



Relational Policy

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Statement of Intent

Kingsbury Primary Special School believes that positive relationships and acceptable behaviour are fundamental to creating a safe, calm, and supportive environment that enables effective teaching and learning. We are committed to:

- Promoting self-regulation and emotional wellbeing through relational approaches and nurturing support.
- Encouraging and reinforcing desired behaviour that reflects our school values of **CARE, INSPIRE, NURTURE, RESPECT, and CURIOSITY**.
- Fostering self-esteem, self-discipline, respect, and positive relationships based on mutual respect and understanding.
- Ensuring equality, fairness, and inclusivity for all pupils and staff, recognising and valuing diversity.
- Praising and celebrating desired behaviour and achievements to build a culture of encouragement and achievement.
- Responding appropriately and consistently to behaviours that concern promptly, using reasonable and proportionate natural and logical consequences alongside restorative practises.
- Providing a safe environment free from disruption, violence, discrimination, bullying, and any form of harassment.
- Building strong, positive partnerships with parents and carers to support pupils' behaviour and wellbeing.
- Developing trusting and supportive relationships with pupils to enable early identification and intervention when challenges arise.
- Involving pupils in understanding and upholding behaviour expectations, fostering a shared responsibility for a positive school culture.
- Maintaining dedicated regulation areas within classrooms and encouraging pupils to use these spaces at the first signs of dysregulation.





- Recognising that behaviour will be influenced by the child's needs, mental health, or other vulnerabilities, and responding with personalised, graduated support to meet individual needs effectively.
- Ensuring pupils feel psychologically safe by actively preventing fear, humiliation, and shame through respectful, restorative, and trauma-informed approaches.

Reasonable and proportionate actions will be taken when a pupil's behaviour does not meet the expected standards, accompanied by support aimed at preventing future incidents of challenging behaviour.

Through this approach, Kingsbury Primary Special School aims to promote a culture of respect, kindness, and resilience where every pupil can thrive and achieve their full potential.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

- Education Act 1996
- Education Act 2002
- Equality Act 2010 (including provisions related to disability, discrimination, and reasonable adjustments)
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Voyeurism (Offences) Act 2019
- DfE (2013) Use of reasonable force: Advice for headteachers, staff, and governing bodies
- DfE (2015) Special educational needs and disability code of practice: 0 to 25 years
- DfE (2018) Mental health and behaviour in schools
- DfE (2022) Behaviour in schools: Advice for headteachers and school staff (latest non-statutory guidance shaping behaviour policy and practice)
- DfE (2022) Searching, Screening, and Confiscation: Advice for Schools
- DfE (2023) Keeping children safe in education 2023 (statutory safeguarding guidance)





- DfE (2023) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- DfE (2024) Creating a school behaviour culture: Audit and action planning tools (latest resources to support behaviour culture development)

This Relational and Behaviour Policy operates in conjunction with and is supported by the following school policies and documents, which together create a coherent framework for promoting pupil wellbeing, safety, and achievement:

- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy
- Attendance Policy
- Equality and diversity Policy
- Staff Code of Conduct
- Wellbeing Policy
- Curriculum Policy

Roles and Responsibilities

This policy applies to all members of the school community including pupils, staff, governors, volunteers, and visitors.

The governing body has overall responsibility for:

- Ensuring the behaviour policy is fair and does not discriminate against any individual or group based on age, disability, gender reassignment or identity, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- Promoting a whole-school culture where calm, dignity, and structure are evident in all spaces and activities.
- Handling complaints related to behaviour in line with the school's Complaints Procedures Policy.





- Ensuring the relational policy is published and accessible on the school website for transparency.

The Headteacher and Pastoral Assistant Headteacher are responsible for:

- Monitoring and execution of this policy and the school's behaviour procedures, including evaluating the policy's effectiveness in addressing factors influencing pupil behaviour.
- Set and uphold high expectations for pupil behaviour, implementing strategies to achieve these standards.
- Manage the daily application of this policy within the school.
- Ensure this policy is communicated in writing to staff, parents, and pupils at least annually.
- Provide regular reports to the governing board on the policy's implementation, including its success in tackling behaviour-related challenges.
- Support and guide the pastoral team in fulfilling their roles and responsibilities effectively.
- Facilitate ongoing professional development for all school staff, ensuring they are well-equipped to support pupils' needs.

The senior mental health lead is responsible for:

- Leading the whole-school approach to mental health and wellbeing.
- Working collaboratively with governors, the headteacher, and the Senior Leadership Team to develop and enhance mental health provisions for both staff and pupils.

