



Relational Behaviour Policy

1. Introduction

Lee Brigg Infant & Nursery School is a nurturing, inclusive community where **relationships sit at the heart of learning; one of our three Curriculum Drivers is 'Character Building' because we believe that knowing yourself and being happy with who you are allows a child to thrive in all other aspects of their life.**

We believe that all children thrive when they feel:

- **Safe**
- **Valued**
- **Understood**
- **Connected to trusted adults**
- **A sense of belonging to their school**

Our relational approach is grounded in attachment-aware, trauma-informed practice and supported by the *One Life* PSHE programme. It focuses on understanding the *needs beneath behaviour*, teaching emotional regulation, and building strong frameworks of safety, connection and consistency.

This policy outlines how we create a school environment where all children can: **Belong - Be Safe - Thrive**

The policy applies to all staff, governors, visitors, pupils and parents/carers.

2. Policy Purpose

The purpose of this policy is to:

- Provide a clear, consistent relational approach to behaviour
- Ensure a calm, supportive school culture where children can learn and flourish
- Outline how staff build, maintain and repair relationships
- Support children in developing emotional literacy and self-regulation
- Set out positive expectations for behaviour across school
- Provide fair, equitable responses to behaviour, including reasonable adjustments
- Ensure all children are safe and feel safe
- Clarify roles and responsibilities for staff, leaders, governors and parents
- Explain how celebrations, restorative processes and support systems operate

This policy incorporates statutory requirements and relevant guidance including safeguarding, suspensions, SEND, and the Equality Act.

3. Our School Values

Our six values are taught explicitly and woven through our routines, lessons and relationships:

- ✓ **We belong** - We include everyone and value each child for who they are.
- ✓ **We keep ourselves safe** - We learn how to make safe choices — emotionally, physically and online.
- ✓ **We are resilient** - We keep trying, even when things are tricky.
- ✓ **We are kind** - We help others, show empathy and use gentle words.
- ✓ **We are respectful** - We listen, take turns and value differences.
- ✓ **We are aspirational** - We aim high, believe in ourselves and celebrate progress.

These values guide everyday interactions and shape our expectations for behaviour.

4. Belong - Be Safe - Thrive

Our behaviour culture is organised around three core pillars:

- ✓ **Belong** - Children feel connected, welcomed and understood. Relationships with adults are predictable, warm and secure. Children experience a positive sense of identity and community.
- ✓ **Be Safe** - Children are taught how to keep themselves and others safe. Routines and boundaries are clear, consistent and calm. Adults co-regulate emotions and provide safety through tone, presence and structure.
- ✓ **Thrive** - Children develop emotional literacy, problem-solving skills and resilience. They learn how to repair and respond when things go wrong. They build confidence, independence and readiness for future learning.

5. Our Behaviour Approach

At Lee Brigg, we understand that:

- **All behaviour is communication**
- Children do well when they *can*, not only when they *choose to*
- Emotional regulation must often be *co-regulated* before it can be self-regulated
- Relationships and connection reduce distress and improve behaviour
- Calm, predictable adults are key to helping children learn how to behave
- Safety comes from warm tone, positive facial expression and consistent boundaries

Our behaviour approach is:

- ✓ **Relational** - We build and maintain strong, trusting relationships.
- ✓ **Developmental** - We teach behaviour the same way we teach reading or maths — explicitly, consistently and with patience.
- ✓ **Trauma-Informed** - We recognise that past or current experiences may influence how children behave or respond.
- ✓ **Restorative** - When things go wrong, we support children to repair harm and rebuild relationships.
- ✓ **Non-Shaming** - We do not humiliate, exclude unnecessarily or use punitive approaches that damage relationships.
- ✓ **Inclusive** - Children with additional needs receive personalised, needs-led support.
- ✓ **Clear & Structured** - Expectations are simple, predictable and consistent across school.

6. Behaviour as Communication

We understand that behaviour can express:

- A need
- A feeling
- A sensory response
- A communication difficulty
- A skill not yet learned
- Anxiety or uncertainty
- Dysregulation
- Stress or overwhelm
- A response to trauma or adversity
- Something happening outside school

Because of this, we approach behaviour with **curiosity, empathy and high expectations**, rather than judgement.

7. Teaching Behaviour Through One Life

Our PSHE programme, **One Life**, offers a whole-school, progressive approach to:

- Emotional literacy
- Friendship skills
- Boundaries and consent
- Problem-solving
- Managing feelings
- Resilience
- Personal development

Each half term, our values link directly to One Life lessons, assemblies and our wider Personal Development work.

