Relational Behaviour Policy

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Agreed by IEB: June 2025

Introduction

This policy provides guidance to staff, parents, carers, the Interim Executive Board, and other stakeholders on how to support our children to manage, regulate and communicate their feelings so that they feel safe and ready to learn. This policy provides a holistic, trauma-sensitive and inclusive model for our understanding of challenges with self or emotional regulation. This policy underpins our beliefs with evidence based practice using the Thrive Approach.

At the Grange Primary School, we believe that building relationships, identifying and repairing harm (as well as guidance on working through a graduated response) makes a significant impact on our pupils' mental health and emotional regulation.

It is essential that we offer our children the security and relationships needed to meet their individual mental health and wellbeing needs so that they can become independent, resilient and life-long learners. We implement a universal approach to ensure we are reflecting and planning for the needs of all our children; including those with complex needs. We acknowledge that some children struggle to verbalise what they need help with and this can lead to them displaying distress. By shining a light on distress, we can start to understand what the child is trying to communicate and support them with their social and emotional development. This in turn will support children to be more resilient and independent learners.

Key Stakeholders

- Pupils
- Parents/ carers
- Staff
- Senior Leadership Team
- Interim Executive Board
- Visitors/ volunteers
- Outside agencies

The school has a designated Pastoral manager who is also a qualified Thrive practitioner. The school SENDCo/DSL is on the pastoral team along with support staff who specialise in counselling, lego/sand therapy and other SEMH (Social, emotional and mental Health) interventions. The pastoral team meets weekly with SLT (Senior Leadership Team) including the DSL to discuss key concerns and make strategic plans. The inclusion governor visits at least half-termly to meet staff/pupils, perform learning walks, engage in policy planning and collaborate on resourcing. Pastoral reports are shared at the governors meetings each term.

Aims

- Promote emotional regulation, self-discipline and respect.
- For every member of the school community to feel valued and respected, and for all persons to be treated fairly
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and anti-social behaviour.
- Ensure that pupils access a safe and nurturing environment to develop a sense of belonging.
- Improve and reduce barriers to school attendance.
- Reduce internal and external suspensions.
- To ensure a whole school approach which is used and approved by all members of our community.
- To create a safe, caring environment where relationships are based upon respect and trust and to develop positive self-esteem in each child so that they may reach their potential.

All members of the school community will work together to achieve our aims by:

- Working as a team – supporting, appreciating and encouraging each other.
- Demonstrate reflective and self awareness in their practice to support their own stress regulation systems.

- Use PACE (Playfulness, Acceptance, Curiosity and Empathy) and Vital Relational Functions (Attunement, Validation, Containment, Regulation) during interactions to support, strengthen and repair relationships with children.
- Providing a positive, calm, familiar and well-ordered environment.
- Providing a curriculum that is engaging with a level of challenge appropriate to individual learners.
- Respecting the rights, values and beliefs of all individuals.
- Having robust transition plans in place which include assess-plan-do-review cycles, one page profiles, boxall profiles, sensory toolkits and any other pieces of evidence to support individual social, emotional and mental health needs.
- Challenging all bullying, anti-social behaviour or harassment in any form.
- Demonstrating that child on child sexual harassment and sexual violence is not acceptable, will never be tolerated and is not an inevitable part of growing up. Sexual harassment or sexual violence will never be dismissed as 'banter', 'part of growing up', 'just a laugh' or 'boys being boys'.

'Behaviour in Schools' guidance (DfE)

"The law requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND (Special Educational Needs and Disabilities) that at times affects their behaviour. In particular: Under the Equality Act 2010, to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices; Under the Children and Families Act 2014, to use their 'best endeavours' to meet the needs of those with SEND; If a pupil has an EHCP (Education, Health and Care plan), the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies."

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of dysregulation and put in place early support to prevent these. Examples may include: • short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long; • adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher; • adjusting uniform requirements for a pupil with sensory needs or who has severe eczema; • training for staff in understanding conditions such as autism.