The pastoral team are responsible for:

- Supporting communication, regulation and behaviour needs across the whole school.
- Managing the daily implementation and smooth operation of the regulation and behaviour policy to effectively support pupils.
- Assisting teachers in further assessing pupils' strengths and areas for development, and provide guidance on the effective application of targeted support strategies.
- Delivering targeted interventions for identified pupils to support their communication, regulation, behavioural, and physical development needs.





The teaching staff are responsible for:

- Collaborating with parents, the Pastoral Team, Senior Leadership Team (SLT), and, where appropriate, pupils to plan and regularly review support for pupils with regulation and behavioural needs.
- Designing lessons that proactively address potential barriers to learning, ensuring pupils with regulation or behavioural needs can fully participate in their curriculum pathway.
- Consistently teaching and modelling expected behaviours and positive relationships, demonstrating good habits as part of daily practice.
- Taking proportionate and consistent actions to restore acceptable behaviour standards in line with agreed Behaviour Smart plans.
- Establishing and maintaining effective communication with parents and carers, actively involving them and keeping them informed about their child's educational progress and behaviour support.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Building supportive relationships with pupils, consistently applying behaviour expectations, understanding individual pupil contexts, and implementing restorative approaches.
- Adhering to the school's Relational Policy, ensuring consistent and fair application across all settings.
- Supporting pupils to understand and meet behaviour expectations, fostering a positive and inclusive learning environment.
- Modelling high standards of behaviour and respectful interactions at all times.
- Being alert to signs of regulation or behavioural difficulties and respond appropriately.
- Setting and maintaining high expectations for every pupil, recognising individual needs and strengths.
- Being aware of specific needs, desired outcomes, and support plans for pupils with regulation or behavioural needs.





- Keeping the Headteacher, Senior Leadership Team, and Pastoral Team informed of significant changes or concerns regarding pupil behaviour.
- Building supportive, respectful, and trusting relationships with pupils, colleagues, and families to promote wellbeing and positive behaviour.

Pupils are responsible for:

- Their own behaviour both within the school environment and in the wider community.
- Showing respect to members of staff and each other.
- Treating the school buildings and school property with respect.
- Reporting any behaviours that cause them concern to a trusted member of staff.

Parents are responsible for:

- Supporting their child and reinforcing the school's behaviour expectations at home.
- Informing the school promptly of any changes in circumstances that may impact their child's regulation or behaviour.

Staff Wellbeing and Support

At Kingsbury Primary Special School, we recognise that supporting staff wellbeing is fundamental to fostering a positive school culture and maintaining high-quality teaching and support for pupils. All staff have access to an Employee Assistance Programme (EAP), which provides confidential counselling, advice, and wellbeing resources to support mental health and personal challenges.

This is complemented by other wellbeing initiatives including Worksmart Wellbeing providing health checks, supervision and coaching sessions, and the GEMS (Going the Extra Mile) award scheme that celebrates individual staff contributions. Leadership actively promotes manageable workloads, work-life balance, and flexible working where possible. The school maintains open communication channels where staff can raise concerns without fear of judgement, supported by a culture of empathy and collective responsibility.

These strategies are regularly reviewed and developed collaboratively with staff to ensure they meet evolving needs and contribute to a resilient and flourishing workforce.





Definitions

At Kingsbury Primary Special School, we believe that every member of our community deserves to be treated with kindness, dignity, and respect. To uphold our vision and values, we define serious unacceptable behaviour as any actions that:

- Cause harm or distress to oneself or others,
- Undermine the positive, nurturing culture of our school,
- Damage the reputation of our school within the wider community, or
- Are unlawful or threaten the safety and wellbeing of our pupils and staff.

Such behaviours include, but are not limited to:

- **Discrimination:** Failing to show equal respect and kindness to others based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.
- **Harassment:** Any unwanted or offensive behaviour that diminishes the dignity or wellbeing of an individual or group.
- **Vexatious Behaviour:** Deliberate actions intended to cause annoyance or distress that disrupt the supportive environment we nurture.
- **Bullying:** Repeated and intentional behaviour that humiliates, intimidates, frightens, or demeans others, including child-on-child abuse. Our school adopts a whole-school preventative approach to child-on-child abuse, prioritising pupil wellbeing in line with our safeguarding policies.
- **Cyberbullying:** Using electronic communication to intimidate, threaten, or harm others.
- **Possession or Use of Substances:** Having legal or illegal drugs, alcohol, or tobacco on school premises.
- **Possession of Prohibited Items:** Bringing banned items into school that could harm others or disrupt learning.
- **Truancy or absconding:** Leaving school without permission or failing to attend as expected.
- **Non-Compliance:** Refusing to follow reasonable instructions or disciplinary measures designed to maintain a safe and respectful environment.
- **Theft:** Taking property that does not belong to oneself.





