



Relational Behaviour Policy

Date February 2026
Review February 2027

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as communicating that they are struggling to handle something difficult, encourages you to help them through their distress."

Cawston Grange Primary School

A: Scholars Drive, Cawston, Rugby, England, CV22 7GU

E: admin3594@welearn365.com

W: www.cawstongrangeprimary.com

T: 01788 816820



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**Triumph
Learning Trust**

Cawston Grange Primary School is committed to creating an environment where children feel safe and where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relational behaviour policy echoes our core values of excellence, respect and friendship, with a strong emphasis on the role of kindness in all of our interactions. Our school takes a relational approach to managing poor conduct, working with families and children to provide bespoke and dynamic interventions that support learners and staff.

This policy aims to clearly set out our expectations for conduct at our school, the ways in which we positively reinforce behavioural norms and how we support learners whose choices fall below our expectations. We expect our staff to uphold this policy with kindness and empathy, always modelling the respectful behaviour we expect our learners to display.

Above all, it is consistency of expectation that will lead to consistent exemplary behaviour. Learners need to know what is expected and trust that this policy will be upheld by all staff at all times. This includes consistency in our verbal responses, use of positive reinforcement, issuing of reflection time, routines and expectations. Most importantly, all staff will act with consistent respect and emotional control, even in challenging circumstances.

This policy is organised into two key sections. The first sets out our core principles and values, which underpin our relational approach to behaviour. The second explains how these principles are applied in practice through clear routines, procedures and our Behaviour Pathway - a graduated response to behaviour support.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To build a community which values kindness, care, good humour, good temper, empathy for others and obedience to agreed behavioural expectations
- To ensure that all learners are treated fairly, shown respect and are encouraged to form positive relationships
- To encourage children to have high expectations of their own behaviour
- To help learners recognise that their conduct is their choice and that they are responsible for the consequences of it
- To provide a behaviour curriculum that explicitly teaches children how to be kind and respectful members of their community
- To have a consistent and fair approach to behaviour throughout the school
- To make boundaries of acceptable behaviour clear and respond in a consistent and fair way to any behaviour that falls below our expectations
- To raise awareness of appropriate behaviour and promote it through positive reinforcement
- To set out clear, consistent processes for addressing concerns and supporting learners
- To ensure that excellent behaviour is a minimum expectation for all
- To recognise that some pupils with additional needs may require an adapted approach to support their behaviour management and to make reasonable adjustments

Our Principles

Developing Relationships

Following our school ethos of kindness and by collaborating together underpins all that we do to ensure that our school is a place of safety and a positive learning environment for all children. All adults in school invest in building relationships with the children they work with. All children are treated with kindness and valued as individuals. All members of staff in school are expected to model and promote positive behaviours embedding positive relationships.

Relationships are built through:

- Making clear our expectations of good behaviour
- Treating all children fairly and with respect
- Raising children's self-esteem and developing their potential
- Providing a challenging, interesting and relevant curriculum
- Creating a safe, pleasant, stimulating environment, physically and emotionally
- Using rewards, rules and reflection time clearly and consistently
- Being a good role model
- Forming a good relationship with parents, so that all children understand that the key adults in their lives share a common aim
- Recognising that each child is an individual and to be aware of his /her needs

By forming positive, supportive relationships we are promoting our Core Values.

Core Value	Rights and Responsibilities
Excellence	We have a right to a good education and a responsibility to work hard, making the most of the opportunities that we are given.
Respect	We have a right to be treated with respect and a responsibility to give the same respect to others. We show respect in our words and in our actions. We treat our environment and learning resources with care.
Friendship	We have a right to share our opinions and a responsibility to listen to others. We have a right to feel safe around others and a responsibility to act with kindness and friendship, helping to ensure that everyone in our school community is included and valued.

Celebrating positive behaviour

All staff congratulate and praise children across the whole school for excellent behaviour. Our reward system has been developed by our Junior Leadership Team.

- 'Class Dojo' where children can earn individual Dojo points (special prizes are given to pupils who earn the highest number of Dojo points each term) Classes also have targets to reach with rewards if they are achieved.
- Positive phone calls home / conversations with parents
- Stickers
- Visiting other teachers or SLT

Recognising our CORE values in action: Excellence, Respect, Friendship

Each term, every class teacher chooses children from their class who have consistently demonstrated one of these values in action. They receive an excellence award in our end of term assembly and parents are invited to see their child receive this award.

