Somerset Bridge Primary School

Aspire - Brave - Care - Collaborate

Relational Behaviour Policy

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Headteacher's signature	Mark Braund
Chair of Governor's signature	Dan Grant

"Every child deserves a champion-an adult who will never give up on them. Who understands the power of connection, and insists that they become the best that they can possibly be."
(Rita Pierson, 2013)

1. Introduction

At Somerset Bridge Primary School, we believe that positive relationships are central to a successful learning environment. Our relational behaviour policy aims to create a nurturing, inclusive, and safe school where all children feel valued and respected.

This policy incorporates relational approaches to behaviour management while recognising that deliberate choices to disrupt learning or harm others require a structured, behaviourist response. It also aligns with the Department for Education's guidance on suspension and exclusion. https://www.gov.uk/government/publications/school-exclusion

2. Core Principles

- Our school values of Aspire, Brave, Care and Collaborate are a golden thread running through all of our actions, decision -making and relationships.
- All behaviour is a form of communication, and we aim to understand and support pupils with their emotional and social development.
- Strong relationships between staff and pupils foster a positive school culture where respect and empathy are paramount.
- Clear expectations, boundaries, and consequences help children understand the impact of their choices.
- Restorative approaches promote accountability, repair relationships, and reduce repeated incidents of misbehaviour.
- A structured, behaviourist approach will be used in cases where deliberate choices to misbehave occur.
- In extreme cases, suspension and exclusion may be necessary as a last resort in line with statutory guidance.
- A trauma-informed approach is embedded within our practice to ensure that children who have experienced adversity receive appropriate support to regulate their emotions and behaviours.
- Effective communication and collaboration with parents/carers is essential in supporting children's behaviour and development. We actively work in partnership with parents/carers to ensure consistency between home and school, promoting a shared responsibility for behaviour management.
- Some pupils with neurodiversity and/or sensory processing difficulties, may need reasonable adjustments to be made to meet their sensory processing needs. These may include movement breaks, time in the Sensory Room, or a check-in with an adult. These children may have a Pastoral Support Plan in place to document these strategies.
- Physical intervention will only be used as a last resort in line with DfE guidance, https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools where necessary to prevent harm to the pupil, damage to property other pupils, or staff and once all other prevention and de-escalation strategies have been exhausted.
- All behaviour incidents are recorded on Bromcom, or CPOMS where a safeguarding concern is also raised.
- All significant incidents using force, seclusion incidents and restraint incidents are recorded in the bound book in writing as soon as possible after the event and reference made to the page number of the bound book on CPOMS.

3. Expectations of Behaviour

At Somerset Bridge Primary School, we promote the following behaviours:

- Respect for others, including peers, staff, visitors and the school environment.
- Kindness, cooperation, and inclusivity.
- Active engagement in learning.
- Responsibility for actions and choices.

4. Relational Approaches to Behaviour Management

A relational approach to behaviour management prioritises positive relationships between staff and pupils as the foundation of a successful learning environment. It is based on the understanding that children's behaviour is often a reflection of their emotional and social needs, and that a supportive approach can lead to long-term behavioural improvements. By fostering trust, respect, and a sense of belonging, we create a culture in which pupils feel safe, valued, and motivated to engage positively with learning and social interactions.

5. A Trauma-Informed Approach

We understand that some children in our school may have experienced trauma. We recognise that this trauma can impact on behaviour and learning. Therefore, we ensure that all staff receive training on trauma-informed practice. This includes: the use of de-escalation strategies to help children self-regulate, providing a safe and predictable school environment, supporting children through personalised interventions, such as mentoring, emotional coaching, and access to a trusted adult. This approach also avoids punitive responses that may re-traumatise pupils, instead using relational and restorative approaches.

Implementation of specific trauma-informed strategies includes:

- Applying consistent routines to provide predictability and a sense of security for children who have experienced instability.
- Providing designated safe spaces within the school where children can regulate their emotions before re-engaging in learning.
- Using sensory-based strategies such as movement breaks, mindfulness exercises, and breathing techniques to support self-regulation.
- Ensuring key adults are available for children who require additional emotional support, allowing them to build trusting relationships with staff.
- Using narrative-based interventions such as storytelling and social stories, to help children process emotions and understand expected behaviours.
- Minimising the use of punitive language instead focusing on supportive communication that validates emotions while guiding children toward appropriate responses.
- Implementing trauma-sensitive transition strategies, such as advance preparation for changes in routine, visual schedules, and additional adult support during times of transition.