- Verbal Abuse: Using language that is offensive, threatening, or discriminatory, including swearing and racist remarks.
- Physical Aggression: Fighting or any form of violence that threatens the safety of others.
- Persistent Disruption: Ongoing behaviours that negatively affect the learning or wellbeing of others.
- Severe Incidents: Actions such as serious vandalism or any behaviour that requires immediate staff intervention due to the risk posed.

Our Approach to Supporting Positive Behaviour

At Kingsbury Primary School, we take pride in fostering a nurturing environment supported by the 6 principles of nurture, which are embedded visibly and actively throughout our school culture and curriculum. These principles guide our understanding that:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is essential for wellbeing development.
- Language is a vital means of communication.
- All behaviour is a form of communication.
- Transitions are significant in children's lives.

Our role is to:

- Look beyond the behaviour and identify the root cause and function.
- Focus on the underlying feelings and emotions rather than the behaviours observed.
- Give children the opportunity to feel heard and understood so they can begin to express their emotions in a more acceptable way.
- Recognise that all our children will be at different stages of emotional development, and this will impact their ability to self-regulate.
- Understand that not all behaviours are a matter of choice, and some factors may be out of the child's control.
- Show empathy.





- Use evidence-based interventions such as Thrive and Emotional Coaching to support our children.

At Kingsbury Primary School, we prioritise the use of intrinsic rewards to motivate and engage our pupils in their learning and personal development. We understand that pupils are primarily driven by internal factors connected to their identity, values, and sense of achievement. Our staff consistently recognise and celebrate pupils' achievements in the moment through meaningful praise, expressing pride in their efforts, and using motivating activities and visual rewards such as stickers. These strategies reinforce wanted behaviours and help pupils build positive self-esteem and resilience. By focusing on intrinsic motivation, we encourage pupils to develop a genuine love of learning and personal growth.

We use a Total Communication Approach to support each child's communication needs fully and effectively. This means we employ a variety of communication methods tailored to the individual, including visuals, Makaton, and other augmentative strategies. By personalising communication approaches, we ensure that every pupil can express themselves, understand instructions, and engage meaningfully with learning and social interactions. This approach supports the creation of a positive, predictable, and inclusive environment, which is especially valuable for pupils with SEND. It also helps build trusting relationships and reduces frustration-related behaviours by enabling pupils to communicate their needs and feelings clearly.

We recognise the vital role that sensory input plays in helping our pupils stay regulated, engaged, and ready to learn. All children receive regular sensory input tailored to their individual needs as part of their daily experience. For pupils with sensory processing difficulties, we develop personalised Sensory Lifestyle Plans that are integrated into both the school curriculum and targeted individual interventions. This approach supports pupils' physical and emotional regulation, enabling them to access learning more effectively and reach their full potential. Sensory input not only aids concentration and self-regulation but also promotes wellbeing and independence, which are crucial for positive behaviour and successful learning outcomes.





We believe that consistency is vital in supporting our pupils' learning and wellbeing. Consistent routines help children understand clear expectations, reduce anxiety, and prepare both mentally and physically for their day. This predictability allows pupils to develop essential self-regulation skills, enabling them to engage more effectively with learning activities and manage their behaviours positively. We explicitly teach and reinforce routines aligned with our school ethos, ensuring that pupils experience a safe and supportive environment where time is maximised for learning. By embedding consistent routines, we foster resilience, promote positive behaviour, and support pupils' overall emotional and academic success.

Transitions

At Kingsbury Primary Special School, we recognise that effective transition planning is essential to support pupils' emotional wellbeing, continuity of learning, and successful progression between phases and settings.

Transition from Kingsbury Cottage to Kingsbury Main Site

- Children attending Kingsbury Cottage visit the main Skelmersdale site weekly throughout the year to build familiarity.
- In the Summer Term, a more intensive transition plan is implemented, including visits to additional areas of the school and introductions to new class teachers.
- This graduated transition supports emotional regulation and readiness for change.

Primary to Secondary Transition

- We collaborate closely with receiving secondary schools to facilitate smooth transitions for Year 6 pupils.
- Transition visits begin in the Summer Term, allowing pupils to familiarise themselves with their new environment and staff.
- We share relevant information and personalised support plans with secondary settings, with parental involvement, to ensure continuity of care and learning.
- Pupils and families are supported throughout the process to reduce anxiety and foster confidence.





