Behaviour and Relational Policy

Signed by Chair of Governors:

Date ratified by Governing Body:

Date of Review: September 2027

Please read this policy in conjunction with the restrictive intervention policy, safeguarding policy and anti – bullying policy.

Policy Statement

At Primrose, we recognise that behaviour is a form of communication and that every pupil's behaviour is influenced by their individual experiences, relationships, needs and circumstances. Our approach is therefore relational, restorative, trauma-informed and consistent. We seek to understand what is behind behaviour while maintaining clear boundaries and high expectations.

Many pupils attending a Pupil Referral Unit may have experienced disrupted education, exclusion, adversity, trauma, attachment difficulties, unmet special educational needs, social and emotional difficulties or other barriers to learning. These experiences do not lower our expectations of pupils; rather, they inform how we provide the support and structure needed for pupils to meet those expectations.

We believe that:

- Every pupil has the right to feel safe, respected and valued.
- Every pupil can make positive changes to their behaviour.
- Relationships are central to learning, regulation and successful reintegration.
- Behaviour is communication and should be understood in context.
- Adults are responsible for creating predictable, calm and consistent environments.
- Boundaries should be clear, fair, proportionate and consistently applied.
- Consequences should be educational and restorative wherever possible.
- Repairing relationships is an essential part of behaviour support.

- Pupils should be supported to understand their emotions, recognise triggers and develop alternative ways of responding.
- Additional needs, including SEND, neurodivergence, communication difficulties and mental health needs, should be considered when understanding behaviour.

Our ultimate aim is to help pupils develop self-regulation, resilience, empathy, responsibility and the skills needed to participate successfully in school and wider society.

Aims

The aims of this policy are to:

- Establish a safe, calm and predictable environment.
- Promote positive relationships between pupils and adults.
- Provide clear and consistent expectations for behaviour.
- Teach pupils the social, emotional and behavioural skills they need to succeed.
- Reduce incidents of unsafe, disruptive and harmful behaviour.
- Ensure pupils understand the impact of their behaviour on themselves and others.
- Promote restorative approaches following incidents.
- Ensure responses to behaviour are proportionate and appropriate to individual circumstances.

- Identify and respond to underlying needs that may contribute to behaviour.
- Support successful reintegration into mainstream or other appropriate educational provision wherever this is an agreed part of the pupil's plan.
- Ensure staff respond consistently and professionally.
- Maintain high standards while recognising that pupils may require different levels and types of support to achieve them.

Our Relational Principles

Positive relationships are fundamental to effective behaviour support.

Staff should seek to know pupils well, including:

- their interests and strengths;
- their communication style;
- their triggers;
- their preferred methods of regulation;
- significant relationships;
- relevant SEND and health needs;
- successful strategies used previously;
- what helps them feel safe and connected.

All this information is on PSPs and the SEN register.

Adults should aim to be calm, curious and compassionate, while remaining with appropriate boundaries.

Connection and co-regulation

Some pupils may not yet have the emotional regulation skills required to manage difficult situations independently.

Staff will therefore use co-regulation strategies such as:

- calm verbal communication;
- reduced language during periods of heightened emotion;
- giving processing time;
- predictable routines;
- access to agreed regulation spaces;
- movement or sensory breaks;
- supportive adult presence;
- modelling appropriate emotional responses.

The intention is to help pupils gradually move from adult-supported regulation towards independent self-regulation. This is a flexible approach and strategies used will be communicated during briefings/debriefs.

High expectations with high support

We will maintain high expectations for behaviour, attendance, effort, relationships and learning. However, we recognise that equality does not always mean treating every pupil identically.

Reasonable adjustments and individualised support may be required where a pupil has SEND, a disability, communication difficulties or other identified needs.

Our Behaviour Expectations

At Primrose we expect pupils to:

Be Safe

- Keep themselves and others safe.
- Follow reasonable adult instructions.
- Use equipment and spaces appropriately.
- Keep hands, feet and objects to themselves.
- Tell an adult if they or someone else is unsafe.