Recognising our LEARNING values in action:

The Junior Leadership Team selected key learning values; these are the key skills that we want to encourage all of our pupils to demonstrate in lessons. Each value has a colour and children will work to collect all six to gain their 'Values Victor' badge. If they collect all six again they will go on to gain the next award. Two children are selected each week to receive rewards for demonstrating the learning value in focus.

- Red = Recalling learning
- Orange = Using vocabulary
- Yellow = Making links
- Green = Asking questions
- Blue = Staying Focused
- Purple = Persevering

We are also keen to celebrate all forms of achievement; children are encouraged to bring in celebrations from home to show in a celebration assembly. Examples of things to show: Player of the match awards, swimming badges, music exam certificates, letters acknowledging participation in charity events, dance awards etc.

The reward system is designed to celebrate and encourage the individual skills and traits that are needed for children to develop a positive attitude towards their learning and personal development, but also to support them to become responsible members of the school community by collaborating as a class.

Consistent routines

Through teaching and promoting the core values, children at Cawston Grange Primary School learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this, the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen, every day, in every lesson, teachers

always ensure that the classroom is calm, well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

To develop the effective use of routines and relationships across the whole school, we have adopted key routines which are reinforced through the WALKTHRU approaches:

- Meet and greet all children positively when they arrive in the morning.
- Systems in each class and across the whole school, to signal children to stop.
- Classes always lining up in an order identified by the class teacher.
- Children move around school quietly and calmly in a line.
- Children line up in the dining hall, showing respect and putting hand up to gain adults attention

Setting high expectations

In all areas in school, children are reminded to demonstrate the Core Values by:

- Responding when greeted in class or around school
- Wearing the correct uniform with pride at all times (unless has been otherwise agreed)
- Work with pride in the classroom, ensuring work is always the best they can do and responding to feedback to improve.
- Maximising time to learn by following routines and starting work promptly.
- Being ready to discuss with talk partner and contribute,
- Show kindness with our words and actions, showing good manners and respect to all other children and adults
- Walk with responsibility in the corridors,
- Play with kindness on the playground,
- Collaborate to look after the school environment, ensuring it is well looked after
- Show resilience to solve problems and make things right.
- To be honest and take responsibility for own actions.
- Ask for help when needed and use strategies taught to regulate behaviour.

It is the responsibility of all adults in school to model, remind and support children with these expectations.

Supporting Inclusion

We recognise that some children have difficulties in self-regulation and managing their own behaviour which can result in disruption to learning or relationships. Our expectation for all children is that they will follow our school-based routines (some needing support) so that their behaviour does not impact on the learning of others. After teacher intervention, if children are regularly displaying unacceptable behaviours that impact on the calm learning environment for all, staff will work with the pupil, their parents and, if necessary, the SENDCO to form an appropriate and agreed

approach that may differ from this relational behaviour policy. Support provided will be personalised to the child's needs and may include:

- Thrive action plan
- PIP
- Movement breaks
- Direct 1:1 work
- Restorative conversations
- External referral to specialist support or alternative provision

Responding and Calming

Our Core Values are used by all adults to support children to make the right behaviour choices, the language of the values should be used to help the child reflect on and choose their behaviour.

There are Thrive calming areas and calming toolboxes within the school for children to use to aid self-regulation. Children are taught to use these areas and to understand how this is helping them be ready to learn again. Through Thrive sessions children are taught breathing techniques, mindfulness and calming strategies. These sessions can be part of whole class 'Thrive and Shine' time or more personalised small group / 1:1 action plan.

All adults in school will always respond to in a calm and consistent way. In the classroom adults use positive framing and language to support children in making positive behaviour choices. This sets a high expectation for behaviour along with a positive affirmation that the child can achieve this. Children will always be given time to correct the behaviour after the instruction is delivered.

Every classroom should be a positive learning environment and children should feel safe in all parts of the school. If a child continues to not follow instructions, to keep themselves or others safe then parents will be contacted to discuss actions moving forward that are appropriate to the child's circumstances.

Supporting children to regulate emotions

Children with many social, emotional and mental health difficulties will find self-regulating their emotions a challenge; we understand that their behaviours are a way of communication.

'We wouldn't punish children for reflex action, like a leg kicking if the knee is tapped. Nor should we punish pupils for behaving as if their world is not safe; because it may feel unsafe, for them, and that is not a physiological state anyone can be argued out of.' (Bombér 2020)

Children need to feel confident that an adult will support them and help them to feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion

whilst still highlighting the unacceptable behaviour and alternative positive choices for actions. Adults will respond in a predictable, prompt, kind and assertive manner.