Behaviour Monitoring

At Kingsbury, we use Behaviour Smart, an advanced behaviour logging and analysis system, to record detailed information about each pupil's behaviour, both positive and negative, as well as any incidents.

Behaviour Smart utilises artificial intelligence to help the school implement effective positive behaviour strategies and to generate tailored behaviour plans for individual pupils. It also identifies patterns and trends in behaviour, allowing our pastoral and leadership teams to intervene proactively and provide targeted support where needed. This data informed approach aligns with the DfE Behaviour in Schools guidance, which emphasises the importance of using evidence and consistent systems to prevent misbehaviour from recurring and to support pupils in meeting behavioural expectations.

By integrating Behaviour Smart into our behaviour management processes, we enhance our ability to build trusting relationships, understand pupils' individual circumstances, and deliver personalised interventions that promote positive outcomes for all.

Regulation Support Plans

Building on the principles identified above, Regulation Support Plans provide a planned and consistent framework to address behaviour that is not sufficiently managed through standard classroom practice and common sense. A Behaviour Smart Plan must be introduced for a pupil when there is:

- Awareness of behaviour likely to endanger the pupil, their peers, or staff working with them.
- A prolonged period of disturbed or challenging behaviour.
- Persistent concerns related to the pupil's wellbeing or health.

Behaviour Smart Plans are developed using the Behaviour Smart system, which supports staff in creating personalised, data-informed behaviour strategies. These plans are written collaboratively by the pupil's class teacher, the Behaviour Pastoral Support and the Assistant Head, incorporating input from all relevant staff and, importantly, the pupil's parents or carers. It is considered best practice that everyone involved in the pupil's care and education is consulted during the plan's design to ensure a consistent and supportive approach.





Behaviour Smart Plans are regularly reviewed to monitor progress and adapt strategies as needed. All plans follow a set of proactive strategies to ensure a whole school consistent approach to behaviour support, aligned with statutory requirements and the school's behaviour policy.

Care and Control of Pupils

As part of our duty of care, it is sometimes necessary to intervene in challenging incidents involving pupils. Where possible, such intervention should be planned, coordinated, and guided by the principles and practises of PRICE (Protecting Rights in a Caring Environment). However, there may be occasions when staff must react spontaneously to situations, placing all parties at some risk. To minimise this risk, the following principles must be adhered to during unplanned interventions:

- The safety of the pupil and others is paramount.
- Staff should avoid being alone with a pupil during interventions.
- If isolated, staff must seek support as soon as reasonably possible.
- Once the situation is stabilised, staff should return to familiar, established practises.
- All incidents must be reported and recorded in full on Behaviour Smart as soon as possible.

Use of Physical Intervention

On rare occasions, staff may need to use physical intervention to control or restrain a pupil. This will only be done when:

- A pupil may injure themselves or others.
- The behaviour threatens good order and discipline within the school or among other pupils.
- The incident occurs on school premises or during authorised off-site activities where pupils may cause damage to property.

Physical intervention should ideally be planned and coordinated within the PRICE framework. However, in crisis situations requiring rapid action, staff must adhere to the following:





- Physical restraint should only be used when absolutely necessary.
- Intervention must cease as soon as it is safe to do so.
- Avoid being left alone; seek support promptly if isolated.
- Return to familiar practises once the situation is under control.
- Report and record the incident fully and promptly.

Physical Contact: Appropriate contact such as guiding pupils during sensory regulation or offering comfort.

Physical Intervention: Low-force actions to divert or guide a pupil away from disruptive or destructive behaviour.

Physical Control/Restraint: Use of reasonable force to prevent immediate harm to pupils, staff, or property; all such incidents must be recorded.

All physical control or restraint incidents must be documented using Behaviour Smart under the Restrictive Physical Intervention section and the parent/ carer must be informed. Staff unsure about incident categorisation must seek advice from the Behaviour Lead or SLT.

The use of reasonable force is a last resort, employed only after all alternatives have been exhausted. Staff are trained to use their skills and experience to prevent such situations and to act professionally, respecting the dignity and integrity of pupils at all times.

School Actions when Expectations are Not Met

When a pupil does not meet the expected standards of behaviour, we respond firmly and consistently to maintain a positive and safe learning environment. Initially, behaviour difficulties are managed by a member of the staff team using a range of classroom behaviour management techniques, including verbal support and clear reminders of rules and expectations. Staff use consistent and respectful language to help pupils understand what is expected and to encourage positive behaviour.

If further support is needed, pupils may be given supported time away from the classroom to co-regulate and develop self-regulation strategies. During this time, pupils engage in personalised calming activities such as sensory breaks, walking around the school grounds,





or other tailored interventions designed to reduce anxiety and help pupils regain control of their emotions.

