



Behaviour Policy: A Relational Approach

Date: Autumn 2026

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Introduction

This policy sets out our shared approach to behaviour, grounded in the belief that behaviour is a form of communication and change is always possible. At our school, we are committed to creating a calm, safe and inclusive environment where all children can learn and thrive. We recognise that effective behaviour support is built upon strong, consistent relationships, clear expectations and the teaching of self-regulation skills. Behaviour is understood as something that can be taught, modelled and developed over time, rather than simply controlled or managed.

Our approach also recognises the changing needs and experiences of the children growing up today. The social, emotional and technological landscape in which children develop is different from that experienced by previous generations, and this can present new challenges in areas such as attention, emotional regulation, social interaction, resilience and managing increasing levels of stimulation and change. Our response is not to lower expectations, but to ensure that we explicitly teach the knowledge, habits and skills children need to navigate these challenges successfully. In doing so, we are preparing children not simply to behave well at school, but to flourish in the world in which they are growing up.

We believe that every child deserves to be treated with unconditional positive regard. This means that we seek to understand the reasons behind behaviour, while maintaining high expectations and an unwavering belief in every pupil's ability to learn, grow and succeed. We separate the child from the behaviour, responding to each pupil with dignity, compassion and respect.

Unconditional positive regard does not mean accepting all behaviours; it means accepting every child. Our relationships with pupils are not dependent on their behaviour, and we are committed to ensuring that every interaction communicates, "You belong here, and we will help you to succeed."

"Every interaction is an opportunity to build trust, teach behaviour and strengthen relationships."

Vision, Values and Ethos

Our vision, **“Every day, every family matters”** sits at the heart of all we do. It reflects our commitment to inclusion, belonging and partnership with families. We recognise that pupils’ experiences at school are shaped by the quality of relationships they experience with both adults and peers.

Our school values are:

- **Safety**
- **Respect**
- **Kindness**

These values are consistently modelled by adults and reinforced through daily interactions, curriculum content and whole-school systems. They provide a shared language for behaviour across the school community.

Our relational ethos is grounded in the belief that:

- every child deserves to experience unconditional positive regard
- behaviour is a form of communication influenced by emotional state, environment and relationships
- children do not choose to be dysregulated; they require support to return to a regulated state
- adults are responsible for maintaining calm, predictable and emotionally safe environments

Our approach is structured around:

Regulate → Relate → Repair

This sequence ensures that emotional connection and safety are prioritised before accountability and restoration take place. It reflects our commitment to relational practice while maintaining high expectations for behaviour and learning.

"We believe in every child, especially on the days they find it hardest to believe in themselves."

Aims of the Behaviour Policy

This policy aims to ensure that:

- all pupils experience a safe, calm and orderly learning environment
- behaviour expectations are clear, consistently applied and understood by all stakeholders
- pupils are supported to develop self-regulation, emotional awareness and positive learning behaviours
- staff respond to behaviour in a consistent, fair and evidence-informed manner
- disruption to learning is minimised through proactive and preventative approaches
- pupils are supported to understand the impact of their behaviour and to make positive choices

In addition, the policy seeks to ensure that all behaviour systems promote dignity, inclusion and belonging, in line with the school's vision that every family matters every day.

Behaviour Principles

Our approach to behaviour is underpinned by the following non-negotiable principles:

- Every pupil has the right to learn in a safe, calm and respectful environment
- Every adult has a responsibility to model calm, consistent and regulated behaviour
- Behaviour is taught explicitly, reinforced consistently and revisited regularly
- High expectations are maintained for all pupils at all times
- Relationships are central to effective behaviour support and long-term change
- Emotional regulation must precede consequence
- Responses to behaviour must be fair, consistent and proportionate
- Every interaction should reflect the school values of kindness, safety and respectfulness
- We separate the behaviour from the child. We challenge behaviours while maintaining an unwavering belief in the worth, potential and belonging of every pupil.

"High expectations and high levels of care go hand in hand."

The Explicit Teaching of Behaviour

At our school, we recognise that behaviour is not innate but is explicitly taught, modelled, practised and reinforced over time. In line with the EEF Improving Behaviour in Schools Guidance Report, we therefore implement a structured Behaviour Curriculum alongside an Executive Functioning Curriculum (“Skills for Life”) and a dedicated approach to emotional regulation through the Zones of Regulation framework. Together, these supports pupils to develop the knowledge, habits and self-regulation skills required to be successful learners and respectful members of the school community.

The Behaviour Curriculum

Our Behaviour Curriculum ensures that all pupils are explicitly taught the expectations that underpin daily school life. This curriculum reflects and reinforces our school rules:

- **Be kind**
- **Be safe**
- **Be respectful**

Our school rules are simple, positively framed and consistently applied in all interactions about behaviour. These rules are derived directly from our school values and apply across all areas of school life, including classrooms, corridors, playgrounds, school trips and online learning environments.