Staff Induction, Development and Support

All new staff will be given an induction pack which includes the relevant policies related to staff code of conduct, safeguarding and behaviour. New staff are mentored within school through coaching, observing and staff forums. The school has invested in whole staff training in using and delivering the Thrive Approach with a qualified member of staff as a Thrive practitioner trained to deliver pastoral interventions in school and have a strategic overview of staff implementing the Thrive ethos with all pupils.

Rewards and sanctions

Our emphasis is on praise and reward to recognise and to encourage effort and belonging. At TGPS, staff are aware that shouting, sarcasm, writing names on the board etc is shaming, inappropriate and should not be used as part of behaviour management. We use PIPRIP (Praise in public, reprimand in private) as a key strategy to avoid shaming pupils and encourage a supportive, relational approach, enabling a positive self esteem to develop along with skills in reflection and the development of strategies to support where necessary..

Positive praise underpins our school system to encourage positive behaviour. Our school uses Dojo points as a consistent, whole-school positive behaviour reward system. Dojo points are awarded to recognise and reinforce positive conduct, effort, resilience and adherence to our school values.

Pupils may choose to exchange their points for rewards at various stages. Smaller rewards are available to allow pupils to access immediate reinforcement where appropriate. This supports

motivation and engagement, particularly for younger pupils and those who benefit from shorter feedback and reward cycles.

Pupils also have the option to save their points over time in order to access higher-value rewards. This approach encourages goal-setting, perseverance and delayed gratification. By providing this choice, the system supports pupils in developing self-regulation and the life skill of saving, helping them to understand the benefits of planning ahead and making considered decisions.

Staff will apply the system consistently and fairly across the school. The rewards menu will be reviewed periodically with the school council to ensure it remains meaningful, achievable and inclusive for all pupils.

We praise the journey a child makes rather than just the end result. Examples of praise include:

- Verbal praise and recognition
- Dojo points are recorded on ClassDojo
- Positive body language, stance and gestures
- Stickers
- Certificates
- Headteachers postcards

We prioritise working in partnership with pupils, parents and carers. We ask that the Home-School Agreement is read and acknowledged by parents/carers, pupils and the school. The reading record Book is an important part of liaison between all parties and supports working together as part of the wider school community. Staff are encouraged to speak directly to parents either via a phone call home or face to face at an arranged time to share both positive feedback and to also work together wherever any concerns arise.

Relational Behaviour Flowchart - Graduated Response

All staff are expected to prepare their classroom/ learning environment appropriately, providing quality first teaching; giving breakfast, bubble time, knowing individual triggers, spotting early signs for each child, meeting needs such as brain breaks/whole class movement breaks. Being preventative rather than being reactive. This is a prerequisite to the graduated response flow chart being implemented.

● Predictability and consistency - is the child responding to change, unpredictability, changes in expectation? This should be addressed with now/next boards, discussion with an adult to reassure and explain. Are the staff organised? Is the classroom prepared?

● Motivation - Is the child motivated to behave? What motivates them? A phone call home? A Dojo point? Time with an adult? Have these motivators been considered? Staff need to know the child and have a relationship with them to achieve this. Is the lesson tailored to pupil interests? e.g. word problems in maths adapted to include cars if they are interested in that.

● Appropriate instruction - Is the child interested in the work? What can the teacher do to make it engaging/appropriate? Is the group size/seating working? Have pupils been given enough time? Too much time? Is the lesson and task pitched correctly?

We take a consistent approach when supporting children to manage and communicate their feelings. We pledge to follow this policy and use the ‘flowchart graduated response’ stages to support it.

Communication with pupils and parents/carers is key to being preventative rather than reactive towards the pupils’ emotional needs. Parents/carers will be contacted by the teacher that day if the pupils’ self-regulation is out of the ordinary for that child and/or a pattern of dysregulation is emerging. If further support is needed, a face to face meeting will then be arranged to discuss options.