Individual children

We recognise that some children in some circumstances, may find it difficult to regulate their emotions even with the support of an adult. In these situations, their behaviours may be dangerous to themselves and/or others. In these cases, children will need to have a Behaviour Support Plan which identifies targets for the child to work on.

In the case of an emergency situation, the adult supporting the child must request additional help from any available adult by requesting 'support needed'. This can be done via telephone, walkie talkie or person to the office, another member of staff in the year group, SLT, or Thrive practitioner. This must always be done in a calm manner, being discrete when naming the child and the behaviours shown.

Our Practice

This section of the policy sets out how the school's relational behaviour principles are applied in day-to-day practice. It reflects our commitment to inclusion, trusted relationships and a graduated response to behaviour, while making clear that maintaining a safe, calm and purposeful environment for learning is non-negotiable. All children and staff have the right to work and learn without fear of disruption, harm or intimidation.

The practice outlined below explains how behaviour is identified, recorded and responded to in a consistent and proportionate way. It describes the universal approaches used with all pupils, alongside targeted support where behaviours persist or escalate. Through a clear staged framework, the school aims to support positive behaviour, address unsafe or disruptive behaviour and ensure that appropriate support and boundaries are in place for all children.

Recognising Inappropriate Behaviour

The behaviours outlined below are examples of behaviours which may cause concern; however, this list is not exhaustive. Behaviours which may initially appear low level can become more serious depending on their frequency, duration and the level of disruption or impact on the learning, wellbeing or safety of others. The school recognises that some children may display inappropriate behaviour as a result of additional needs and appropriate support will be put in place where required. However, the impact of behaviour on a child's own learning and on the learning and safety of others will always be a key consideration when determining appropriate responses and next steps.

Examples of behaviours not in line with our Core Values

These behaviours are typically managed through classroom strategies, reminders, restorative approaches and proportionate consequences in line with the Behaviour Management Policy. Where such behaviours are persistent, escalate in frequency or begin to impact the learning, wellbeing or safety of others, they may lead to higher-level interventions, additional support and/or sanctions in line with the school's graduated response.

- Not on task, wasting time, distracting others
- Deliberate avoidance, not completing work
- Calling out, attention seeking behaviour
- Accidental damage to school or others property through carelessness
- Running indoors
- Telling lies
- Teasing others – using unkind words/comments, name calling
- Persistent play fighting/rough play
- Answering back
- Retaliation

Examples of High Level Inappropriate Behaviour

These behaviours are considered a more serious breach of our Relational Behaviour Policy due to their impact on the safety and/or wellbeing of the school community. They may result in suspension or exclusion, depending on severity, intent, impact and frequency

- Persistent incidents of behaviours not in line with our Core Values
- Continued refusal of adult's reasonable request
- Inappropriate/bad language, homophobic or racist language
- Deliberate graffiti or damage to school or another child's property
- Stealing
- Deliberately hurting another child
- Physical assault of children or adults (eg kicking, fighting, hitting)
- Dangerous behaviour due to not responding to an adult's request
- Bringing dangerous items into school
- Racial or prejudice abuse
- Bullying including online bullying

Repairing and Restoring

Reflection

All unacceptable behaviour will be addressed with the child. Where appropriate, adults will explain to the child when the incident will be dealt with, for example during reflection time at playtime, lunchtime or the end of a lesson, so that the child is able to remain engaged in their learning in the meantime.

Restorative conversations will be used to help the child understand what has happened, the impact of their behaviour and how to repair any harm caused. Depending on the severity or complexity of the incident, further reflection time on subsequent days may be required to fully resolve the situation and support positive behaviour change.

Reflection time aims to:

- Teach children the impact of the behaviours they have shown
- Support children to take responsibility for their own behaviour
- Know how to repair the impact of their behaviour
- Have positive strategies to improve their future behaviour

Reflection Questions- these are the 5 focus questions for reflection. Tell me...

1. What happened?
2. What were you thinking and feeling- before, during and after?
3. How do you think it has made the other person/ people feel and think?
4. What could you do differently in the future?
5. What should we do to put this right?

Picture card cues can be used for those children who may need this to guide their reflections.

Adults reflecting on behaviour

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying causes of areas of poor behaviour choices. We believe that behaviour is a communication of need or circumstances, so adults need to understand how a change to provision or practice for the group or individual could help improve behaviour.

Our Behaviour Pathway

At every stage of the Behaviour Pathway, emotional regulation, reasonable adjustments and pastoral and SEND support are prioritised before sanctions.