In addition, pupils are explicitly taught a set of agreed whole-school habits that support smooth, orderly and positive learning environments. These are modelled by adults, practised regularly, and revisited throughout the year to ensure consistency and automaticity.

- **Fantastic Walking** (moving calmly and safely around school)
- **Legendary Lines** (lining up quietly, safely and respectfully)
- **Super Sitting** (appropriate posture for learning, listening and eating)
- **Track the Speaker** (active listening and attention to whoever is speaking)
- **Dress to Impress** (wearing uniform with pride and meeting expectations)
- **Marvellous Manners** (using polite, respectful language and social behaviour)

These habits are taught explicitly through modelling, rehearsal, correction and positive reinforcement. They are not assumed knowledge, but part of a deliberate curriculum designed to ensure that all pupils understand how to succeed within school routines and expectations.

This approach reflects our belief that behaviour is a teachable skill and that consistency across adults is essential in embedding high standards.

The Executive Functioning Curriculum

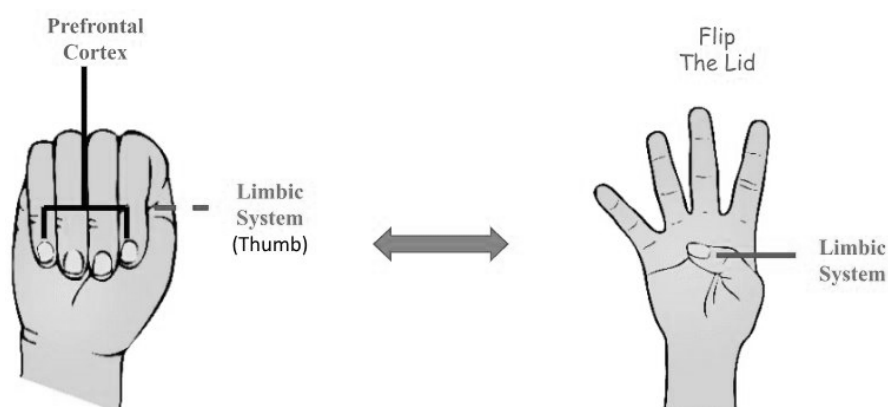
Alongside behaviour expectations, we teach an **Executive Functioning Curriculum**, referred to in school as our **“Skills for Life”**. This curriculum supports pupils in developing the cognitive and behavioural skills needed to manage themselves effectively in learning and everyday life. These skills are explicitly taught, revisited regularly and embedded across the curriculum. They support pupils to become increasingly independent, organised and reflective learners.

- **Pause and Think** – developing impulse control and thoughtful decision-making
- **Managing my feelings** – recognising emotions and using strategies to regulate them
- **Eyes on, Ears on** – sustaining attention and active listening
- **Getting Started** – overcoming task avoidance and initiating learning
- **Go with the flow** – developing flexibility and adaptability when plans change
- **Try, try again** – building resilience and persistence when learning is challenging
- **Memory Power** – strengthening working memory strategies to support learning
- **First, next, then** – supporting sequencing, organisation and planning
- **Tidy and ready** – developing organisation, responsibility and readiness for learning
- **Pace, don't race** – encouraging accuracy, reflection and sustained effort over speed
- **Thinking about learning** – developing metacognitive awareness and reflection skills

These skills are explicitly modelled by adults and reinforced consistently across all subjects and settings. They are central to our understanding of behaviour as something that can be taught, developed and strengthened over time.

Pupils are taught an age-appropriate understanding of what happens in their brains and bodies when they are regulated, becoming dysregulated or experiencing strong emotions, as shown in the diagram below. This is introduced through assemblies and explicitly revisited and reinforced throughout the year when appropriate.

The aim is to develop pupils' self-awareness, emotional literacy and empathy, helping them to recognise their own states and understand that others may sometimes behave differently when they are struggling to regulate. This supports pupils to respond to themselves and others with kindness, patience and understanding,



Zones of Regulation

We use the **Zones of Regulation framework** as a whole-school approach to supporting emotional awareness, regulation and self-management.

This framework provides pupils and staff with a shared, accessible language for discussing emotions, energy levels and self-regulation. It supports all learners, particularly those who are neurodivergent or who experience difficulties with emotional regulation.

The Zones are:

- **Green Zone** – calm, focused and ready to learn
- **Blue Zone** – low energy states (e.g. tired, sad, unwell)
- **Yellow Zone** – heightened alertness or emotional intensity (e.g. frustration, excitement, anxiety)
- **Red Zone** – very high emotional states (e.g. anger, panic, overwhelm)

Pupils are explicitly taught to:

- identify and label their emotional state
- understand what different zones feel like in their bodies and behaviours
- recognise triggers that may move them between zones
- use a range of strategies to regulate and return to the Green Zone where appropriate

Staff use the Zones of Regulation alongside the **Regulate → Relate → Repair** framework to ensure that emotional regulation is prioritised before reflection or consequence. Co-regulation is a key adult strategy, particularly when pupils are in Yellow or Red Zones.