When behaviour concerns are more serious or a serious incident occurs, such as physical violence towards staff or pupils, intentional damage to property, homophobic or racist incidents, online bullying, or leaving the school premises without permission, we apply a range of more serious consequences to maintain safety and uphold our school values. In such cases, parents and carers will be informed promptly, and staff will document the incident thoroughly using Behaviour Smart to ensure accurate records and appropriate follow-up.

Possible consequences for serious incidents include:

Internal Exclusion: This involves the temporary removal of a pupil from their usual classroom setting while remaining on the school premises. This intervention provides a calm and safe space where the pupil can reflect on their behaviour away from the usual classroom environment. During this time, the pupil is supported by the pastoral team, who work closely with them to develop strategies for self-regulation and positive behaviour. The goal of internal exclusion is to help the pupil reintegrate successfully back into their class as soon as possible. This approach aligns with the school's commitment to early, least-intrusive interventions and supports maintaining a positive, predictable, and inclusive environment for all pupils.

Fixed Term Exclusion: A temporary suspension from school for a set period. The school aims to keep fixed term exclusions to a minimum and will, wherever possible, limit exclusions to between 1 and 5 days. However, in serious cases, longer fixed term exclusions of up to 45 days within an academic year may be imposed, or an initial exclusion period set pending the outcome of an investigation or to allow school to put support plans in place. When a pupil is excluded for more than five school days, school will arrange for suitable work to be provided at an appropriate level to ensure the pupil continues their education during their absence. Following a fixed term exclusion, it is important for the school, pupil, and parents/carers to discuss the incident and its causes. Parents/carers and pupils will usually be invited to a re-admission meeting to support a successful return to school and to agree on strategies to prevent recurrence.





Permanent Exclusion: The most serious consequence and is a last resort, used only when all other measures have been exhausted and the school believes that the pupil's continued presence seriously impairs the education or safety of others. In rare cases, a single serious incident may also lead to permanent exclusion. The Headteacher will consider all circumstances carefully before recommending permanent exclusion to the Governing Body, ensuring the decision complies with statutory guidance and is in the best interests of the whole school community.

These measures are applied in line with the DfE Behaviour in Schools guidance (2022) and statutory safeguarding responsibilities, ensuring a fair, consistent, and proportionate response. We work closely with parents, carers, and relevant professionals to support pupils in addressing underlying issues and promoting positive behaviour change.

Child-on-Child Abuse, Sexual Violence, and Sexual Harassment

At Kingsbury, we have a zero tolerance approach to all forms of child-on-child abuse, including sexual violence and sexual harassment. We are committed to safeguarding all pupils and creating a safe, respectful environment where abuse in any form is never tolerated or dismissed as 'banter' or a normal part of growing up.

Our approach is informed by Keeping Children Safe in Education (KCSIE) 2025, Part Five, and Lancashire safeguarding procedures. Child-on-child abuse can manifest in various ways, including but not limited to:

- Bullying (including cyberbullying and prejudice-based or discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse, including online-facilitated incidents
- Sexual violence, including online-facilitated incidents
- Sexual harassment, both online and offline
- Coercing someone into sexual activity without consent
- Sharing of nude or semi-nude images/videos consensually or non-consensually
- Upskirting





Reporting and Response

Any allegations or concerns regarding child-on-child abuse must be reported immediately to the Designated Safeguarding Lead (DSL). The DSL will lead the response, considering:

- The wishes of the victim regarding how they want to proceed
- The nature and context of the alleged incident
- The ages and developmental stages of the children involved
- Any power imbalances between the children

We recognise the need to balance safeguarding the victim and providing appropriate education and support to the alleged perpetrator(s). Support and disciplinary actions are not mutually exclusive and can occur simultaneously, tailored to the individual circumstances and needs of those involved.

Supporting Victims

All victims will be reassured that they are taken seriously, will be supported, and kept safe, regardless of how long ago the abuse occurred or where it happened (including online or outside school). Victims will never be made to feel ashamed or blamed for reporting abuse.

Supporting Alleged Perpetrators

Where appropriate, we will provide safeguarding support to pupils who display harmful sexual behaviour (HSB), recognising that such behaviour may stem from their own experiences of abuse or trauma. We will work closely with local authority children's social care, specialist services, and the police as necessary.

Information Sharing and Transitions

If a pupil who has been involved in such incidents moves to another educational setting, the DSL will ensure that all relevant information, including ongoing support needs and potential risks, is shared confidentially with the receiving institution to maintain safety and continuity of support.

