



Whitkirk Primary School



Relationships and Regulation Policy

'Be the best that we can be'

Revised & approved by staff	September 2026
Ratified by governors	September 2026
Next review date	September 2028

1. Policy Statement - 'The Whitkirk Way':

At Whitkirk Primary School, every child has the right to feel safe, valued and successful. Positive relationships are at the heart of our approach because children learn best when they experience belonging, consistency and high-quality care.

Our vision, **'Be the best that we can be'**, is reflected in a culture of high expectations and high support. We expect all children to be **Ready, Respectful and Safe**, and we explicitly teach the behaviour, emotional regulation and relationship skills needed to achieve this.

We recognise that behaviour is a form of communication. However, this does not reduce our expectations or remove accountability. Instead, it helps adults respond with curiosity, consistency and care so that children are supported to understand the impact of their actions, repair relationships and make better choices in the future.

Adults model calmness, kindness and consistency. They create predictable environments, use shared language and respond proportionately. Where children require additional support, including those with SEND, SEMH needs or other vulnerabilities, reasonable adjustments are made so that pupils can meet the same high expectations through appropriate support.

Leaders monitor behaviour, safeguarding, attendance and inclusion information to identify patterns, evaluate support and ensure that all pupils are able to learn in a calm, safe and purposeful environment.

2. **Purpose of the Policy**

This policy sets out Whitkirk Primary School's approach to promoting positive behaviour, emotional regulation and strong relationships across the school community.

Our approach is underpinned by the belief that all children can learn the knowledge, skills and behaviours required to become responsible, respectful and successful members of society. We recognise that children have different experiences, strengths and needs. Consequently, whilst our expectations remain consistently high, the support provided to achieve those expectations may differ. The policy aims to:

- create a calm, safe and purposeful learning environment where every child can succeed;
- develop positive relationships based on trust, respect and compassion;
- explicitly teach emotional regulation, self-awareness and responsible behaviour;
- promote consistency across the school through shared expectations and language;
- ensure behaviour is managed fairly, proportionately and restoratively;
- support pupils to reflect upon, repair and learn from their behaviour;
- provide graduated support for pupils requiring additional behavioural, emotional or sensory provision;
- fulfil the school's statutory duties in relation to behaviour, safeguarding and inclusion.

Our approach reflects current evidence-informed practice, recognising that positive behaviour is best promoted through strong relationships, high-quality teaching, consistent routines and effective support.

3. Guiding Principles

Our Relationships and Regulation policy is founded upon the following principles:

- Every child deserves to feel safe, valued and respected.
- Positive relationships are central to successful learning and wellbeing.
- Behaviour is a form of communication and should be understood within the context of a child's developmental stage, experiences and individual needs.
- High expectations and high levels of support are complementary and essential for success.
- Emotional regulation, self-awareness and positive behaviour can be explicitly taught and developed over time.
- Consistency, fairness and predictability enable children to feel secure and succeed.
- Restorative approaches promote responsibility, strengthen relationships and support long-term behaviour change.
- Inclusive practice and reasonable adjustments ensure that every child is supported to achieve our shared expectations.

These principles underpin every interaction, decision and response across our school community.

4. Roles and Responsibilities

Creating a positive culture of behaviour is a shared responsibility.

Governors

The Governing Body is responsible for monitoring the effectiveness of this policy and ensuring that statutory responsibilities relating to behaviour, safeguarding and inclusion are fulfilled.

Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team lead the strategic implementation of this policy by:

- modelling the school's values and expectations;
- promoting a culture of positive relationships and inclusion;
- ensuring consistent implementation across the school;
- providing high-quality professional development;
- monitoring behaviour trends to inform school improvement;
- ensuring appropriate support is available for pupils requiring additional intervention.

Staff

All staff are responsible for:

- building positive, respectful relationships with pupils and families;
- maintaining high expectations for behaviour and conduct;
- explicitly teaching and modelling expected behaviours;
- using consistent language and approaches;
- responding to behaviour calmly, fairly and restoratively;
- implementing reasonable adjustments where appropriate;
- recording significant incidents in line with school procedures.

Pupils

Pupils are expected to:

- demonstrate our school values;
- take responsibility for their behaviour;
- show respect for themselves, others and the learning environment;
- contribute positively to the school community;
- engage with restorative conversations when relationships require repair.