8. How Children Learn Positive Behaviour

Children learn positive behaviour through:

- Modelling from adults
- Consistent routines

- Clear expectations
- Repetition and rehearsal
- Visuals, scaffolds and prompts
- Emotional coaching and vocabulary
- Restorative conversations
- Meaningful praise and feedback
- Feeling safe and connected

Every interaction is an opportunity to model; teach and reinforce the behaviour we want to see.

9. Promoting Positive Behaviour

Our aim is to create a school culture where children **choose positive behaviour** because they feel safe, connected and motivated — not because they fear consequences.

We achieve this through **consistent modelling, structure, praise, routines and relational practice**.

a. Creating the Conditions for Positive Behaviour

Positive behaviour flourishes when learning environments are:

- Calm and well-organised
- Predictable and structured
- Welcoming and inclusive
- Visually supportive (timetables, cues, routines)
- Emotionally warm and responsive
- Adapted to meet individual needs
- Focused on connection rather than correction

Every adult contributes to this by providing:

- ✓ **Warmth + Structure** - Children feel safe when adults use both nurture *and* boundaries with calm confidence.
- ✓ **Predictability** - Consistent routines reduce anxiety, especially in early years.
- ✓ **Positive Language** - We model “what to do”, not “what not to do”.
- ✓ **Co-Regulation** - When children are distressed, adults lend their calm until the child can find theirs.
- ✓ **Modelling of Values** - Children see our values lived out in everyday actions.

b. Classroom Organisation and Curriculum

Our curriculum and routines are designed to minimise behaviour difficulties by ensuring:

- Lessons are engaging and appropriately challenging
- Children know what to expect next
- Transitions are carefully managed
- Tasks are broken into achievable steps
- Visuals are used consistently
- Children experience success regularly
- The environment is tidy, safe and well-resourced
- Independence skills are gradually developed
- All children feel noticed and valued

British Values, Protected Characteristics, SMSC and our *One Life* programme are integrated into learning so that children acquire the emotional and social skills needed for positive behaviour.

c. Simple, Shared Golden Rules

Our rules are simple, positive and understood by all children:

- ✓ **Care, share and be polite**
- ✓ **Think safe, keep safe**
- ✓ **Try our best**

These rules link directly to our six values and are reinforced daily.

d. Encouraging Positive Behaviour — A Relational Approach

We focus on encouraging the behaviours we want to see:

- ✓ **We notice and name positive choices** - *"I noticed you helped your friend — that was kind."*
- ✓ **We use calm, warm tone and friendly facial expressions** - Safety is communicated through adult presence, not volume.
- ✓ **We prompt and scaffold** - *"Do you need help to solve this?"*
"Can you show me what being respectful looks like?"
- ✓ **We teach behaviour explicitly** - Circle times, assemblies, the teaching of our school values within the curriculum and daily routines reinforce expectations.
- ✓ **We use relational language** - *"I'm here to help you make a safe choice."*
"Let's work this out together."

e. Our Streamlined Celebration & Recognition Systems

Daily Recognition

- Verbal praise
- Positive feedback
- Values-based language ("You showed resilience...")
- House 'spots' (stickers) to celebrate individual achievements and effort
- House 'points' (tokens) to celebrate team achievements and efforts
- Proactive noticing ("I see you're trying really hard today...")
- 'Living the School Values' wrist bands (Purple: Class teachers, Silver: Phase leaders, Gold: Senior Leadership) to celebrate children who have been spotted carrying out a school value

Weekly Recognition

- **Celebration Assembly (which includes):**
 - Star of the Week (2 children chosen from each class)
 - House Points Tally
 - Out-of-school successes celebrated at the 'Celebration Station'
 - Class attendance recognition (Attendance trophy)
- **Attendance Celebrations**
 - Weekly class and House attendance awards in assembly
 - Termly certificates for 100% attendance
 - Yearly certificates and vouchers for families who have achieved 100% attendance
 - Star In the Jar – Class recognition for 100% daily attendance
- **Termly Recognition**
 - Pupil of the Term awards (certificates and badges) for effort, progress, role modelling and creativity
- **Annual Recognition**
 - Headteacher/Executive Headteacher Commendation Letter displayed publicly to promote pride and aspiration

Why this matters

They are deliberately relational rather than competitive — designed to motivate *all* children. These celebrations reinforce: belonging as well as our school rules and values.

f. Using Praise & Feedback Effectively

Praise is most powerful when it is:

- ✓ **Specific** - *"You shared the scissors — that helped your friend."*
- ✓ **About the behaviour, not the child's identity** - *"It was thoughtful to let someone else go first,"* rather than, *"You're always so good."*
- ✓ **Private when necessary** - To avoid embarrassment, especially for anxious or sensitive children.