6. Supporting Staff Development and Wellbeing

We recognise the importance of supporting staff in implementing relational and trauma-informed approaches to behaviour management. Our commitment to staff includes:

- Continuous Professional Development (CPD): Providing regular training on relational practices, trauma-informed approaches, and behaviour management strategies.
- Access to Supervision: Offering supervision sessions for staff to reflect on challenging incidents, share experiences, and receive guidance and support.
- Wellbeing Support: Promoting staff wellbeing through access to counselling services, mental health resources, and opportunities for professional reflection as well as feedback through the Wellbeing Action Group who meet half termly.
- Collaborative Learning: Facilitating peer support and learning opportunities, such as staff briefings, professional learning communities, and sharing of best practices.
- Check ins provided by a colleague, line manager or member of the pastoral team.
- Clear Communication: Ensuring staff understand their roles and responsibilities within this policy and feel confident in applying strategies effectively.

7. Positive Reinforcement and Praise

We believe in recognising and celebrating positive behaviour. Positive reinforcement is a key strategy to encourage children to consistently demonstrate the school's expectations. Staff will use a variety of positive reinforcement methods, including:

- Verbal Praise: Providing specific and genuine feedback on positive behaviour.
- Stickers and Certificates: Awarding tangible rewards for demonstrating school values.
- Recognition Boards: Highlighting pupils who consistently meet or exceed expectations.
- House Points or Class Rewards: Contributing to collective achievements.
- Notes home: Praise pads used to send notes to parents/carers celebrating children's positive behaviour
- Celebration Assemblies: Publicly acknowledging achievements in front of peers.

8. Supporting Children

We recognise that when children are affected by the poor behaviour of others, they need appropriate support to feel safe, valued, and heard. Our approach includes:

- Emotional Support: Providing opportunities for children to talk about their experiences in a safe and confidential environment, such as through pastoral support or a trusted adult.
- Restorative Conversations: Facilitating restorative meetings where appropriate, allowing the child to express how they have been affected and to be part of a resolution process.
- Practical Measures: Implementing strategies to ensure the child feels safe, such as increased adult supervision or temporary adjustments to routines.
- Building Resilience: Offering social and emotional learning activities to help children build confidence and coping skills.
- Parental Involvement: Communicating with parents/carers to keep them informed and involved in supporting their child's well-being.
- Monitoring and Follow-up: Regularly checking in with the child to ensure that the support provided is effective and that they feel secure in the school environment.

9. Communicating with Parents/Carers About Behaviour

We believe that effective communication between school and parents/carers is vital in addressing behavioural concerns.

- Class teachers will be approachable to parents/carers and will develop ongoing positive relationships.
- Class teachers will communicate with parents/carers regarding low-level or emerging behavioural concerns.
- Senior leaders will become involved when behaviour is persistent or more serious in nature.
- In cases of serious incidents, such as severe violence, aggression or bullying, parents/carers will be contacted by a member of the senior leadership team.
- Meetings with parents/carers will be arranged where necessary to discuss support strategies and next steps.
- Communication methods may include face-to-face meetings, phone calls, or written reports, depending on the nature of the incident.
- Parents/carers will be expected to work in partnership with the school to support their child's behaviour and emotional development.
- Communication books and support cards can be used where needed to encourage expected behaviour and support from parents/carers

10. Behaviourist Approaches for Deliberate Misbehaviour

While relational approaches form the foundation of our policy, some behaviours require clear, structured consequences:

	Behaviour	Response
1	Low-level disruption (e.g., talking out of turn, minor defiance)	Reminder of expectations
2	Repeated or more serious disruption (e.g., refusing to follow instructions, inappropriate language)	Meeting with senior staff and parent/carer informed, ABCC chart (Appendix A)
3	Aggressive or unsafe behaviour	Immediate removal from situation, structured behaviour plan
4	Persistent defiance or endangerment of others	Internal suspension, behaviour support plan (Appendix B)
5	Serious breach (e.g., violence, extreme defiance, bringing prohibited items or abuse of protected characteristics)	Fixed-term suspension or permanent exclusion (DfE guidance followed)

11. Recording of Behaviours

All behaviour incidents are recorded using Bromcom, our Management Information System. Staff will select the behaviour from a drop-down menu and the associated actions will be taken. The time and location of all behaviour incidents will also be recorded to support the monitoring process. When required a short description of the incident and action taken may also be included. Behaviour logs are then monitored by phase leaders and SLT regularly through the Behaviour Dashboard page on Bromcom.