Be Respectful

- Speak to others appropriately.
- Respect personal space and belongings.
- Listen when others are speaking.
- Accept that people may have different views, backgrounds and needs.
- Treat staff, pupils and visitors with dignity.

Be Ready to Learn

- Attend and participate in learning.
- Make a reasonable effort.
- Ask for help when needed.
- Use agreed strategies when they are finding learning difficult.

Be Responsible

- Take responsibility for their actions.
- Make choices that support themselves and others.
- Repair relationships following difficulties.
- Look after the environment.

These expectations will be explicitly taught, modelled and revisited.

Understanding Behaviour

When behaviour becomes difficult, staff should consider:

- What happened?
- What was the pupil communicating?
- What happened immediately before the behaviour?
- What need might the behaviour be meeting?

- What response is most likely to help?
- What does the pupil need to learn or practise next time?

Possible contributing factors may include:

- anxiety;
- emotional dysregulation;
- sensory overload;
- communication difficulties;
- unmet SEND;
- difficulties with transitions;
- conflict with peers;
- family circumstances;
- bereavement or loss;
- previous adverse experiences;
- difficulties with attachment and relationships;
- hunger, tiredness or illness;
- difficulties with academic work;
- perceived failure or shame;
- changes in routine;
- difficulties understanding social situations;
- bullying or peer conflict;
- safeguarding concerns.

Considering these factors does not mean excusing harmful behaviour. It helps us determine the most appropriate response and support.

Regulation and De-escalation

When a pupil becomes dysregulated, staff should prioritise safety and reducing escalation.

Staff should:

- Remain calm and regulate their own response.
- Use a quiet, respectful tone.
- Reduce unnecessary verbal interaction.
- Give clear, simple instructions.
- Allow reasonable processing time.
- Avoid arguing or attempting to reason extensively during heightened emotion.
- Provide appropriate choices where possible.
- Reduce audience and environmental stimulation.
- Use the pupil's agreed individual strategies.
- Seek additional support where required.
- Not discuss the child's previous behaviours in front of them

If a child is still dysregulated after 10 minutes or they become physical towards a member of staff. Staff should follow the whole school strategy –

- **Face** – change of face
- **Place** – if change of face is not successful, change the place the child is in.
- **Pace** – if neither face or place is successful staff should look to change what they are doing with the child to reengage with them.

If a child has been out of class dysregulated longer than 30 minutes, a member of SLT should be contacted.

Where appropriate, staff may use emotion coaching and phrases such as:

"I can see that this is difficult right now. I am here to help."

"You have two choices. You can work here with me, or you can use the agreed regulation space and we will talk afterwards."

"I won't allow anyone to be hurt. We can sort this out when everyone is safe."

Behaviour Response Framework

Responses should be predictable, proportionate and relational.

Stage 1 – Universal relational support

Staff will use:

- positive recognition;
- specific praise;
- relationship-building;
- clear routines;
- reminders;
- non-verbal prompts;

- choices;
- redirection;
- pre-correction;
- movement or regulation breaks;
- support with task completion.

Where possible, staff should notice and reinforce positive behaviour before difficulties escalate.

Stage 2 – Targeted support

Where behaviour is persistent or presents a barrier to learning, the pupil may receive additional support, including:

an individual behaviour or regulation plan;

planned check-ins;

social and emotional learning;

Thrive/Nest support

adapted curriculum or learning approaches;

sensory/regulation strategies;

increased transition support;

pupil voice work;

family involvement;

pastoral intervention;

assessment of possible SEND needs;

involvement from external agencies where appropriate.

If no improvement is seen with behaviours, parents will be asked to attend a meeting with the Headteacher to discuss a support plan. Plans should identify:

Positives, targets to work on, how to achieve those targets (strategies).

Consequences and Restorative Responses

Consequences are intended to help pupils understand that actions have consequences while maintaining their dignity and relationship with adults.