- ✓ **Linked to values** - *“That showed great resilience.”*
- ✓ **Growth-focused** - *“You kept going even when it was tricky.”*
- ✓ **Genuine and proportionate** - Children know when praise is forced or exaggerated.

g. Supporting Relationships & Social Connection

We actively create opportunities for children to develop social skills and friendships - feeling connected reduces anxiety and improves behaviour:

- Circle time
- Paired/partner work
- Turn-taking games
- Shared projects
- Short guided play opportunities across both phases
- Class jobs and responsibilities
- Buddies and helpers
- Conflict resolution support
- Playtime relational coaching

h. How We Teach & Model Emotional Regulation

Adults use the following to support children who have not yet developed independent regulation.:

- Labelling of feelings
- Calm tone and safe body language
- Breathing strategies
- Modelling self-regulation (“I’m going to take a deep breath...”)
- Offering choices (“Would you like help from me or from your TA?”)
- Co-regulation (“Come and stand with me while you calm your body”)
- Predictable routines
- Use of visual supports
- Allowing reasonable movement breaks

i. Supporting Children with Additional Needs

All adjustments are coordinated between the class teacher, SENDCo and parents/carers and may require:

- Adjusted expectations
- Personalised routines
- Individual workstations
- Visual timetables
- Sensory breaks
- Movement opportunities
- Emotional check-ins
- Trusted adult relationships
- Relational Support Plans
- Calm safe spaces
- Alternative curriculum adjustments

j. Staff as Role Models

Children learn from what they **experience**, not only from what they are told. Every adult models the behaviour we expect from children:

- Calm language
- Patience
- Respectful communication
- Boundaries delivered kindly
- Willingness to reflect and repair
- Consistent routines

- Empathy
- Kindness

10. Responding to Behaviour

Our responses to behaviour are rooted in our belief that **children do well when they can** and that behaviour is shaped by connection, safety, modelling and relationships. All adults follow the **Relational Behaviour Steps** to provide calm, consistent, developmentally appropriate support.

a. Guiding Principles for Responses to Behaviour

1. **Safety comes first** - Adults ensure that everyone is safe before addressing behaviour.
2. **Regulate first, teach second** - A dysregulated child cannot learn or reason. Adults use co-regulation before talking.
3. **Approach with curiosity, not judgement** - *“What happened for the child?”*
“What does this behaviour communicate?”
4. **Quiet, calm, warm responses** - Calm adults help children calm.
5. **Consistency of values, not identical responses** - Equity ≠ same for all children. Some children need reasonable adjustments.
6. **Connection reduces distress** - Children respond best when they feel understood, not blamed.
7. **Restorative, not punitive** - Repairing relationships and teaching new skills leads to long-term change.
8. **Behaviour teaching is curriculum teaching** - We teach behaviour in the same way we teach reading — explicitly, repeatedly, patiently.

b. Relational Behaviour Steps

These steps are relational, calm, and EYFS/KS1 friendly. They ensure children are supported and guided without shame. These steps ‘refresh and renew’ after each lesson/session and day. They do not carry over from one lesson to another. Each session and day is a new start!

C1 — Gentle Reminder (Regulate & Redirect)

Time to refocus my choices.

Purpose: To refocus, support and reassure, not reprimand. (Used for low-level behaviours, minor off-task moments, early signs of dysregulation.)

Adult Script Example: *“I noticed you’re finding it tricky to listen — let’s try together.” “Remember our rule: care, share and be polite.” “Let’s make a safe choice.”*

Adult Approach:

- Warm tone
- Friendly facial expression
- Non-threatening body language
- Standing/sitting alongside the child
- Using visual cues if helpful

C2 — Second Reminder / Check-In & Expectation Setting

Do you need help to make the right choice?

Purpose: To understand the *reason* behind the behaviour. To offer emotional and practical support. (Used if behaviour continues after C1, or the child needs help regulating.)

Adult Script Example: *“This is the second time I’ve spoken to you — do you need help?” “What’s happened?” “Let’s think about your next choice.”*

Adult Approach:

- Be curious, not confrontational
- Check for triggers
- Offer support (“Would you like to move seat? Take a moment? Hold my hand?”)

C3 — Final Reminder

The choice is now yours. You can choose to get back on track before a consequence.

Purpose: To prompt the child to take responsibility for their behaviour and make an informed choice, following support and guidance. (Used if behaviour continues after C2 and is not improving or continuing).

Adult Script Example: *“This is your final reminder before a consequence.” “I’ve given two reminders already — this is your final reminder before a consequence.” “This is your final reminder — the next choice is yours.” “You’re at your final reminder now. You can choose to get back on track.”*

Adult Approach:

- States the final reminder once
- Names the expectation clearly
- Refers to choice and responsibility
- Steps away to avoid debate
- Follows through consistently if needed

C4 — Reflection Time with Class Teacher & Restorative Chat

Time to sit down and understand what is happening and how we can help.

