cyber - text messaging, comments on social networking sites, e-mails, mobile phone photographs/video

It is not bullying if two pupils of equal power and strength have an occasional quarrel or fight. Children can form and break friendships many times during their school life and this is part of normal development among children of primary school age. Learning to deal with disagreements, learning how to compromise and how to resolve arguments/conflicts are an important part of a child's social development.

The school reinforces anti-bullying messages through PSHE and 'Our Values' themes.

Staff are expected to encourage children to talk about worries/concerns as outlined in our Home School Agreement. They should also encourage children to report incidents at the time they take place in order for staff to be able to deal fairly and consistently with each circumstance in line with the Behaviour Policy. Any allegations of bullying are investigated fully and if substantiated then the person being bullied will be given support. This could be peer support from a willing trusted friend as well as clear procedures regarding which adults to go to if the problem persists or if they feel their concern has not been dealt with. Restorative practice techniques will also be implemented. The school's Learning Mentors will play an integral part in resolving issues around bullying.

Staff at Low Ash Primary School recognise that some children with special needs and/or disability (SEND) and/or medical issues or those who are 'looked after' (LAC) may become targets for bullying within a school setting because of their particular need. This may range from teasing about not being able to do a task, to intimidation and exclusion from friendship groups.

All staff are to be aware of the needs of such class members. Teacher focus will be on providing appropriate work where they can achieve, praise for their achievements in front of the other learners, adapting teaching to

encourage paired, group and class work where their contributions are valued, and fully exploring any situations where the child may appear vulnerable to bullying.

The Leadership Team, particularly the Inclusion Leader, will consider time to talk to vulnerable pupils, discussions with other children and friendship groups, conversations with parents, support plans, Learning Mentor support and so on to prevent and/or reduce any situations where a child with needs may be open to bullying.

Signed: …….…… Chair of Governors