Stage 1 – Universal Support

At this stage, pupils are calm, settled and engaged in learning. They follow routines, build positive relationships and respond well to expectations.

Support includes consistent classroom routines, praise and rewards, wellbeing support and opportunities for regulation breaks when needed. Strong, trusting relationships are prioritised.

Responsibility lies with the class teacher, with whole-school monitoring by SLT.

Formal recording is not required unless safeguarding concerns arise.

The outcome at this stage is that positive behaviour is maintained and pupils feel safe, valued and supported.

Stage 2 – Early Intervention

This stage applies when pupils show occasional off-task, disruptive or withdrawn behaviour, low-level conflict or frustration.

Support includes a clear verbal reminder, positive framing, modelling of expected behaviour, restorative conversations and support with emotional regulation. Where necessary, a brief reflective conversation may take place and a small amount of playtime or lunchtime may be lost.

The class teacher leads this stage, with advice from the phase leader, SENDCo or pastoral team if concerns begin to repeat. Concerns are monitored informally. CPOMS is only used if patterns emerge or behaviour escalates.

Parents are informed if behaviour becomes repeated or concerning and are encouraged to reinforce expectations at home.

Pupils may move to Stage 3 if there are three incidents in one week or no improvement after three weeks.

Stage 3 – Reflection and Targeted Support

This stage applies when behaviour becomes persistent, begins to escalate or has a significant impact on learning or relationships. This may include repeated disruption, rough or unsafe behaviour or unkind language.

Support includes structured reflection time, restorative conversations using agreed scripts and visual supports, identification of triggers and targeted classroom adjustments. SENDCo and pastoral support may be involved where emotional or additional needs are identified.

The class teacher informs the phase leader of their ongoing concerns. A period of monitoring begins with all incidents being recorded on CPOMS using the ABCC format. Class teachers and phase leaders monitor incidents over a three week period.

Parents are contacted following any incident requiring reflection time and supported with guidance on how to help at home.

Pupils may move to Stage 4 if concerns continue over three weeks or following a serious incident.

Stage 4 – Behaviour Intervention

This stage applies when behaviour remains unchanged despite Stage 3 support.

Support includes a behaviour intervention plan and a reward-based approach with clear, measurable targets. Pupils may receive additional pastoral or SEND support and, where appropriate, may work outside the classroom for a fixed period to support regulation and learning. External support will be considered.

This stage is led by the phase leader with class teacher involvement. Consultation with the SENDCO, pastoral support or Headteacher/Deputy Headteacher may take place depending on the support needs of the child.

The behaviour intervention plan is maintained and significant incidents are recorded on CPOMS. Progress is reviewed at least every three weeks, parents attend review meetings to agree the support plan and receive regular updates.

Pupils may move to Stage 5 if there is no sustained improvement after three full intervention plan cycles, or following a serious incident.

Stage 5 – High-Level Behaviour

This stage applies when there is serious, dangerous or abusive behaviour, persistent breaches of expectations, or when a pupil has completed three cycles of Stage 4 intervention plan with no sustained improvement.

Support includes a full review, risk assessment, enhanced pastoral and SEND support, and the development of individual reintegration or support plans. External agencies will be involved where appropriate.

This stage is overseen by the Headteacher or Deputy Headteacher with support from other relevant staff.

All incidents and decisions are recorded on CPOMS and through formal documentation. Statutory guidance is followed at all times.

Parents attend meetings, receive written communication and are involved in planning next steps.

Possible consequences may include enhanced intervention, reduced timetable, off-site direction, managed move, alternative provision, fixed-term suspension or exclusion.

Recording and Monitoring

All Stage 3 and above incidents must be logged on CPOMS. Phase leaders oversee Stages 3 and 4, and the Headteacher oversees Stage 5. Behaviour patterns and concerns are reviewed regularly to inform safeguarding, SEND and pastoral support. At each review point, children can move up and down the Behaviour Pathway depending on the impact of the support given.

Working with Parents

The school works in close partnership with families. Parents are encouraged to communicate openly, reinforce expectations at home, attend meetings and support agreed strategies.

If parents have concerns about their child's behaviour, this should be raised initially with the class teacher, then the phase leader, and then SLT if needed.

Short term reduced timetables

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil's individual needs. Parents will attend a meeting with the Headteacher to discuss the reduced timetable and will be given a copy of the plan at the end of the meeting. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Trustees and the Local Authority.