Purpose: To regulate emotions so learning can continue. (Short, supported reflection with an adult, ideally the Class Teacher — *not* isolation, time-out or punishment.)

A C4 is formally recorded.

When used:

- Behaviour is repeatedly off-track
- Child needs time to regulate
- Child has impacted another child’s learning

Adult Script Example: *“I can see you’re finding this hard — let’s take a moment together.” “You’re safe. I’m here to help you.”*

Adult Approach – this takes place with the Class Teacher or the main adult in the classroom:

- Co-regulation
- Breathing strategies
- Emotion labelling
- Choices (“Sit with me?” “Walk with me?” “Stand quietly?”)

C4 is not a default response to low-level disruption; it is used when regulation or learning has been significantly impacted.

C5 — Reflection Time with Key Stage Leader and/or Senior Leader & Restorative Chat

My actions have consequences. How can I put this right? What do I need to do next time?

Purpose: To teach empathy, accountability and repair — not blame.

A C5 is formally recorded, and parents/carers are informed.

Used when behaviour has:

- Impacted another child, which includes both on and offline or behaviours (physical aggression or unsafe behaviour, include sexualised or verbally e.g. racial, sexualised, emotional, intimidating etc)
- Disrupted learning
- Created an unsafe situation
- Been repeated despite earlier steps

This conversation **never happens while a child is dysregulated**. It happens **later**, when they feel safe and/or are calm. This takes place with the EYFS or KS1 Leader and/or the Head of School/Executive Headteacher.

Restorative Questions:

1. What happened?
2. How were you feeling?
3. How did it make other people feel?
4. What do we need to do to put it right?
5. What could we do differently next time?

In order to teach empathy, accountability and repair — not blame, we will use natural, age-appropriate consequences (where applicable and necessary) which are not punitive and do not bring public or personal shame. These can include loss of break time/lunch time, time out inside, working alongside another member of staff as part of the restorative conversation, working and involving parents/carers etc.

c. When Behaviour Impacts Safety

Some behaviour requires immediate safety measures. These are **supportive**, not punitive. Safety measures are always temporary and designed to help children return to regulation.

Adults will:

- Reduce risk calmly
- Remove other children if needed
- Use minimal, safe intervention only when essential
- Ensure the child remains supervised
- Focus on de-escalation, not confrontation
- Provide comfort and reassurance as appropriate
- Document incidents appropriately
- Inform parents calmly and clearly

Adults will not:

- Shout
- Humiliate
- Exclude unnecessarily
- Use threats or punishment
- Force compliance

d. Restorative Practice at Lee Brigg

Restoration aims to reduce shame, build empathy and teach responsibility. Restorative practice is embedded across school and used:

- in disagreements
- after unsafe moments
- after unkind behaviour
- during peer conflict
- when relationships need repair

We use:

- ✓ **Daily restorative interactions** - short conversations throughout the day help children reflect and reconnect.
- ✓ **Restorative meetings/mediations** - Used for repeated conflicts or more significant incidents.
- ✓ **Class circle times** - Used to rebuild trust, sense of belonging and shared expectations.
- ✓ **Values-linked repair** - Children learn how their behaviour relates to the values of kindness, respect, safety and belonging.

e. Natural Consequences

Natural consequences are proportionate, purposeful and designed to teach, not punish. Natural consequences help children learn **without shame**.

Examples:

- If a child makes a mess, they help clean it.
- If a child hurts feelings, they help repair the friendship.
- If a child damages property, they help fix or replace it with support.
- If a child was unsafe on a piece of equipment, they practise using it safely with an adult.

f. When Additional Support is Needed

Some children need additional relational support due to:

- SEND
- Adverse Childhood Experiences (ACEs)
- Emotional needs
- Communication difficulties
- Anxiety
- Trauma
- Medical needs
- Sensory profiles

Support may include:

- Relational Support Plans
- Adjusted relational steps
- Pre-teaching behaviour scripts
- Visuals and social stories
- Safe spaces
- Trusted adult check-ins
- Additional regulation breaks
- Pastoral/nurture support
- Reduced or adapted timetables
- Work with external agencies

g. Children with ACEs / Trauma

We recognise:

- Their stress response may activate quickly
- They may misread cues or feel unsafe in ordinary situations
- Traditional sanctions can be retraumatising
- They may need shorter, repeated, calming steps
- They may require a different approach to repair and reflection

All staff use trauma-informed responses:

- Consistent tone
- Predictable routines
- Co-regulation
- Gentle transitions
- High warmth / high boundaries
- Clear safety messages

Their needs are overseen by the SENDCo and Executive Headteacher.

h. Behaviour Logs & Safeguarding

All significant incidents are recorded, including:

- Unsafe behaviour
- Instances of harm
- Persistent dysregulation

- Bullying concerns
- Peer-on-peer issues
- Sexualised behaviour (Brook Tool used)

Patterns are monitored and shared with:

- Class teachers
- SENDCo
- Senior Leadership
- Parents (when appropriate)
- External agencies (when needed)

This ensures a safe, joined-up approach.