In some circumstances, the completion of an ABCC chart (Appendix A) will be required in order that staff can begin to understand known triggers, consequences and actions that may support the individual child.

12. Suspension and Exclusion

In line with the Department for Education (DfE) guidance, suspensions and exclusions will be used only as a last resort when other interventions have failed or in response to severe misconduct.

Fixed-Term Suspension

In line with the DfE guidance on suspensions and exclusion https://www.gov.uk/government/publications/school-exclusion A fixed-term suspension may be used for the following reasons:

• Physical assault against a pupil
• Physical assault against an adult
• Verbal abuse or threatening behaviour against a pupil
• Verbal abuse or threatening behaviour against an adult
• Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
• Bullying
• Racist abuse
• Abuse against sexual orientation or gender reassignment
• Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. Suspended pupils will attend a reintegration meeting where a Pastoral Support Plan will be drawn up with the support of a senior member of staff and the parent/carer. It is also expected that there will be a restorative conversation, and any necessary support strategies will be implemented.

Permanent Exclusion

Permanent exclusion will be considered if:

- The pupil's behaviour constitutes a serious breach of school policy and DfE guidance.
- There is a persistent pattern of extreme behaviour with no improvement.
- Keeping the pupil in school would seriously harm the welfare of other pupils or staff.

Parents/carers will be informed of their right to appeal in accordance with DfE procedures.

13. Restrictive Interventions, including the use of reasonable force

There may be times when school staff use physical contact or may need to use restrictive interventions in order to support a child and/or to keep people safe. We understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. We follow the DfE guidance Restrictive Interventions and the Use of Reasonable Force in Schools (2026) which provides more detailed clarification and outlines:

- Key definitions around restrictive interventions, reasonable force, seclusion and restraint
- Who can use reasonable force
- Use of appropriate physical contact
- Use of reasonable force to search pupils
- Unacceptable uses of force

When a staff member is faced with a situation where a restrictive intervention may need to be used, such measures are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted in-line with our Behaviour and Relational policy. Techniques that could be used in these situations include:

- Remove stimuli that maybe causing distress.
- Having open body language and being aware of a pupil's personal space/ tone of voice.
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Use of trauma-informed approaches e.g labelling emotions, offering space.
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques or use of humour.
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour.

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation and consideration will be made for children with special educational needs or disabilities (SEND). To make this assessment, the member of staff will always consider the following, as per the DfE guidance:

i. Is it necessary?
ii. Is it proportionate?
iii. Has the child's welfare been considered?

Pupil and staff support

In line with the DfE guidance, all incidents involving the use of restrictive interventions will be evaluated and the impact on children and staff considered so appropriate support and reflection can take place. We will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where

the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Recording incidents

Our school has a clear process in place for recording the incidents of seclusion, restraint and restrictive interventions.

Staff must record incidents in writing, in the school's bound and numbered book, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan. It must then be logged on CPOMS with reference to the page in the bound book completed.

Reporting incidents

Our school has a clear process in place for reporting any incidents of seclusion, restraint and restrictive interventions.

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

Parents/carers will be contacted by the class teacher or a member of SLT to outline the incident sharing, at a minimum:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

In addition, a copy of the bound book record will also be supplied.

In order to also reflect fully on the incident with parents/carers, we will also discuss:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

We may use this information to create or amend any existing behaviour support plans as needed. (Appendix B)

13. Monitoring and Review

The effectiveness of this policy will be monitored through behaviour logs, staff feedback, and pupil voice. It will be reviewed annually to ensure alignment with best practice and DfE guidance.

Appendix A-ABCC Chart

ABCC CHART Pupil Name: Class: Year Group:				
Date and Time	A. Antecedents What was happening before the behaviour occurred?	B. Behaviour Describe the behaviour	C. Consequences What was the response from an adult?	C. Communication What is the behaviour communicating? What could the child be trying to communicate?