The action plan will:

- Specify an end date that the child is expected to return to full time education
- Be reviewed weekly
- Be shared with parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will be supervised when they off site
- Be shared and understood by parents with clearly recorded objectives
- Be shared with the Local Authority via the Reduced Timetable returns process

Suspension and Exclusions

Only the Headteacher (or the acting Headteacher) has the power to suspend and exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil. It is also possible for the Headteacher to convert a suspension into an exclusion, if the circumstances warrant this.

If the Headteacher suspends or excludes a pupil, they inform the parents immediately, giving reasons for the sanction and issuing a notification letter. The letter informs parents that they can, if they wish, appeal against the decision to the trust board and explains this process. When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances and consider any representation by parents and whether the pupil should be reinstated. If the trust's appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Headteacher informs the Academy Trust and the governing body about any exclusion, and about any suspensions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend a suspension period set by the Headteacher.

Following any suspension, the pupil and their parents are invited to attend a reintegration meeting to discuss the reason for the suspension and agree steps to support the pupil in improving their behaviour. This may involve support from other relevant staff such as the SENDCO, mental health lead or the safeguarding team.

A managed move to another school can also be considered before exclusion. This is facilitated by Warwickshire Education Services.

More detail is given in our Exclusions Policy.

Supporting Pupils with SEND within the Behaviour Pathway

The school is committed to being highly inclusive and to supporting pupils with SEND, SEMH needs and wider vulnerabilities through a relational, needs-led approach. We recognise that behaviour may be influenced by additional needs, communication difficulties, emotional regulation challenges or adverse experiences. At every stage, staff will seek to understand underlying causes, remove barriers to learning, make reasonable adjustments and access SENDCo, pastoral and external specialist support where appropriate.

However, inclusion does not mean the absence of boundaries. All pupils have the right to learn in a safe, calm and respectful environment. Where behaviour, regardless of underlying cause, results in significant disruption to learning, or places the safety or wellbeing of pupils or staff at risk, this must be addressed. In these circumstances, the Behaviour Pathway will be followed alongside enhanced support, with a clear focus on meeting need, strengthening regulation skills and reducing risk.

Through this balanced approach, the school aims to maintain high expectations for behaviour for all pupils, while ensuring that children with additional needs receive appropriate, timely and specialist support to succeed.

Lunchtime behaviour

Lunchtime supervisors will follow the same behaviour policy as other staff. They will always role model good behaviour, be positive and praise children for good behaviour choices. Lunchtime supervisors will award counters. When these are given to children, they will clearly explain why they are giving to the child referencing the values. These will be added to a class total.

Unacceptable behaviour at lunchtime

Midday supervisors will use prompts to support children to make good behaviour choices at lunchtimes. If the behaviour continues after these prompts or if it is felt it is not safe for the child to stay on the playground the child may be asked to complete reflection time. This should be clearly explained to the child. This time will be spent walking with the Midday supervisor. If a child will not cooperate or their behaviour is dangerous then a member of SLT will be called to support.

Reporting to Teachers

Midday supervisors are expected to deal with behaviour issues that occur at lunchtime, but any rough, aggressive or unkind behaviour must be fed back to the Teacher or class Teaching Assistant at the end of lunchtime. All Stage 3 and above lunchtime behaviour incidents will be logged on CPOMS by the midday supervisor.

Searching a Child

Only the Headteacher and Deputy Headteacher have the authority to search a child and their property and only when there is reasonable cause to believe that they have stolen items or an item or substance that is potentially harmful to themselves or others in their possession. In this circumstance the school would follow the government guidance on Searching, Screening and Confiscation to ensure that the child's rights are protected. Unless there is an urgent need to search, parents will always be made aware in advance.

Child-on-child abuse

The school recognises that children can experience harm from other children. This is referred to as child-on-child abuse and includes behaviours that may cause physical, emotional or psychological harm.

Child-on-child abuse may include, but is not limited to:

- bullying, including online or virtual bullying
- physical violence or threatening behaviour
- verbal abuse, including racist, homophobic or discriminatory language
- harassment, intimidation or coercion
- deliberately excluding, manipulating or humiliating others

Child-on-child abuse may occur as a single incident or as a pattern of behaviour over time. All concerns are taken seriously and considered within a safeguarding framework, with careful consideration given to impact, power imbalance and vulnerability.

Following any report of child-on-child sexual violence or sexual harassment, whether offline or online, the school will respond in line with the Safeguarding and Child Protection Policy and Keeping Children Safe in Education. Concerns will be addressed promptly and may result in appropriate consequences or sanctions, alongside support for all children involved.