Graduated Response Flowchart

Stage 1 - De Escalation Techniques

Stage 2 - Verbal reminders

Stage 3 - Alternative space within the classroom

Stage 4 - Reflective conversation

Stage 5 - Alternative space away from the classroom for the remainder of the lesson

Stage 6 - Internal suspension with a member of the senior leadership team

Recording the progression of support through the graduated response

As part of the graduated response to meeting pupils' SEMH needs, the school have a system in place to ensure that all evidence of strengths, areas of need, provision, adjustments and support from external agencies is recorded and used as live working documents with staff and parents/carers:

1. We have the sensory circuits/ adjustments etc in place. If distressed behaviour continues, following these adjustments, then all strategies/interventions (SEND, Thrive or behavioural) will be documented on a one page profile. This ensures that all staff working with the child know how to support them. This also allows SLT to audit what is in place in the classroom. The teacher has a responsibility to update the one page profile. This is so they are clear and aware of the provision changes at all times.

2. If distressed behaviour persists then SLT will become involved and a behaviour plan/ consideration of an alternative provision / exploring other needs would be considered where appropriate. Again this is dependent on the child's needs at the time.

Exceptional circumstances And Safeguarding duties

In line with KCSIE (Keeping Children Safe In Education) 2025, at the Grange Primary School, all staff are responsible for considering whether any changes in behaviour give cause to suspect whether a child is suffering or is likely to suffer significant harm. If such suspicions exist, we follow the school's safeguarding procedures. Our relational behaviour policy is aligned with the school's legal duties and standards relating to the welfare of our children. All staff are aware of the measures outlined in this policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding (Behaviour in Schools guidance, DfE). We will also consider whether continuing distress might be the result of unmet educational or other needs. The school will make reasonable adjustments to support such children in line with the Special Educational Needs Code of Practice. At this point, we will consider whether support systems are needed to be put in place and whether liaising with external agencies (such as CAMHS, Behaviour Support or the Educational Psychologist) is necessary or appropriate, whilst referring to the school Safeguarding and Child Protection Policy.

Child on child sexual violence and sexual harassment Safeguarding duties

At the Grange Primary school, staff ensure that all victims of sexual violence or harassment are fully supported, kept safe, and are taken seriously. The school will not minimise abuse that occurs online or outside of school, which will be treated equally seriously. In cases where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school would consider whether any disciplinary action is appropriate for the individual who made it as per the behaviour policy. As

with all safeguarding matters in school, the designated safeguarding lead and deputy designated lead (as well as all members of the senior leadership team) are fully involved and referrals into support services will be made as appropriate.

Searching, Screening and confiscation (DfE) Safeguarding duties

“Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.” *Pupils must hand in mobile phones to the school office and collect them before leaving school at the end of the day.

Examples of prohibited items may include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco, cigarette papers and vapes;
- fireworks;
- and pornographic images.

For more information, please see
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Distressed behaviour beyond the graduated response - safety, emotional and physical wellbeing of pupils and staff

Distressed behaviours that include threats, targeted, unprovoked and aggressive actions towards pupils/staff/volunteers could be deemed as behaving in a manner considered to be unsafe and failing to respect the rights or property of others in school. Any such incidents will be thoroughly investigated and will include all parties. All factors including context, individual factors / circumstances and severity will be considered. “In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.” (Behaviour in schools guidance, DfE). Any damage to school premises or property, including books or stationery, will have to be paid for or replaced by the parents/carers of the child responsible for the damage. Failure to do so will be referred to the Local Authority debt collectors, who will take action to ensure that monies are recuperated.

Where a pupil has breached the behaviour policy (once or persistently) and if the pupil has caused serious harm to others' education or welfare, this will be challenged through school procedures. In some circumstances it may be necessary for more decisive actions to be taken. This may proceed immediately to consideration of more serious measures by the Headteacher or a member of the Senior Leadership Team which may include an external fixed-term suspension. In exceptional and severe circumstances, a permanent exclusion could be considered. Any decision to suspend or exclude a pupil will always be lawful, reasonable and fair and will follow the guidance in ‘Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England including pupil movement’ and ‘Behaviour in schools: advice for headteachers and school staff’. Please refer to the Suspension Policy for further detailed information.