Parents and Carers

Parents and carers are expected to work in partnership with the school by supporting the school's expectations, communicating openly with staff and encouraging positive behaviour and emotional development at home.

(Detailed operational responsibilities are outlined within the Relationships and Regulation Practice Handbook.)

5. Behaviour Expectations

Our expectations for behaviour are simple, consistent and understood by all members of the school community.

Every child is expected to be:

- **Ready** – prepared to learn, participate and contribute positively to school life.
- **Respectful** – showing kindness, honesty and consideration towards themselves, others and the environment.
- **Safe** – making choices that promote physical and emotional safety for everyone.

These expectations are explicitly taught, regularly revisited and consistently reinforced through daily interactions, classroom routines, assemblies and the wider curriculum.

Adults recognise that children may demonstrate readiness, regulation and engagement in different ways. Where appropriate, reasonable adjustments are made to ensure pupils with additional needs can successfully meet these expectations whilst maintaining the same high standards for all.

Expected behaviours are recognised, celebrated and reinforced across the school community, helping pupils develop intrinsic motivation, responsibility and pride in making positive choices.

6. Promoting Positive Behaviour

We recognise that positive behaviour is not simply expected; it is explicitly taught, modelled and reinforced through everyday interactions and the wider curriculum.

Positive Relationships

Strong relationships provide the foundation for learning, wellbeing and positive behaviour.

Adults intentionally build relationships by:

- welcoming children positively each day;
- creating calm, predictable learning environments;
- modelling kindness, respect and emotional regulation;
- getting to know children as individuals;
- working in partnership with parents and carers;
- repairing relationships following conflict through restorative conversations.

Every interaction is viewed as an opportunity to strengthen trust and belonging.

Consistent Adult Practice

Consistency between adults is fundamental to creating a safe and predictable environment.

All staff are expected to:

- remain calm, respectful and emotionally regulated;
- use clear, positive and consistent language;

- provide explicit instructions and clear expectations;
- use the least intrusive response necessary;
- recognise when children require time and support to regulate before engaging in reflection;
- maintain unconditional positive regard whilst holding children accountable for their actions.

Consistency does not mean treating every child identically. It means responding fairly, making reasonable adjustments where appropriate and maintaining the same high expectations for all. Adults recognise that children develop self-regulation through repeated experiences of co-regulation with calm, trusted adults.

Explicit Teaching of Behaviour and Self-Regulation

Behaviour, emotional regulation and positive relationships are taught as part of everyday school life.

Children are explicitly supported to:

- recognise and understand emotions;
- develop an increasingly rich emotional vocabulary;
- regulate emotions and sensory needs;
- solve problems and resolve conflict appropriately;
- develop empathy and perspective-taking;
- understand the impact of their behaviour on themselves and others;
- become increasingly independent in managing their behaviour.

This learning is delivered through the curriculum, daily classroom practice, restorative conversations, PSHE, Zones of Regulation and wider pastoral provision.

Recognition and Celebration

Positive behaviour is recognised consistently to reinforce the behaviours and values we wish to promote.

Recognition may include verbal praise, communication with home, celebration assemblies, certificates, postcards and other whole-school recognition systems.

Recognition focuses upon effort, improvement, kindness, responsibility, resilience and consistently demonstrating our school values. Our aim is to develop intrinsic motivation so that children make positive choices because they understand their value and impact, rather than simply for external rewards.

7. Responding to Behaviour

Adults respond to behaviour in a calm, consistent and proportionate way. The purpose of any response is to maintain safety, protect learning, support regulation and help pupils understand the impact of their choices.

Our graduated response supports early intervention:

1. **Reminder** – a calm reminder of the expected behaviour: Ready, Respectful, Safe.
2. **Stop and Think** – time and space for the child to regulate and make a positive choice.
3. **Consequence and Repair** – once calm, the child is supported to reflect, repair and learn from the incident.
4. **Formal Discussion** – where behaviour is repeated, serious or escalating, leaders work with staff, pupils and families to identify need, agree support and reinforce expectations.

Consequences are never used to shame or humiliate. They are fair, proportionate and linked to the behaviour wherever possible. Restorative conversations are used to help pupils take responsibility, rebuild relationships and develop more successful strategies.

Significant incidents are recorded on the school's agreed systems and reviewed by leaders to identify trends, evaluate provision and inform further support.

