



2026

Relational Behaviour Policy

Approvals

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Record of Updates		
Date Updated	Additional Information	Updated by

For ease of writing and reading, throughout this policy, the term ‘parent’ is used. ‘Parent’ should be taken to refer to anyone with a parental or caring role, temporary/permanent, in a child’s life. This includes; foster and adoptive parents, special guardians, grandparents and other family members.

Glossary of Terms can be found as Appendix 1.

In education, the term **“inclusion”** traditionally refers to ensuring that all children can *access* the curriculum, participate in school life, and receive appropriate support. While inclusion is important, it can sometimes imply that the child is an *addition* to an existing system — someone who needs to be “fitted in” or accommodated. This can unintentionally position children as guests rather than full members of the school community.

The term **“belonging”** goes further. Belonging is about every child feeling **valued, connected, accepted and safe**, not just present. It emphasises relationships, identity, and emotional security. Instead of asking “How do we include this child?”, a belonging-focused approach asks:

- **Does this child feel like an important part of our community?**
- **Do they feel safe, known and cared for?**
- **Do they see themselves represented in the environment, curriculum, and culture?**

Where inclusion focuses on access, **belonging focuses on connection.**

Where inclusion ensures a place in the classroom, **belonging ensures a place in the community.**

Belonging creates conditions where children can learn, regulate, and thrive. Research shows that children who feel they belong are more resilient, more engaged, and more able to build positive relationships. In a relational school, belonging becomes the foundation on which inclusion, equity and wellbeing are built.

1. Purpose

This Relational Behaviour Policy sets out how our school builds strong relationships, promotes emotional wellbeing and supports pupils to develop prosocial behaviour. Our approach is rooted in trust, consistency and connection, recognising that behaviour is a form of communication and that children thrive when they feel safe, understood and valued.

2. Principles

Our relational approach is based on the following principles:

- **Relationships first** – Positive, predictable and secure adult–child relationships are the foundation for learning
- **Behaviour as communication** – We recognise that behaviour reflects emotion, experience and need.
- **Safety and belonging** – Children learn best when they feel safe, connected and part of a supportive community
- **Empathy and understanding** – We respond to behaviour with curiosity, compassion and professional consistency
- **Teaching and modelling** – Prosocial behaviour is explicitly taught, practised and reinforced.
- **Restoration over punishment** – We focus on repairing relationships and restoring trust rather than imposing sanctions that shame or isolate
- **Inclusion** – All children can succeed with the right support; we do not give up on any child

3. Creating a Relational School Culture

Adults in school commit to:

- Greeting every child warmly at the start of the day
- Ensuring all children feel they ‘belong’
- Building strong, trusting relationships with pupils and families

- Maintaining a calm, predictable and emotionally regulating presence
- Using consistent routines and expectations across environments
- Modelling respectful, prosocial behaviour
- Using restorative language when difficulties arise

4. Teaching Prosocial Behaviour

We explicitly teach and reinforce:

- Emotional regulation skills
- Problem-solving and conflict-resolution
- Respect, empathy and kindness
- Following instructions
- Reconnecting after difficulties

We use strategies such as:

- Emotion coaching
- Rehearsal, modelling and role play
- Visual supports and scaffolding
- Draw and Talk
- ELSA
- Nurture groups
- Safe spaces
- Social Stories
- Sensory resources and/or a sensory room
- Picture books

5. Our Behaviour Curriculum

We want to make it easy to behave and hard not to.

When developing our behaviour curriculum, we asked the following questions:

- How do our children know how to behave?
- What are the common rules we all share?
- How do we communicate our rules and expectations?
- How do children joining our school know what the rules and expectations are?
- How and when do we teach behaviour?

All children know and understand the expectations for behaviour across the school. They know where to get help if they need it. This reduces anxiety and ensures our school is a safe and happy place for everyone to belong to.

Our *Behaviour Curriculum* can be found on the school website on the *Policies & Procedures Page*.

<https://curridgeprimaryschool.co.uk/policies-procedures/>

6. Responding to Dysregulated Behaviour

When a child becomes dysregulated, we prioritise **connection, safety and de-escalation**. Adults will:

1. Stay calm and use a regulated tone.
2. Reduce verbal language where needed.
3. Offer co-regulation and reassurance.
4. Guide the child to a safe space if required.
5. Support the child back into learning as soon as they are ready.