Our curriculum reflects our belief that behaviour is learned, not simply expected. We do not assume that every pupil arrives with the same experiences or skills. By explicitly teaching behaviour, executive functioning and emotional regulation, we demonstrate our commitment to unconditional positive regard: supporting every child to succeed rather than expecting them to simply know how.

"We teach behaviour with the same care and precision as we teach reading, writing and mathematics."

Our Approach to Behaviour

Our approach to behaviour is fundamentally relational and rooted in unconditional positive regard. We recognise that behaviour is communication and that, at times, behaviour may be connection-seeking: a pupil may be seeking reassurance, attention, belonging, support or a sense of connection with an adult or their peers. Understanding behaviour in this way helps us to respond with curiosity rather than judgement, while maintaining clear and appropriate boundaries.

Pupils thrive when they experience frequent success, clear expectations and positive recognition. In line with Paul Dix's principle of noticing what we want more of, we place a strong emphasis on catching pupils getting it right and using positive reinforcement as a primary behaviour strategy. We actively notice and celebrate the behaviours that reflect our values of kindness, safety and respectfulness, as well as effort, progress, self-regulation and positive choices.

Positive reinforcement is an expression of unconditional positive regard. By noticing what pupils are doing well, we communicate that they are valued, capable and worthy of connection, regardless of the challenges they may be experiencing. We seek to ensure that pupils receive significantly more positive attention for getting it right than negative attention for getting it wrong.

Effective behaviour practice is therefore not simply about responding to inappropriate behaviour. It is about building connection, explicitly teaching expectations, shaping positive habits and creating a culture in which pupils experience belonging and success. Where behaviour is connection-seeking, our response is to provide connection in appropriate and purposeful ways, rather than allowing inappropriate behaviour to become the primary route through which a pupil receives adult attention.

Responding to Behaviour

Alongside this strong focus on positive reinforcement, we maintain clear, consistent and fair boundaries for behaviour. Expectations are applied consistently by all adults, ensuring that pupils experience a predictable and equitable approach to behaviour management.

Relational boundary	Intent and Impact
Reminder	A calm, private reminder of the expected behaviour, linked to the school rules: Be kind, be safe, be respectful. This is delivered discreetly wherever possible and uses neutral, respectful language. The adult supports the pupil to reset by clearly stating what is expected, reinforcing that the pupil has the opportunity to make a positive choice. The focus is on early intervention, maintaining dignity, and reinforcing success.
First warning	A clear and respectful verbal prompt, delivered privately where possible, which names the behaviour and restates the expectation. The adult explains what will happen if the behaviour continues, while maintaining a calm and supportive tone. Where appropriate, the adult references previous positive choices to reinforce belief in the pupil's ability to succeed. The emphasis remains on choice, regulation and positive redirection.
Final warning	The adult speaks to the pupil away from others; boundaries are reset. Adult makes it clear that it is the final warning. The pupil is asked to reflect on their next step and reminded of their previous conduct/attitude/learning. The pupil is given a final opportunity to re-engage with the learning and follow instructions and given private thinking time. (3-5 minutes)
Logical action	If behaviour continues, a proportionate and consistent response is applied. The response is delivered calmly and without escalation or emotional language. It is framed as a logical outcome of the behaviour rather than a punishment, and is implemented as soon as is practically possible to support a fresh start and minimise impact on future learning.
Repair	Following the incident, a restorative conversation takes place when the pupil is regulated and ready. Staff use structured restorative questions to support reflection, understanding of impact, and reparation. The focus is on restoring relationships, reinforcing expectations, and supporting the pupil to re-engage positively with learning. Repair is viewed as an essential part of the learning process and the relational cycle Regulate → Relate → Repair

Consistent Adult Behaviour

The language used by adults has a significant impact on pupils' emotional regulation, behaviour and relationships. What we say, how we say it and what we communicate through our body language all matter. At our school, adults are mindful of their tone of voice, volume, facial expressions, posture, proximity and body language, recognising that these can either support regulation and connection or unintentionally contribute to escalation.

We aim to use calm, respectful and consistent language that reinforces our values of **safety, respect and kindness** while preserving the dignity of every pupil and demonstrating unconditional positive regard.

In line with our **Regulate → Relate → Repair** approach, adults seek to de-escalate situations, maintain connection and support pupils to make successful choices. We recognise that our own regulation is an important part of helping pupils to regulate.