Responding to Low-Level Behaviour

Most low-level behaviours are addressed quickly and consistently through the school's graduated response outlined above. Staff use calm reminders, opportunities for pupils to stop and think, restorative repair and, where necessary, formal discussion with leaders and parents/carers.

Most behaviour is successfully addressed through early intervention, consistency and positive relationships before escalation occurs.

Restorative Practice

Restorative practice is central to our approach. We promote and encourage both children and staff to ask:

- What happened?
- Who has been affected?
- What needs to happen to repair the situation?
- How can we support better choices next time?

Restorative conversations encourage children to take responsibility for their actions, develop empathy and rebuild relationships. Where appropriate, proportionate consequences are used alongside restorative practice to reinforce learning and accountability.

Consequences are designed to support learning rather than create shame or humiliation. They are always reasonable, proportionate and appropriate to the age, developmental stage and individual needs of the child.

Following any consequence or restorative conversation, adults actively repair the relationship with the child. Every child is entitled to a fresh start, knowing they remain valued members of the Whitkirk community.

Emotional Regulation

Some children may require additional time, support or strategies to regulate before they are ready to reflect upon their behaviour.

Adults recognise that meaningful learning cannot take place whilst a child is experiencing significant emotional dysregulation.

Where appropriate, staff will use emotional coaching strategies to help children:

- recognise and name their emotions;
- understand what they are experiencing;
- regulate their emotions;
- reflect upon their choices;
- identify positive strategies for future situations.

Detailed guidance on emotional coaching and restorative conversations is provided within the Relationships and Regulation Practice Handbook.

8. Meeting Individual Needs

At Whitkirk Primary School, we are committed to providing an inclusive environment where every child is supported to achieve our shared behaviour expectations.

We recognise that some pupils may require additional support to develop self-regulation, social communication, emotional resilience or behavioural independence. This may include pupils with Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, attachment differences, adverse childhood experiences or other identified vulnerabilities.

Our expectations remain consistently high for all pupils. However, the support provided to enable pupils to meet those expectations may differ according to individual need.

Where universal approaches are not sufficient, a graduated response will be implemented in partnership with pupils, parents/carers and, where appropriate, external professionals.

Support may include:

- reasonable adjustments to routines, environments or communication;
- individual regulation or behaviour support plans;
- adapted teaching approaches and additional adult support;
- targeted pastoral interventions;
- therapeutic or emotional regulation strategies;

- involvement from external agencies, including educational psychology, SEND support services, health professionals and children's services where appropriate.

Staff work collaboratively with families and external professionals to identify underlying needs, remove barriers to learning and promote long-term successes.

Where behaviour presents a significant risk to the child or others, an individual pupil risk assessment will be completed and reviewed regularly to ensure that support remains safe, appropriate and effective.

Through early identification, partnership working and evidence-informed practice, we aim to ensure that every child is able to participate successfully in school life and experience a sense of belonging, achievement and wellbeing.

9. Safeguarding and Statutory Responsibilities

Behaviour, safeguarding and wellbeing are closely linked. Staff remain professionally curious and recognise that changes in behaviour, repeated incidents, harmful online conduct or difficulties with peer relationships may indicate wider safeguarding concerns.

All concerns are recorded and responded to in line with the school's Safeguarding and Child Protection Policy. This includes concerns relating to child-on-child abuse, bullying, discriminatory behaviour, online abuse, harmful sexual behaviour and misuse of mobile phones or smart technology.

Where behaviour online or beyond the school day affects the safety, wellbeing or reputation of members of the school community, the school may take appropriate action in line with statutory guidance, safeguarding procedures and the school's behaviour expectations.

Bullying

Whitkirk Primary School is committed to maintaining a culture where every child feels safe, respected and included.

Bullying is defined as behaviour that is deliberately hurtful, repeated over time and involves an imbalance of power.

Incidents of bullying are taken seriously and investigated promptly. Appropriate support is provided to all pupils involved, alongside proportionate consequences and restorative approaches where appropriate.

Further information is available within the school's Anti-Bullying Policy.

Child-on-Child Abuse

We operate a zero-tolerance approach to all forms of child-on-child abuse, including sexual violence, sexual harassment, harmful sexual behaviour, online abuse and discriminatory behaviour.