We do **not** use punitive sanctions, humiliation, or removal from the community except in cases required for immediate safety.

7. Restorative Practice

Once calm is restored, adults lead a restorative conversation, typically including:

1. **What happened?**
2. **How were you feeling at the time?**
3. **Who has been affected and how?**
4. **What do we need to do to put things right?**
5. **What will we do differently next time?**

Restoration may involve apologising, repairing damage, problem-solving, or planning for success.

8. Supporting Individual Needs

Some children need additional relational support. This may include:

- Individual plans
- A key adult
- Check-ins
- ELSA
- Nurture provision
- EHCP support
- Adapted expectations, environments or routines
- Work with families
- Support from external agencies

9. Recording and Monitoring

We record significant behavioural incidents, patterns of dysregulation, and interventions used. Staff analyse this information to:

- Identify triggers
- Identify patterns
- Review and adapt support plans
- Adapt school-wide practice

Our priority is *support and early intervention*, not blame.

10. Staff Support and Training

Staff will access regular CPD on:

- Trauma-informed practice
- Attachment-aware strategies
- Emotion coaching
- Behaviour as communication
- De-escalation and restorative approaches

Adults also receive pastoral and professional support to remain regulated.

11. Communication with Families

We work in partnership with parents and carers by:

- Communicating openly and respectfully
- Sharing successes as well as concerns
- Working together on support plans
- Offering guidance to help children at home

12. Exclusions (Last Resort)

Fixed-term or permanent exclusions are only used when:

- A child presents a serious and immediate risk to others
- All relational and preventative measures have been exhausted
- Safety cannot be maintained in any other way
- Restorative re-integration is always prioritised

Appendix 1

<i>Glossary of Terms and Strategies</i>	
Behaviour as communication	The idea that a child's actions—whether positive or challenging—are a way of expressing an underlying need, emotion, or difficulty when they cannot communicate it effectively through words
Co-regulation	When an adult helps a child manage their emotions and behaviour by providing calm presence, guidance, and support. Through soothing voice, modelling, and consistent reassurance, the adult helps the child feel safe enough to regain control
De-escalation	The process of reducing a person's stress, emotions, or agitation to prevent a situation from becoming more challenging. It involves calm communication, supportive actions, and strategies that help someone regain control and feel safe
Draw and Talk	A therapeutic technique to help children express their thoughts and feelings. A child draws anything they choose, and the adult invites them to talk about the picture in their own time
Dysregulated behaviour	Actions or reactions that happen when a child (or adult) is struggling to manage their emotions, sensory input, or stress levels. This can lead to behaviours such as outbursts, withdrawal, agitation, or difficulty coping with everyday situations
ELSA Emotional Literacy Support Assistant	A specially trained school staff member who works with children to help them understand and manage their emotions, develop social skills, and build resilience. ELSAs provide targeted, one-to-one or small-group support to promote emotional wellbeing so pupils can thrive in school
Emotion coaching	Helping a child understand their feelings, name them, and learn healthy ways to manage them
Empathy	The ability to understand how someone else is feeling and to imagine what it might be like to be in their situation
Nurture groups	Small, structured groups within a school designed to support children who need extra help with their social, emotional, or behavioural development. They provide a calm, predictable environment with nurturing adults, helping pupils build confidence, develop positive relationships, and become ready to learn
Prosocial behaviour	Any action that someone does to help, share, comfort, or cooperate with others. It includes kind and positive behaviours that make social situations safer, happier, and more supportive for everyone
Punitive sanctions	Consequences used to punish unwanted behaviour, often focusing on applying a penalty (such as detention or loss of privileges) rather than teaching or supporting positive behaviour change
Restorative	Focusing on repairing harm, rebuilding relationships, and helping everyone involved move forward positively
Sensory room	A specially designed space that uses lights, sounds, textures, and equipment to help individuals calm, focus, or regulate their sensory needs. It provides a safe environment where pupils can explore sensory experiences that support emotional regulation, relaxation, and readiness to learn
Social stories	Short, simple narratives designed to help children—especially those with autism or social communication difficulties—understand specific social situations, expectations, or skills. They explain <i>what to expect</i> and <i>how to respond</i> in a clear, positive, and supportive way
Trauma-informed practice	An approach that recognises how past trauma can affect a child's behaviour, emotions, and learning, and focuses on creating a safe, supportive environment that reduces stress and builds trust, connection, and emotional regulation