Appendix B- Behaviour Support Plan

BEHAVIOUR SUPPORT PLAN

Pupil Name: Class: Year Group:

Date of Birth:

Date plan starts:

Date of next review:

Medical Conditions:

SEND: If the pupil has SEN that affects behaviour, the SENCO should detail them here. How does the pupil's SEN affect their behaviour?

Staff working with me:

Things that stop me from learning/ reasons for the behaviour:

What's going on the child's life that might cause concerning behaviours? Why might this behaviour happen- Attention? Avoidance? Meet sensory needs?

- Low self-esteem
- Difficulty understanding own emotions
- Immature behaviour
- Stubbornness, especially when in the wrong
- Does not like a change of routine
- Can be reluctant to participate in whole class sessions
- Some difficulties with unstructured times
- Can be reluctant to do his work
- Not understanding other's needs & feelings
- Miss-understanding the work expected of me
- Change of teacher

Things that motivate me are:

- Likes being outside and active
- Likes adult company
- Likes iPads/computers
- Enjoys being given house points
- Likes attention directed towards him
- Likes to spend time alone

My skills, talents and achievements:

- Toys
- Art
- Family
- Boxing

I can sometimes:

- Produce work, if correctly motivated
- Work for longer periods of time on something I am motivated by
- Take part in group activities & games when motivated
- Share news, feelings & personal experiences with others
- Refuse to work completely
- Get angry when things go wrong or when I feel I can't do things
- Be very negative about myself
- Upset other children
- Express my emotions in a childlike manner (noises not words)
- Refuse to engage with the lesson

Teaching Strategies/ reasonable adjustments that help me:

- Clear instructions
- Firm but fair boundaries
- Positivity/ Praise
- Plenty of challenging work (at right level)
- Clear expectations
- Time in with a trusted adult
- Now/next
- Given the instructions 1:1
- Seating plan
- Movement breaks
- Sensory equipment
- Art/drawing
- Breathing techniques/mindfulness activities
- Distraction
- Short bite-size bits of work

Behaviours which cause (or may cause) concern: What does it look like? How often does it happen? How long does it last?

During escalation:

- Verbal outbursts
- Extreme attention-seeking behaviours
- Not being able to listen to instructions from adults (defiance/rudeness)
- Non-compromising
- Refusal to complete work
- Will say everything is boring
- Will say s/he is ill or has sore parts of body

At peak escalation:

- Will destroy own or other's work
- Hit, kick, bite- physical aggression
- Verbal outbursts (bad language)
- Throw/ flip objects

My known triggers are:

What triggers cause an incident? Things to look out for?

- Issues outside of school
- Unstructured times
- Not feeling able to work
- Internal worries
- OCDs
- Anxiety
- Perceiving work as too hard

Risk Assessment

Risk to self: Could injure themselves or others if s/he ignores staff, becomes defiant and absconds

Risk to others: can get angry and have outbursts-s/he can be verbally aggressive and walk away from teachers with the potential to injure others/ throwing/ hitting

To minimise the risk of harm:

Preventative Strategies:

- Setting work at appropriate level
- Positive attention from trusted adults
- Use a quiet voice
- Monitor XXX throughout the lesson
- Let XXX know you are happy with what s/he is doing
- Give him/her something to look forward to
- Break instructions down into manageable chunks
- Give movement breaks in between activities
- Keep activities short
- Check in throughout the day
- Lunchtimes away from peers
- Use of sensory equipment

De-escalation Strategies:

How do we respond if things are starting to escalate? How can we prevent further escalation? Reminders?

- TA to talk to XXX to find out what the issue is
- Calming time with TA before/after lesson
- Use of quiet voices by adults
- Separating from key children
- Explain why you are doing something
- Clear strategies
- Visuals

Reactive Strategies:

How do we diffuse the situation? What to do/ not to do? Phrases to use? Calming techniques?

- Ask XXX to stop if they walk away
- If XXX is a danger to him/herself or others or destroying school property, s/he will be given choices as to how adults will help to calm them down
- XXX may need time away from the class with the adult.
- If XXX will not leave the class, the rest of the class will evacuate the room with teacher or TA. One staff member will watch XXX from a distance

Support after an incident

How do we help the pupil reflect and learn from the incident?

Is there anything that staff can learn about working with this pupil?

Agreements:

SLT/ SENCO: _____ Teacher: _____

Child: _____ Parent/Carer: _____