11. Bullying, Harm & Safety Responses

At Lee Brigg, safeguarding and behaviour are inseparable. Any behaviour that harms, frightens or intimidates another child is treated with the highest seriousness, through a calm, relational and investigative approach.

Our aim is not simply to *stop* harmful behaviours, but to:

- Understand what caused them
- Support the child who was harmed
- Support the child who caused harm to change behaviour
- Repair relationships
- Reduce future risks
- Teach empathy, boundaries and safety

Bullying - Bullying is not tolerated at Lee Brigg. Should we be in a position where we think a child is being bullied, we will follow Waterton Academy Trust's Anti-Bullying Policy.

Sexual Harassment or Harmful Sexual Behaviour - For sexualised comments or behaviours, staff follow our Safeguarding & Child Protection Policy, in line with The Brook Traffic Light Tool (age-appropriateness assessment) and Keeping Children Safe in Education (KCSIE).

Child-on-Child Abuse - The school follows statutory guidance. We understand that harmful behaviour between children can be: physical, emotional, sexual, coercive, controlling and online. We follow our Safeguarding and Child Protection Policy in these situations.

Physical Aggression or Unsafe Behaviour - If a child:

- hits
- kicks
- spits
- throws objects unsafely
- runs away
- endangers others
- damages property

Staff follow the relational steps **with an immediate safety focus**, including:

1. **Ensuring safety** - Other children may be moved; the child remains supervised.
2. **De-escalation** - Adults use calm tone, space, slow body language and reassurance.
3. **Co-regulation** - Helping the child calm their body and emotions.
4. **Restorative conversation** - Once calm.
5. **Natural consequence** - (e.g., repairing something damaged, apologising appropriately, practising safe use of equipment)
6. **Parental communication** - Clear, factual, calm.
7. **Recording** - Including patterns over time.

Patterns of physical behaviour result in:

- A Relational Support Plan
- Multi-agency involvement where needed
- Adjusted routines
- Additional supervision
- ELSA/One Life interventions

12. Support for Children with SEND, ACES or Additional Needs

At Lee Brigg Infant & Nursery School, we recognise that some children need more specialised support to feel safe, stay regulated and participate successfully in learning. We embrace an **equitable, needs-led approach**, ensuring that every child receives *what they need* to thrive — not simply the same as everyone else.

This section aligns with your SEND policy, safeguarding policy and the relational guidance embedded across Wakefield and the wider Waterton Academy Trust.

a. Key Principles

- 1. Needs, not labels** - We respond to the *child*, not the diagnosis. Every child's experience, strengths and challenges are unique.
- 2. A non-judgemental approach** - Challenging behaviour is viewed through the lens of:
 - a. Communication
 - b. neurological development
 - c. sensory regulation
 - d. unmet needs
 - e. trauma
 - f. skill gaps
- 3. Early intervention and proactive support** - We aim to:
 - a. identify needs early
 - b. adapt teaching
 - c. provide regulation strategies
 - d. reduce stress triggers
 - e. build trusted adult relationships
- 4. Collaboration with families** - Parents and carers are experts on their child. We work closely with families to share strategies, insights and consistent approaches.
- 5. Multi-agency involvement when needed** - We work with:
 - a. Educational Psychology
 - b. SENSS
 - c. CAMHS
 - d. Speech and Language Therapy
 - e. Behaviour Support Service
 - f. Social Care
 - g. Early Help
 - h. School Nursing
 - i. Community Police

The goal is shared understanding and consistent care.

b. Children with SEND (Special Educational Needs or Disabilities)

Many children with SEND experience:

- sensory overload
- communication differences
- emotional regulation challenges
- difficulties with transitions
- social understanding challenges
- frustration linked to learning barriers

At Lee Brigg, we provide:

2.1 Reasonable Adjustments - Examples include:

- visual timetables
- sensory breaks
- personalised workstations
- adapted seating
- reduced verbal instructions
- concrete examples/modelling
- chunked tasks
- choice-making opportunities
- pre-teaching expectations
- co-regulation strategies

2.2 Individualised Behavioural Expectations - Some children cannot immediately meet whole-class expectations; we adjust accordingly.

2.3 Relational Support Plans (RSPs) - Created for children showing high levels of need or risk. An RSP includes:

- triggers
- early signs of distress
- regulation strategies
- environmental adjustments
- scripts adults will use
- safe adults
- crisis management plan
- recovery and repair routines

RSPs are shared with all relevant adults.