All staff have a responsibility to challenge inappropriate language or behaviour between pupils and to reinforce clear expectations of respectful conduct.

Online incidents

The school recognises that negative interactions between children may take place online, including outside of school hours. Such behaviour can cause significant harm and may damage relationships, wellbeing and the wider school culture, leading to school feeling unsafe for some pupils.

Where online behaviour between pupils is witnessed by staff or reported to the school, and where it impacts a child's wellbeing, safety or ability to engage positively in school life, the school will work in partnership with parents to address concerns. Responses may include investigation, support and the use of appropriate consequences or sanctions in line with this policy.

Online safety is taught through the curriculum and reinforced through assemblies and communication with parents. Mobile phones are not permitted for use on the school premises – please see our Mobile Phone and Smart Device Policy.

Off-site incidents

The school recognises that incidents involving pupils may occur off site, including on the way to and from school, within the local community or online.

Where behaviour that falls below the school's expectations is witnessed by staff or reported to the school, and where it affects relationships, behaviour, safety or wellbeing within school, the school will take appropriate action. This may include working collaboratively with parents to resolve concerns and applying consequences or sanctions as appropriate.

Off-site incidents will always be considered in terms of their impact on the school community and whether they raise safeguarding concerns. Where necessary, the school will involve external agencies and follow statutory safeguarding guidance.

Malicious Allegations against staff

Any allegation against staff will be fully investigated by the Headteacher and if the allegation is found to be malicious, consequences in line with our Behaviour Pathway will be put in place.

Physical contact with pupils

Staff may use appropriate, safe and proportionate touch to comfort, reassure and support children to regulate their emotions, within the context of positive relationships and professional judgement.

All staff are trained to prioritise de-escalation, emotional regulation and restorative approaches. Where behaviour becomes unsafe, staff will use agreed strategies to reduce risk and support the child to regain control.

In rare circumstances, where there is an immediate risk of harm to the child or others, staff may need to use reasonable physical intervention. Any such intervention will be lawful, proportionate, used for the shortest time necessary and in line with statutory guidance.

Detailed procedures, guidance and training requirements are set out in the school's Positive Handling and De-escalation Policy.

All incidents involving physical intervention are recorded on CPOMS and monitored by the Headteacher. Parents will be informed, and individual support or handling plans will be put in place where appropriate.

Induction of staff

Leaders will ensure that all new staff are fully inducted into school, so that they fully understand our school culture, values and routines and know how best to support all pupils to participate in learning, ensuring that they create a calm, supportive climate within the area of school that they work. All induction will be fully aligned to our relational behaviour policy, the Early Career Framework (ECF) together with the National Professional Qualifications in Leading Behaviour and Culture (NPQLBC).

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Local Accountability Board and Trust Board on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended or excluded and informs Warwickshire Local Authority Exclusions Team. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The trust board reviews this policy annually. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the board receives recommendations on how the policy might be improved.

Linked policies can be found on our [school website](#) policy page:

Child Protection and Safeguarding

Anti-bullying Policy

SEND policy

Positive Handling and De-escalation Policy

Children's Mental Health Strategy

Child on Child Abuse Risk Assessment

KCSiE

Policy approved: January 2026

Step 1: Internally recognise the child's feelings and empathise with them.

Also consider:

Are you the right person to speak to this child? Are you emotionally ready to speak to this child? Do you need help from another adult?

Step 2: Label and **validate** the feelings:

Label

You seem... to me

I can see that you are feeling...

I can tell that you are...

The way you are feeling is making you feel...

Validate

I am sorry that this has happened to you... you must feel...

I would feel... if that happened to me too.

It's ok to feel...

I understand why you feel...

If the child is struggling to calm down at this point keep repeating the above whilst completing some soothing activities e.g. singing, colouring, scribbling, jumping, running, mindfulness, carrying heavy objects.

Step 3: Only when the child has calmed down... Set Limits and **problem solve:**

Set Limits

It's not ok to behave like that...

In school, one of our rules that we have to follow is...

Doing that, is not ok...

Behaving like that is not helpful/safe/acceptable...

Problem Solve

What made you feel like that?

Have you ever felt that way before?

Let's think of what you could have done instead...

I can help you think of a different way to cope...

Try and do this next time you feel like this...

Relational Approach Script to support dysregulated behaviour

Let's decide what you can do next time you feel like this...

Supporting Behaviour Plan – logging negative choice incidents

Name:

Class:

Background:

School input:

Teacher input:

Behaviour	Response

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