Adults will:

- remain calm and regulated, recognising that pupils often respond to the emotional state of the adult
- use a warm, respectful and measured tone of voice, avoiding sarcasm, raised voices or an unnecessarily authoritative tone
- be mindful of facial expressions, posture, gestures and body language, ensuring these communicate calmness, safety and respect
- consider their physical proximity and position, avoiding looming over, crowding or unnecessarily blocking a pupil
- focus on the behaviour and its impact, rather than labelling or judging the child
- maintain **unconditional positive regard**, separating the child from the behaviour
- give pupils time and space to process what has been said and respond
- avoid confrontation, public criticism, shame or unnecessary discussion
- use private conversations wherever possible, protecting the pupil's dignity
- use positive language that communicates high expectations alongside empathy and support
- recognise that behaviour may be **connection-seeking** and respond by providing appropriate connection rather than escalating the interaction
- end interactions positively, reinforcing the pupil's sense of **belonging**, capability and belief that they can make a positive choice
- ensure that their actions match their words, so that pupils experience adults as calm, consistent and predictable.

Our face matters. Our body language matters. Every interaction should communicate: "You are safe, you belong here, and I believe you can succeed."

Our behaviour scripts are not intended to be spoken word-for-word or used mechanically. Instead, they provide a shared framework and common language to ensure that pupils experience consistent, predictable and relational responses from all adults across the school. Adults use their professional judgement to adapt their language and approach to the individual pupil and the context.

For low-level behaviours, staff should use a calm, private and consistent script to redirect behaviour before it escalates. The purpose is to remind pupils of expectations, explain the impact of their behaviour and provide a clear opportunity to make a positive choice. The adult should remain mindful that **timing, tone and delivery are as important as the words used**.

"When you... *(describe the behaviour factually)*
...it means... *(describe the impact on learning, safety or others)*
I need you to... *(state the expected behaviour clearly)*
Thank you."

For example:

- "When you call out, it means it is difficult for everyone to listen. I need you to put your hand up. Thank you."
- "When you're running in the corridor, it isn't safe. I need you to show me Fantastic Walking. Thank you."
- "When you're talking while someone else is speaking, it stops others from hearing. I need you to Track the Speaker. Thank you."

Other useful scripts include:

Praise Scripts	Reminder Scripts
"Thank you for being kind/safe/respectful." "I noticed you... Thank you." "That's exactly what I was hoping to see." "Thank you for making a positive choice." "I can see you're using your Skills for Life." "You've worked hard to get yourself back to the Green Zone. Well done." "You've made a great choice—that's helping everyone to learn."	"Remember our rule: Be kind, be safe, be respectful." "The expectation is..." "I need you to..." "Show me Fantastic Walking / Super Sitting / Track the Speaker." "Let's have another go." "Which Skill for Life could help you here?" "Which Zone are you in right now?" "I'll give you a moment to think."

Seeking Support from Colleagues

A colleague may be asked to provide an additional pair of hands, help another pupil or class, provide a change of adult, or support a pupil to regulate. Once the situation is settled, the adult who initially responded should, wherever possible, continue to lead the repair stage.

We recognise that staff should not feel they have to manage challenging situations alone. Seeking support is a strength and colleagues should feel confident to ask for assistance when this will help maintain safety, support regulation or enable learning to continue.

Staff can use the walkie-talkie or classroom phone to request support from a colleague. Requests should be brief, discreet and factual, protecting the dignity and privacy of the pupil, for example: "Can I have some support for [initials], Year [X], in [location], please?"

When requesting support, staff should:

- use the pupil's initials and, where necessary, their year group or class
- clearly state where support is needed
- state that additional adult support is required, without providing unnecessary details about the behaviour
- use a calm, measured tone of voice
- avoid sounding alarmed or urgent unless there is a genuine immediate safety concern
- remember that an unnecessarily urgent or distressed tone can sometimes increase the emotional temperature of a situation, particularly for pupils who are already dysregulated
- provide further information face-to-face and privately once support arrives, where appropriate.

Suggested Script

"Can I have some support for AB, Year 4, in the Year 4 classroom, please?"

If the situation is escalating but there is no immediate danger:

"Could I have some additional support for AB, Year 4, in the playground, please?"

Where there is an **immediate risk to safety**, staff should communicate this clearly and calmly:

"I need immediate support for AB, Year 4, in the playground, please."

To avoid unintentionally communicating to pupils that behaviour is ultimately someone else's responsibility or escalating behaviour, we recognise the importance of "picking up your own tab" (Paul Dix). This means that adults should, wherever possible, remain responsible for the relationship and behaviour they are supporting.

Levelled Response to Behaviour

The school responds to behaviour in line with DfE guidance and within a consistent, proportionate and relational framework. We recognise that the same behaviour may have different meanings depending on a pupil's level of regulation, communication needs, SEND profile, and wider background. Staff therefore respond through a consistent but flexible approach, ensuring fairness while maintaining sensitivity to individual need. We are committed to ensuring that behaviour systems cannot be used in isolation or without context, and that all decisions reflect the school's values of **safety, respect and kindness**.