2.4 Staff Training - All staff receive training on:

- autism/communication differences
- ADHD regulation strategies
- sensory processing
- attachment and early development
- trauma-informed approaches
- de-escalation and co-regulation
- relational pedagogy
- emotional literacy

3. Children with ACEs (Adverse Childhood Experiences) - ACEs can include:

- abuse or neglect
- exposure to domestic violence
- parental mental health difficulties
- substance misuse
- household instability
- bereavement
- immigration trauma
- chronic poverty
- parental separation with conflict

These children may:

- remain in “fight, flight or freeze” states
- have difficulty trusting adults
- display big emotions
- misread social cues
- become hypervigilant
- avoid connection
- seek control when feeling unsafe
- experience sensory sensitivities

- struggle with sudden changes

At Lee Brigg, we respond with:

- ✓ **Predictability & Routine** - Visual timetables, transition warnings and consistent adults.
- ✓ **Safety Cues** - Warm voices, gentle facial expression, calm proximity.
- ✓ **Co-Regulation Before Correction** - Adults help children regulate *first*, then talk *later*.
- ✓ **Emotional Coaching** - Naming emotions, validating struggles, offering safe words.
- ✓ **Flexible Relational Steps** - Some children may need: extra reminders, a slower pace, more 1:1 time, a safe space or time with a trusted adult.
- ✓ **Strength-Based Approaches** - We emphasise connection, positive noticing, achievements, kindness and belonging. These rebuild resilience and confidence.

4. Identified Behaviour Needs - When children show repeated dysregulation or unsafe behaviour:

4.1 Assessment - We assess:

- environmental factors
- sensory needs
- learning needs
- relationships
- trauma indicators
- communication difficulties

4.2 Parent Partnership Meeting - Class teacher + SENDCo + parent/carer:

- share concerns
- identify triggers
- agree adjustments
- explain relational approaches
- plan next steps

4.3 Adapted Timetables - Short-term change to support regulation and prevent exclusion.

4.4 Targeted Interventions - Examples include:

- LEGO therapy
- nurture sessions
- sensory circuits
- ELSA-style emotional support
- small-group One Life sessions
- speech and language programmes
- social skills coaching

5. Crisis Management & Positive Handling - Physical intervention is **rare** and used **only as a last resort**, when:

- a child is at immediate risk of harm
- another person is at risk of harm
- property may be seriously damaged

All interventions:

- Are minimal and proportionate
- Are recorded in the Bound and Numbered Book
- Are reported to parents on the same day
- Are overseen by the Executive Headteacher
- Are carried out only by trained staff

Positive handling never replaces relational approaches — it exists to prevent harm, not to punish.

6. After a Crisis: Repair, Reflect, Reconnect - After dysregulation or crisis:

- ✓ **Regulation Comes First** - The child returns to calm with a known, trusted adult.
- ✓ **Restorative Conversation** - Simple and supported (EYFS-appropriate).
- ✓ **Relationship Reconnection** - The adult reassures the child: *"You are safe."* *"You're not in trouble — we're going to help you."* *"We can put this right together."*
- ✓ **Review of the Plan** - What worked? What didn't? What needs to change?
- ✓ **Parent Communication** - Clear, factual, supportive.
- ✓ **Updating RSP or Individual Risk Assessment** - As needed.

7. The Role of Trusted Adults - Some children will be assigned a *key adult* who:

- checks in daily
- supports transitions
- provides co-regulation
- sits alongside the child during challenging times
- works with parents
- leads restorative interactions

This relationship reduces fear and increases emotional safety.

13. Roles and Responsibilities

A relational behaviour culture is only effective when **everyone in the community understands their role** and works together with shared consistency, warmth and high expectations. These responsibilities ensure our approach is fair, safe, predictable and aligned with safeguarding and statutory duties.

The Academy Standards Committee (ASC) - The ASC is responsible for:

- Monitoring the effectiveness of the Relational Behaviour Policy
- Ensuring the policy is applied fairly, consistently and safely
- Overseeing rates of suspensions and exclusions
- Ensuring statutory duties under the Equality Act are met
- Supporting the Head of School/Executive Headteacher in policy implementation
- Reviewing the policy every two years or sooner if required
- Ensuring that no child is treated unfairly on grounds of race, gender, disability, religion or background

Governors ensure the policy aligns with the vision and values of Waterton Academy Trust.