Consequences may include:

- a restorative conversation;
- repairing or replacing something that has been damaged where appropriate;
- completing missed learning;
- a temporary change of activity;
- a supervised period away from a situation;
- loss of an appropriate privilege;
- contact with parents/carers;
- involvement of senior staff.

Consequences should be:

- proportionate;
- related to the behaviour where possible;
- clearly explained;
- applied consistently;
- age-appropriate;
- sensitive to SEND and individual needs;
- followed by an opportunity for repair and reintegration.

In serious cases where a pupil's behaviours have breached the school's behaviour policy and there is a safeguarding risk to pupils and staff, the Headteacher will consider suspensions or even a permanent exclusion, providing it is lawful, proportionate, fair and reasonable.

Restorative Practice

Following an incident, staff should support pupils to reflect when they are sufficiently regulated.

A restorative conversation may explore:

- What happened?
- What were you feeling or thinking?
- What were you trying to achieve?

- Who was affected?
- What was the impact?
- What could you do differently next time?
- What needs to happen to put things right?
- What support will help you next time?

The purpose is not to force an apology. Genuine repair may take different forms, including:

- an apology;
- a conversation;
- repairing damage;
- helping someone affected;
- agreeing a different response for the future;
- rebuilding trust through subsequent positive behaviour.

Recognition and Positive Reinforcement

We will actively recognise pupils who demonstrate positive behaviour.

Recognition should be:

specific;

genuine;

timely;

linked to the behaviour or effort being recognised in line with our school values

For example:

> "You were frustrated, but you took yourself away from the situation and explained what was happening so we can help, well done, you can have an honesty dojo."

Rather than:

> "Good boy/girl."

Recognition may include:

- verbal praise;
- positive communication with families;
- certificates;
- dojo points for specific reasons
- privileges;

Rewards should not be used to shame pupils who are struggling to regulate.

Bullying and Peer-on-Peer Behaviour

Bullying will not be tolerated. Bullying may include repeated behaviour that is physical, verbal, relational, psychological or online and which causes harm or creates an imbalance of power. Allegations will be taken seriously and investigated appropriately. Where behaviour may constitute a safeguarding concern, the setting's safeguarding procedures will be followed – please refer to the anti-bullying policy for further information.

Discriminatory Behaviour

Discriminatory or derogatory language or behaviour relating to protected characteristics will be addressed.

Staff should:

- Stop the harmful behaviour.
- Ensure those affected are safe and supported.
- Make clear that the behaviour is unacceptable.
- Record the incident appropriately.
- Inform relevant staff and parents/carers where appropriate.
- Consider whether the behaviour indicates a wider safeguarding or educational need.
- Provide appropriate education and restorative work.

The needs of the pupil displaying the behaviour and the needs of anyone affected must both be considered.

Physical Intervention and Restrictive Practice

Physical intervention will only be used where necessary and lawful to prevent harm and in accordance with current legislation, statutory guidance, the setting's training and its physical intervention procedures. Please see the restrictive intervention policy for further information.

SEND and Reasonable Adjustments

Behaviour should be considered alongside a pupil's identified or suspected additional needs. Staff should consider whether behaviour may be associated with:

- autism;
- ADHD;
- speech, language and communication needs;
- learning difficulties;
- sensory processing differences;
- social, emotional and mental health needs;
- attachment or relational difficulties;
- other disabilities or medical needs.

Reasonable adjustments do not remove expectations around safety and respect.

Online Behaviour

The expectations in this policy apply to behaviour online where it affects the safety, wellbeing or functioning of the school community.

This includes:

- cyberbullying;
- threats;
- harassment;
- sharing harmful or inappropriate material;
- discriminatory abuse;
- misuse of technology;
- recording or sharing incidents without permission.

Online incidents may also require safeguarding action.

Staff Conduct

Adults are role models for the behaviour we expect from pupils.

Staff are expected to:

- treat pupils with dignity;
- remain calm and professional;
- use consistent language;

- maintain appropriate boundaries;
- avoid confrontation where possible;
- communicate