Proactive Practice

The most effective response to behaviour is often preventative. Before needing to respond to low-level disruption, staff consider what they can do to create the conditions in which pupils are most likely to be successful. Staff therefore use proactive strategies to reduce the likelihood of disruption and support pupils to be ready to learn.

Staff proactively:

- Build positive relationships with pupils, ensuring that every child feels known, valued, safe and connected.
- Use the Behaviour Curriculum to teach, model, practise and revisit routines such as Fantastic Walking, Legendary Lines, Super Sitting, Track the Speaker, Dress to Impress and Marvellous Manners.
- Develop pupils' independence through the Skills for Life curriculum, recognising that executive functioning skills need to be explicitly taught and practised.
- Use Zones of Regulation language and strategies to help pupils recognise their emotional state and identify what they need to be ready to learn.
- Consider the context and individual needs of pupils, including SEND, communication, sensory, emotional and regulation needs.
- Plan carefully for transitions, changes and potentially challenging moments, providing additional structure or support where appropriate.
- Use clear instructions, appropriate pace and accessible language, checking that pupils understand what is expected.
- Ensure that learning is appropriately challenging, engaging and accessible, recognising that disengagement or task avoidance may sometimes indicate that a pupil needs additional support.
- Use seating, classroom organisation, resources and routines thoughtfully to reduce unnecessary distraction and support attention.
- Provide appropriate movement, sensory or regulation opportunities, particularly where these support pupils to sustain engagement.
- Actively catch pupils getting it right, using specific praise and positive reinforcement to strengthen expected behaviours.
- Notice and respond to connection-seeking behaviour by building positive opportunities for attention, belonging and adult connection throughout the day.

Level 1: Low-Level Disruption (Early Support and Redirection)

Low-level behaviours are typically signs that a pupil may be unsettled, dysregulated, connection seeking, or unclear about expectations. These behaviours are responded to early, calmly and privately wherever possible.

This may include behaviours such as:

- mild disruption to learning (e.g. talking at inappropriate times, calling out)
- temporary disengagement from learning tasks
- minor unkind or inconsiderate behaviour
- difficulties following instructions immediately
- minor conflicts with peers
- low-level inappropriate language or tone
- movement or behaviour that disrupts the learning of others

School response:

At this stage, staff prioritise **connection, early intervention and positive redirection**.

Responses may include:

- discreet reminder of expectations linked to *Be kind, be safe, be respectful*
- reminder of the executive functioning curriculum, our 'Skills for Life'
- non-verbal cues, proximity or gentle redirection
- positive reinforcement of appropriate behaviour ("catching it right")
- opportunity to reset within the classroom or activity
- brief movement break or regulation strategy if required

The emphasis is on preventing escalation, maintaining dignity, and supporting regulation, rather than sanction.

Level 2: Ongoing or Escalating Behaviour

This level reflects situations where behaviour persists despite early intervention, or where a pupil is showing increased dysregulation or difficulty engaging with expectations.

This may include:

- repeated low-level disruption after adult intervention
- refusal to follow reasonable instructions
- verbal conflict or heightened emotional responses
- behaviour that impacts the learning of others
- minor damage to property (intentional or accidental within dysregulation)
- unsafe movement or actions within the environment
- more persistent disengagement or avoidance of learning tasks

School response:

At this stage, staff continue to prioritise regulation and relationship, alongside clearer boundaries and structured support.

Responses may include:

- calm, clear verbal warning and reset opportunity
- temporary change of seating or working environment
- supported time away to regulate (within or outside classroom)
- adult-supported reflection when appropriate
- phone call or communication with parents/carers to share context and agree support strategies
- monitoring by class teacher and/or senior leaders
- targeted support strategies or behaviour plans where appropriate

Any removal from learning is:

- proportionate
- time-limited
- used to support regulation and successful reintegration

The purpose is always to restore access to learning and support future success, not to punish.

Level 3: Significant Behaviour

In rare cases, behaviour may present a risk to safety, wellbeing or the learning environment. In these circumstances, immediate action is taken to ensure the safety of all pupils and staff.

This may include:

- discriminatory language or behaviour (including racist, homophobic or other prejudicial behaviour)
- physical aggression or actions causing harm or risk of harm
- serious or repeated bullying behaviours
- theft or serious damage to property
- threatening behaviour or language
- persistent and significant refusal to follow adult instructions
- behaviour that places self or others at risk

School response:

At this stage, the school will take immediate and proportionate action to ensure safety and restore calm. Responses may include:

- relocation of pupil/s to a safe and supervised space
- involvement of senior leaders
- structured regulation support before any discussion or consequence
- formal communication with parents/carers (phone call and/or written communication)
- internal monitoring or formal behaviour support plans
- loss of privileges where appropriate and proportionate
- fixed-term suspension or, in exceptional circumstances, permanent exclusion, in line with statutory guidance

However, even at this level, responses remain grounded in:

- calmness
- dignity
- relational repair where appropriate
- consideration of context and need
- commitment to reintegration wherever possible

Where appropriate, pupils may be supported to reflect briefly once regulated, in line with our relational approach.