The Executive Headteacher / Head of School - The Head of School has overall responsibility for:

- Implementing the Relational Behaviour Policy consistently across school
- Ensuring the health, safety and welfare of all pupils
- Leading safeguarding (as Designated Safeguarding Lead)
- Monitoring behaviour patterns through analysis
- Setting the tone and culture of safe, inclusive relationships
- Supporting staff with complex or serious incidents
- Working with parents and external agencies when needed
- Ensuring staff are properly trained in relational, trauma-informed and de-escalation strategies
- Overseeing the use of positive handling (only as a last resort)
- Making decisions about suspensions or exclusions (in extremely rare circumstances)

They model calm, consistent relational leadership at all times.

Senior Leaders - SLT members support relational practice by:

- Coaching staff in relational approaches
- Leading restorative resolutions for more complex incidents
- Monitoring and identifying emerging patterns
- Providing oversight of Relational Support Plans (RSPs)
- Ensuring adjustments for SEND pupils are appropriate and effective
- Supporting lunchtime supervisors and pastoral staff

- Ensuring transitions, routines and expectations are consistent across school
- Supporting parents and ensuring clear communication

They help maintain a stable, connected, safe school environment.

Special Educational Needs and Disabilities Co-ordinator (SENDCo) - The SENDCo is responsible for:

- Identifying pupils with emerging SEND or social-emotional needs
- Coordinating Relational Support Plans
- Supporting staff with strategies, adjustments and training
- Liaising with external agencies (EPS, SENSS, SALT, CAMHS, etc.)
- Ensuring that children with SEND or ACEs receive equitable, effective support
- Monitoring provision and progress
- Supporting families
- Overseeing individual risk assessments

They ensure every child's needs are understood and met appropriately.

Teachers - Teachers create the daily relational climate in which children learn. They are responsible for:

- Building warm, trusting relationships with every child
- Modelling calm, respectful communication
- Teaching behaviour explicitly through One Life, circle times and routines
- Following the Relational Behaviour Steps consistently
- Providing co-regulation where needed
- Using restorative language
- Praising and noticing positive behaviour
- Maintaining a well-organised, safe classroom environment
- Communicating with parents when concerns arise
- Recording significant incidents
- Working with SENDCo to implement adjustments
- Supporting lunchtime and playtime behaviour expectations
- Using consistent routines, visuals and transitions

Teachers are central to shaping safe, predictable, emotionally literate classrooms.

Support Staff - Support staff play a critical role in modelling and reinforcing relational practice. They are responsible for:

- Using relational language and calm body language
- Co-regulating with children who need support
- Supporting transitions and routines
- Identifying and responding to emotional distress early
- Reinforcing classroom agreements
- Supervising safe play and learning
- Supporting restorative conversations
- Reporting concerns or incidents to teachers
- Using agreed scripts and strategies for individual pupils
- Implementing specific interventions as directed by the SENDCo or teacher

Support staff are essential relational role models for children.

Lunchtime Supervisors - Lunchtime is an important time for social development. Supervisors are responsible for:

- Modelling kindness, respect and calm tone
- Using relational responses and restorative practice
- Encouraging positive play
- Noticing and praising positive choices
- Using the Relational Behaviour Steps consistently
- Supporting children who struggle socially
- Ensuring all areas of the playground are supervised safely

- Reporting incidents to class teachers or SLT
- Supporting inclusion and fair play
- Applying agreed safety routines

They receive regular training in de-escalation, restorative interactions and values-based praise.

Parents and Carers - Parents and carers are key partners in ensuring positive behaviour. We ask that they:

- Support the school's relational approach
- Reinforce the school values at home
- Encourage children to talk calmly about their feelings
- Maintain routines that support emotional regulation (sleep, punctuality, attendance)
- Communicate any concerns or changes at home that may affect behaviour
- Work collaboratively with school staff if challenges arise
- Attend meetings where needed (e.g., RSP reviews)
- Avoid speaking negatively about staff in front of children
- Support safe and appropriate online behaviour

Parents can expect school to:

- Listen without judgement
- Communicate concerns early
- Treat them respectfully
- Involve them in problem-solving
- Work collaboratively and honestly
- Keep their child safe

Pupils - Children at Lee Brigg are supported to live out the school values:

- **We belong**
- **We keep ourselves safe**
- **We are resilient**
- **We are kind**
- **We are respectful**
- **We are aspirational**

We teach children that they are responsible for:

- Treating others kindly
- Trying their best
- Making safe choices
- Using gentle hands and gentle words
- Listening during learning
- Asking for help when needed
- Repairing relationships when things go wrong

Importantly: **We do not expect perfection — we expect learning.** Behaviour is taught, practised and improved over time.

Visitors and Volunteers - Visitors, external providers and volunteers are expected to:

- Model calm, respectful behaviour
- Follow the school's expectations and safeguarding procedures
- Report concerns immediately to staff
- Use positive, relational language

They are supervised appropriately and briefed on key expectations.