All concerns are managed in accordance with Keeping Children Safe in Education and the school's Safeguarding and Child Protection Policy. Staff never dismiss harmful behaviour as "banter", "part of growing up" or similar.

Physical Intervention

The use of reasonable force is always a last resort and is used only to prevent pupils from harming themselves or others, causing serious damage to property or committing a criminal offence.

Only trained staff use agreed physical intervention strategies, which are recorded, monitored and reviewed in accordance with the school's Physical Intervention Policy. Following any physical intervention, staff prioritise debriefing, restoring relationships and supporting future success.

Recording Behaviour

Significant behaviour incidents are recorded using the school's agreed recording systems to support safeguarding, identify patterns and inform future support.

Behaviour information is monitored regularly by senior leaders to evaluate the effectiveness of provision and identify any emerging trends.

Searching, Screening and Confiscation

Searching, screening and confiscation are undertaken in accordance with current Department for Education guidance.

Authorised staff may search pupils or confiscate prohibited items where there are reasonable grounds to do so in order to maintain safety and good order.

Suspension and Permanent Exclusion

Whitkirk Primary School is committed to inclusion and works proactively to prevent suspension or permanent exclusion wherever possible.

However, there may be exceptional circumstances where suspension or permanent exclusion is necessary to ensure the safety and wellbeing of others or in response to a serious breach of the school's behaviour expectations.

Any decision to suspend or permanently exclude a pupil will be made by the Headteacher in accordance with current statutory guidance, following careful consideration of all relevant information, including any duties under the Equality Act 2010.

Following any suspension, the school works collaboratively with pupils and families to support successful reintegration into school.

Behaviour Beyond the School Day

The school's expectations for behaviour apply whenever pupils are:

- representing the school;
- travelling to or from school;
- participating in school activities;
- wearing school uniform; or
- where behaviour outside school may have a significant impact upon the safety, wellbeing or reputation of members of the school community.

Mobile phones and smart technology

In line with national guidance and our school's Use of Mobile Phones Policy, Whitkirk Primary School is a mobile-phone-free environment for pupils during the school day. Pupils are not permitted to use mobile phones or smart technology including smartwatches and smart tablets on the school site unless this has been specifically agreed by the Headteacher as part of an individual arrangement. Where Year 6 pupils bring a mobile phone to school because they walk to or from school independently, this must be agreed by parents/carers and the phone must be switched off and handed in on arrival.

Any misuse of mobile phones or smart technology, including recording, sharing images, messaging, online bullying, discriminatory behaviour or harmful online conduct, will be treated seriously and managed in line with this policy, the Online Safety Policy, the Safeguarding and Child Protection Policy and the Use of Mobile Phones Policy. Where necessary, the school may confiscate devices, speak with parents/carers, record concerns on CPOMS and involve external agencies.

The school will work in partnership with parents/carers and external agencies where appropriate to address concerns beyond the school day.

10. Monitoring, Review and Linked Policies

The Headteacher, Senior Leadership Team and Governing Body monitor the effectiveness of this policy through regular review of behaviour, safeguarding, attendance and inclusion information.

Leaders use this information to:

- identify patterns and trends;
- evaluate the impact of universal and targeted provision;

- identify pupils or groups requiring additional support;
- review the effectiveness of reasonable adjustments;
- monitor any disproportionality;
- inform staff training and school improvement priorities;
- ensure that the school remains calm, safe, inclusive and focused on learning.

Governors receive appropriate information to enable them to fulfil their strategic responsibility for behaviour, safeguarding, inclusion and attendance.

This policy should be read alongside the following school policies and guidance:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Physical Intervention Policy
- SEND Policy
- Online Safety Policy
- Attendance Policy
- Equality Information and Objectives
- Relationships and Regulation Handbook

The Headteacher is responsible for ensuring this policy is implemented consistently across the school. The Governing Body will review the policy at least every two years, or sooner should statutory guidance or the needs of the school require amendment.

11. Appendices

The following operational guidance is provided within the accompanying Relationships and Regulation Handbook:

- The Whitkirk Way – Key Points
- Roles and Responsibilities
- Behaviour Flowcharts
- Ready, Respectful, Safe Guidance
- Restorative Practice Guidance
- Zones of Regulation
- Behaviour Support Documentation
- Risk Assessment Guidance
- Additional Staff Resources