Restorative Practice for Repair

Restorative practice at our school is grounded in unconditional positive regard. We believe that mistakes are part of learning and that every pupil deserves the opportunity to repair relationships, rebuild trust and make a fresh start. We consistently separate the child from the behaviour, maintaining an unwavering belief in every pupil's capacity to make positive choices and to grow from experience.

The purpose of a restorative conversation is not to assign blame or secure an apology, but to repair relationships, deepen understanding and support pupils to move forward positively. Restorative conversations are only undertaken when a pupil is emotionally regulated and able to engage meaningfully. Where a pupil is dysregulated, staff prioritise co-regulation and the use of the Zones of Regulation to support a return to calm before any reflective dialogue takes place.

Adults approach all restorative conversations with curiosity, empathy and respect, seeking first to understand the pupil's experience before guiding them towards understanding the impact of their actions. These conversations are calm, proportionate and solution-focused, ensuring that the dignity of all involved is preserved at all times.

Restorative processes aim to:

- support pupils to understand the impact of their behaviour on others
- provide opportunities for pupils to take responsibility in a safe and supported way
- repair harm caused to relationships between pupils and/or adults
- support pupils to re-engage positively with learning and school life

Our Restorative Conversation

1. Connect The conversation begins by reconnecting with the pupil and creating the emotional safety needed for them to engage. Adults first acknowledge and validate the pupil's feelings, without necessarily validating the behaviour that followed. This communicates that their emotions are understood and accepted, while maintaining clear boundaries around behaviour.	Examples include: • "I'm glad we're talking now." • "I'm here to help." • "Let's work this out together." • "I can see..." • "When you feel ready, I am here"
2. Understand Adults seek to understand the child's perspective without judgement or assumption.	Questions may include: • Can you tell me what happened? • What was happening for you at the time? • What happened before that?

	• How were you feeling? • Which Zone do you think you were in? • What do you think you needed in that moment? • What helped you become calm again?
3. Reflect Once the events have been explored, pupils are supported to consider the impact of their behaviour.	Questions may include: • What happened because of those choices? • How do you think others might have felt? • How do you feel about it now? • What would you like to do differently next time? • Which of our school rules could have helped here? • Which of your Skills for Life could help next time? ○ <i>Pause and Think?</i> ○ <i>Managing my Feelings?</i> ○ <i>Go with the Flow?</i> ○ <i>Try, Try Again?</i>
4. Repair The conversation concludes by looking forward rather than dwelling on the mistake.	Questions may include: • What do we need to do to make things right? • How can we help you be successful next time? • Is there anything you need from me? • What is our plan for moving forward? • Are you ready to return to learning?
5. Ending the conversation Every behaviour conversation should conclude by reaffirming the relationship and communicating high expectations.	Adults might say: • "Thank you for talking with me." • "Tomorrow is a fresh start." • "I know you can do this." • "I'm looking forward to seeing you make a better choice next time." • "Let's get back to learning." • "I'm glad we sorted that together."

"Every child deserves the opportunity for a fresh start."

Support for Pupils with Additional Needs

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access a fully inclusive education within a safe, supportive and predictable environment. In line with the SEND Code of Practice (2015), we recognise that behaviour may be an expression of an unmet need, difficulty with communication or regulation, or a pupil's response to their environment. We therefore seek to understand behaviour in context and consider what support a pupil may need in order to experience success.

We consider a range of factors that may influence a pupil's behaviour, including:

- communication and interaction needs, including difficulties expressing needs, understanding language or interpreting social situations
- social, emotional and mental health needs, including emotional regulation, anxiety, confidence and relationships
- sensory processing differences, including sensitivity to noise, light, touch, movement or other environmental stimuli
- cognitive and learning needs, including working memory, attention, processing, organisation and executive functioning
- trauma, attachment-related needs or significant life experiences, recognising that experiences beyond school can influence how pupils respond to people, situations and expectations
- the learning and physical environment, including noise, transitions, changes, classroom demands and social dynamics
- the pupil's current emotional and physiological state, including whether they are regulated and ready to engage.

Our approach is underpinned by Ordinarily Available Provision (OAP). We recognise that many pupils can be successfully supported through high-quality, inclusive classroom practice and reasonable adaptations that are ordinarily available to all pupils. This includes clear and explicitly taught expectations, predictable routines, visual and verbal scaffolding, appropriate environmental adjustments, opportunities for regulation, adapted approaches to communication and the teaching of executive functioning and emotional regulation through our Skills for Life and Zones of Regulation.