14. Monitoring, Review, Record Keeping & Final Statements

1. Record Keeping - Accurate recording ensures safety, continuity, and early intervention.

All significant incidents are recorded, including:

- Unsafe behaviours
- Physical or verbal harm
- Repeated dysregulation
- Bullying or suspected bullying
- Child-on-child concerns
- Sexualised behaviour (Brook Tool used)
- Safeguarding disclosures or patterns
- Notes from meetings with parents
- External agency involvement

Patterns are monitored by SLT weekly and by the Executive Headteacher as part of safeguarding oversight.

1.2 Bound and Numbered Book - Used only for:

- Positive handling interventions
- Crisis physical interventions (rare)

Parents are informed the same day.

1.3 Relational Support Plans - Shared and stored securely. Reviewed at least termly (or sooner if needed).

1.4 Individual Risk Assessments - Used for children with known risks. Reviewed regularly and updated after any relevant incident.

2. Monitoring Behaviour Across School

2.1 Daily Monitoring - Teachers and support staff constantly monitor:

- classroom climate
- pupil engagement
- early signs of distress
- friendship patterns
- triggers for dysregulation
- vulnerable pupils

Communication between staff is encouraged and immediate.

2.2 Weekly SLT Oversight - Senior Leaders:

- review patterns
- identify children needing additional support
- plan interventions or adjustments
- ensure consistent approaches across classes
- monitor attendance links to behaviour
- check lunchtime/playtime patterns

2.3 Half-Termly Behaviour Review - Led by the Executive Headteacher and SENDCo, including:

- RSP reviews
- attendance analysis
- pastoral and safeguarding updates
- restorative trends
- relational practice consistency
- staff wellbeing considerations
-

2.4 Governor Monitoring - The Academy Standards Committee:

- receives termly updates
- reviews exclusions/suspensions (extremely rare)
- monitors safeguarding and equality duties
- evaluates impact of relational approaches

3. Staff Professional Development - Relational practice is only effective when staff feel supported.

We provide:

3.1 Annual Whole-School Training - On:

- relational practice
- trauma-informed approaches
- de-escalation and co-regulation
- restorative practice
- attachment and child development
- positive handling (selected staff)
- safeguarding/KCSIE

3.2 Ongoing CPD - Staff meetings, coaching, external partners, peer observation.

3.3 Induction - All new staff receive training on:

- relational behaviour practice
- One Life curriculum
- behaviour steps
- safeguarding
- roles and responsibilities

3.4 Staff Wellbeing & Support - We recognise that relational work can be emotionally demanding. Staff wellbeing is protected through:

- supportive leadership
- open communication
- time for reflection after incidents
- workload consideration
- access to supervision if needed
- recognition and appreciation

4. Partnership with Parents and Carers - We work closely with parents to:

- share concerns early
- celebrate success
- agree relational strategies
- co-create support plans
- engage external help when needed
- ensure consistent expectations between home and school

Parents are always treated with:

- respect
- empathy
- honesty
- confidentiality

We operate an open-door approach for discussions.

5. Suspension (Used Only as a Last Resort) - At Lee Brigg, suspensions and exclusions are extraordinarily rare.

They are only considered when:

- a child poses a significant, ongoing risk to others
- all relational, pastoral and SEND pathways have been exhausted
- safety cannot be maintained in any other way

If a suspension is used:

- it is short, targeted, and accompanied by a reintegration meeting
- parents are fully involved
- the child's voice is heard
- additional support is put in place

6. Equality, Inclusion and Reasonable Adjustments - This policy is underpinned by:

- The Equality Act 2010
- SEND Code of Practice
- KCSIE
- Waterton Academy Trust policies

Consistency is not sameness. We differentiate responses sensitively based on individual needs.

Children must never be:

- discriminated against
- shamed
- punished for their disability, trauma history, or communication needs

We remove barriers wherever possible.

7. Review of the Policy - This policy will be:

- reviewed **every two years** (or sooner if required)
- monitored by the Executive Headteacher, Head of School and ASC
- shared with all staff and made available to parents
- updated in line with new legislation, guidance or Trust policy

Feedback from:

- staff
- parents
- pupils
- external professionals
- governors

is welcomed as part of ongoing improvement.

8. Final Statement

At Lee Brigg Infant & Nursery School, we believe:

- ✓ **Children behave well when they feel well.**
- ✓ **Children thrive when they feel safe.**
- ✓ **Children learn when relationships are strong.**

Our relational approach ensures that:

- ✓ children feel they **belong**,
- ✓ children are taught how to **keep themselves safe**,
- ✓ and all children have the opportunity to **thrive** academically, socially and emotionally.

Through strong relationships, consistent safety, and deep care, we support our children to grow into confident, compassionate and responsible young people — **Growing children with values for life.**

January 2026