Where a pupil requires additional or more individualised support, we use our Flexible Consistency approach. This means that our expectations, values and boundaries remain consistent, while the support, strategies and pathways we use to help an individual pupil meet those expectations may be adapted according to their needs. Such adaptations may be informed by the pupil's SEND profile, assessment, observations, advice from specialists and partnership with parents and carers.

Flexible Consistency means equity rather than sameness. It allows us to respond to individual pupils in ways that are both compassionate and consistent with the overall behaviour framework. Unconditional positive regard requires us to recognise that fairness is not always sameness. Through flexible consistency, we maintain high expectations while adapting our support to enable every pupil to experience success.

Adaptive and Individualised Support

Where appropriate, pupils may receive additional or adapted support, informed by their individual needs and the principle of Flexible Consistency. This may include:

- personalised behaviour or support plans
- adapted routines, transitions or the pace of activities
- pre-teaching of expectations, changes or potentially challenging situations
- use of individualised Zones of Regulation strategies, language and resources
- access to additional regulation spaces, movement or sensory opportunities, or trusted adults
- scaffolded support for executive functioning skills through Skills for Life
- adapted communication, including the use of specific language, agreed scripts, visuals or simplified instructions
- additional processing time and opportunities to respond without pressure
- adults adapting their tone of voice, volume, facial expressions, posture, proximity and body language to support a pupil's regulation and sense of safety
- increased use of positive recognition and connection where a pupil may be seeking reassurance, attention or belonging
- explicit teaching, modelling and rehearsal of alternative behaviours or responses
- agreed adult responses and scripts to ensure that pupils experience predictable and consistent interactions across the school.

"Fairness is not everyone getting the same; it is everyone getting what they need to succeed."

Partnership and External Support

We work closely with parents, carers and external professionals to ensure a shared understanding of need and consistent support strategies across home and school. Where appropriate, we engage with external agencies such as educational psychologists, behaviour support services and health professionals to ensure pupils receive the right support at the right time.

Staff Roles and Responsibilities

A positive behaviour culture is a shared responsibility. Every member of our school community has a role to play in creating an environment where pupils feel safe, valued, connected and able to learn. This includes staff, pupils, parents and carers working in partnership to uphold the school values of **safety, respect and kindness**, and to support our vision that **“Every day, every family matters”**.

All staff are responsible for:

- modelling our school values of kindness, safety and respectfulness in their words, actions and interactions
- building and maintaining positive, trusting relationships with pupils
- explicitly teaching, modelling and reinforcing the expectations within our Behaviour Curriculum
- using the shared approaches and language outlined in this policy, while applying professional judgement and Flexible Consistency
- responding to behaviour calmly, consistently, fairly and proportionately, considering the context and individual needs of the pupil
- maintaining their own regulation and being mindful of their tone of voice, facial expressions, body language and proximity
- demonstrating unconditional positive regard, separating the child from the behaviour and maintaining the relationship even when behaviour is challenging
- communicating a clear belief in every pupil’s capacity to learn, improve, regulate and succeed
- actively noticing and reinforcing positive behaviour, catching pupils getting it right
- using the Behaviour Curriculum, Skills for Life and Zones of Regulation to support pupils to develop independence and self-regulation
- seeking support from colleagues when appropriate, while taking responsibility for maintaining and repairing relationships
- working collaboratively with colleagues, pupils and families to identify and respond to emerging needs.

School leaders are responsible for:

- establishing and modelling a consistent, relational and values-led behaviour culture across the school
- ensuring that this policy is understood, implemented and reviewed consistently
- providing staff with appropriate training, coaching, modelling and support to develop confidence and consistency
- ensuring staff are supported to manage behaviour effectively and do not feel they have to manage challenging situations alone
- monitoring behaviour patterns, including frequency, location, time, pupil groups and context, to identify emerging needs and evaluate the effectiveness of provision
- ensuring that behaviour systems are proportionate, inclusive and aligned with SEND, Flexible Consistency and Ordinarily Available Provision
- ensuring that responses to behaviour reflect the school's vision, values and commitment to unconditional positive regard
- using behaviour information to inform improvements to teaching, routines, relationships, provision and whole-school practice
- working in partnership with parents, carers and external professionals where additional support is required
- ensuring that safeguarding considerations remain central to decisions about behaviour and support.

Parents and carers are encouraged to:

- support the school's vision, values and expectations
- reinforce the school rules at home: Be kind, be safe, be respectful
- work collaboratively with school staff to support their child's behaviour, wellbeing and emotional regulation
- share relevant information about circumstances, experiences or needs that may affect their child's presentation or behaviour in school
- attend meetings and contribute constructively when additional support or intervention is required
- support agreed strategies and approaches, including routines, expectations and, where appropriate, the use of Zones of Regulation language
- encourage their child to take responsibility for their actions while recognising that behaviour should be understood in context
- support restorative approaches by helping their child understand impact, responsibility, repair and fresh starts
- communicate concerns respectfully and work with the school to find solutions that support their child's success.

Pupils are expected to:

- follow our three school rules: Be kind, be safe, be respectful
- make positive choices and try their best, recognising that everyone makes mistakes and can learn from them
- treat themselves, others and the school environment with kindness, safety and respectfulness
- listen to and follow instructions from adults
- develop and use strategies from the Behaviour Curriculum, Skills for Life and Zones of Regulation to support their regulation, independence and learning
- seek help from a trusted adult when they are finding something difficult
- take responsibility for their actions, with appropriate adult support
- reflect on the impact of their behaviour and participate in restorative conversations when appropriate
- repair relationships when things have gone wrong and make the most of opportunities for a fresh start
- contribute positively to a calm, safe, respectful and inclusive environment in which everyone can learn.

We all have a part to play. Adults provide the relationships, teaching, boundaries and support; pupils learn, practise and develop; families work in partnership with us. Together, we create a culture where every child can belong and succeed.

"Consistency is not about everyone doing the same thing. It is about everyone working from the same values."

Behaviour in the Dining Room

We have high expectations for behaviour in every area of school, including the Dining Room. Pupils are explicitly taught and reminded of our lunchtime routines, including:

- Fantastic Walking when entering and leaving
- Legendary Lines when collecting food
- Marvellous Manners towards staff and others
- Super Sitting while eating
- Using an appropriate indoor voice
- Clearing away and disposing of waste responsibly

Our aim is for lunchtime to be a calm, enjoyable and social experience for everyone. Where a pupil is finding these expectations difficult, staff will provide appropriate support and reminders. If difficulties persist, an alternative supervised eating arrangement may be used to help the pupil successfully meet expectations.

Professional Development and Staff Support

We recognise that a consistent, relational approach to behaviour depends upon well-supported, skilled and regulated adults. The school is committed to ongoing professional development, coaching and collaborative reflection so that all staff have the knowledge, confidence and shared language to respond to behaviour in ways that are calm, consistent, compassionate and effective.

Professional development will support staff to:

- develop a shared understanding of relational behaviour practice, including the principles associated with Paul Dix, Dave Whittaker and Unconditional Positive Regard
- understand and apply our **Regulate → Relate → Repair** approach
- use the Zones of Regulation framework and effective co-regulation strategies to support pupils' emotional regulation
- explicitly teach and consistently reinforce our Behaviour Curriculum and Skills for Life
- establish predictable classroom routines, expectations and environments that create the conditions for success
- develop confidence in proactive behaviour support, de-escalation and connection-seeking responses
- use consistent, respectful language and be mindful of the impact of tone of voice, facial expression and body language
- use restorative approaches that support reflection, responsibility, relationship repair and fresh starts
- understand SEND, Ordinarily Available Provision and Flexible Consistency, enabling staff to maintain high expectations while adapting support appropriately

- use behaviour information and professional reflection to identify patterns, understand need and refine practice.

Our professional development is informed by our school context, evidence-informed practice and our ongoing work to strengthen provision for pupils with SEND and neurodivergent learners. The school has been a participant in the PINS (Partnerships for Inclusion of Neurodiversity in Schools) Project, strengthening our understanding of neurodiversity and inclusive practice. More recently, the school has joined the 'Supporting Executive Functioning Skills in the Classroom' project, led by DSPL 7, This work is supporting staff to develop a shared understanding of executive functioning and to strengthen the practical strategies we use through our Skills for Life curriculum.

Additionally, the EEF Improving Behaviour in Schools Guidance Report, alongside relevant DfE guidance and current research, supports our evidence-informed approach to behaviour. Professional development will be reviewed in response to identified needs, emerging patterns and developments in evidence and practice.

We also recognise that adult regulation is central to pupil regulation. Staff cannot consistently provide calm, relational responses if they are unsupported themselves. We therefore seek to create a culture in which colleagues can ask for help, reflect honestly on challenging situations and support one another without judgement. Staff are encouraged to use colleagues, classroom phones and walkie-talkies appropriately when additional support is needed, while maintaining responsibility for relationships and repair wherever possible.

We cannot ask children to regulate themselves while adults are dysregulated. Supporting staff wellbeing is therefore not separate from behaviour practice—it is fundamental to it.

"I care", not "I care if..."

Sources

This policy is underpinned by:

- *When the Adult Changes, Everything Changes* by Paul Dix
- *The Kindness Principle* by Dave Whittaker
- The principle of unconditional positive regard
- *Improving Behaviour in Schools: Guidance Report* by the Education Endowment Fund
- *Behaviour in Schools: Advice for Headteachers and School Staff* by the DfE (2024)