



Relational Policy

2026–2027

Curiosity • Resilience • Ambition • Kindness • Pride

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1. Our Relational Vision and Ethos

Our aim is for every pupil to learn deeply, think independently, and develop into confident, responsible young people who achieve highly and contribute positively to their community.

Our relational approach is rooted in our five school values: Curiosity, Resilience, Ambition, Kindness and Pride. These values guide not only the behaviours we seek to develop in our pupils, but also the way adults build relationships, respond when difficulties arise and help children regulate, reflect, repair and move forward. They provide a shared language for our whole school community and underpin the expectations, relationships and responses described throughout this policy.

At King George V Primary School, we believe that strong, respectful relationships are the foundation for safety, belonging, learning and positive behaviour. Children are more able to learn, take responsibility and make positive choices when they feel known, valued, safe and connected to the adults and peers around them.

Our relational approach combines warmth with high expectations. We seek to understand what behaviour may be communicating, while remaining clear that all pupils and adults have a right to feel safe, be treated with dignity and learn in a calm, respectful and supportive environment. A relational approach is not an absence of boundaries or consequences; it is a commitment to communicate boundaries calmly, consistently and respectfully, and to use difficult moments as opportunities for teaching, regulation, reflection and repair.

Our central message

Relationships create the conditions for positive behaviour. Clear expectations create safety. Adults teach, model and reinforce the behaviours we want to see. When things go wrong, we seek to understand, support regulation, maintain appropriate boundaries, repair harm and reconnect the pupil with learning and their community.

2. Aims and Guiding Principles

This policy aims to:

- create a calm, safe, inclusive and supportive school culture in which pupils can learn and adults can teach effectively;
- build trusting relationships and a strong sense of belonging across the school community;
- make expectations explicit, teach them directly and reinforce them consistently;
- maintain high expectations for all pupils while recognising that some pupils will need additional teaching, co-regulation, reasonable adjustments or specialist support to meet them;
- use positive, respectful and non-shaming language when responding to behaviour;
- help pupils develop emotional literacy, self-regulation, empathy, problem-solving and responsibility;
- ensure that when harm occurs, pupils are supported to reflect, repair and successfully return to learning;
- respond swiftly and effectively to behaviour that is unsafe, discriminatory, bullying, abusive or significantly disruptive;
- work in partnership with pupils, families and external professionals;
- monitor patterns and evaluate impact so that provision improves over time.

Our relational practice is guided by the following principles:

Principle	What this means at KGV
Relationships first	Connection, trust and belonging support learning and behaviour.
Positive reframing	We deliberately notice and name the positive behaviour we want to encourage, using language that reinforces success and makes expectations clear.
Curiosity before judgement	We ask what may be making a situation difficult before assuming motive.
Regulation before reflection	Reasoning and restorative discussion are most effective once a pupil is calm enough to engage.
High expectations with appropriate support	We adapt support, not ambition, creating an environment where every pupil can live our values, belong and thrive.
Feelings are accepted; unsafe behaviour is limited	Adults validate emotion while setting clear, respectful boundaries.
Fair does not always mean the same	Consistency means a shared framework and values, not identical responses for every pupil.
Repair rather than shame	Our response focuses on accountability, learning, restitution and rebuilding relationships with positivity and kindness.

3. Our Values in Action: The KGV Behaviour Curriculum

Our values describe not only the behaviour we expect from pupils, but also the way adults respond to them. Positive behaviour is taught as part of our curriculum and daily routines; it is not assumed that all pupils will automatically know how to meet every expectation.

Value	In relational practice
Curiosity	We ask questions, listen and seek to understand. Adults respond with curiosity rather than judgement.
Resilience	We persevere when things are difficult, learn from mistakes, recover after setbacks and try again.
Ambition	We maintain high expectations for ourselves and others and protect everyone's right to learn.
Kindness	We treat others with care, respect and dignity, including when something has gone wrong.
Pride	We do our best, celebrate success, take care of our school and contribute positively to our community.

The behaviour curriculum is reinforced through modelling, discussion, assemblies, PSHE, classroom practice and everyday interactions. Staff explicitly teach and revisit the routines and behaviours required in classrooms, corridors, assemblies, social times, the dining hall, clubs, trips and other school activities. Routines are adapted where necessary so that pupils with SEND, medical or other needs are not placed at a substantial disadvantage.

Our PSHE curriculum provides regular opportunities for pupils to explore relationships, emotions, choices, consequences, wellbeing, personal responsibility and how their actions affect others. This learning supports pupils to understand and apply our school values of Curiosity, Resilience, Ambition, Kindness and Pride in a range of real-life situations.

Learning from PSHE is reinforced through assemblies, classroom discussions, restorative conversations and everyday interactions, helping pupils to transfer this understanding into their relationships, behaviour and decision-making across school life.

4. Relationships, Belonging and Adult Practice

Every interaction is an opportunity to strengthen safety, connection and belonging. Adults have a particular responsibility to remain regulated, predictable and respectful because children often borrow the calm of trusted adults before they can regulate independently.

Adults at KGV are expected to:

- actively build positive, trusting relationships with pupils and know the strengths, needs and relevant circumstances of the children they work with;
- foster a strong sense of belonging by creating a warm, welcoming and inclusive classroom ethos where every pupil feels known, valued, included and an important part of the class community;
- greet, notice and reconnect with pupils, particularly those who may find relationships or transitions difficult;
- model the school values and the respectful behaviour expected from pupils;
- remain calm, use a measured tone and avoid shouting, sarcasm, humiliation or public shaming;
- use positive and precise language, naming the behaviour that is expected rather than focusing only on what must stop;
- use Emotion Coaching and PACE-informed responses where appropriate, including empathy, acceptance, curiosity and connection;
- listen actively and use language that preserves the pupil's dignity;
- give clear, concise instructions and appropriate take-up time;
- recognise that behaviour can communicate emotion, stress, need, difficulty, fear, sensory overload, communication difficulty, SEND or other barriers;
- repair relationships when an adult response has not gone as intended;
- seek support early when a pupil's behaviour or regulation needs are persistent, changing or becoming unsafe.

Emotion Coaching at KGV

Emotion Coaching is used as a relational approach to help pupils understand and manage strong emotions while maintaining clear and appropriate boundaries. Adults seek to recognise and empathise with the pupil's emotional state, validate and name the feeling, set a clear limit on behaviour where necessary, and then support the pupil to problem-solve and move forward.

Emotion Coaching does not mean accepting unsafe or harmful behaviour. It combines empathy with guidance, helping pupils to feel understood while learning that feelings are always valid, but some behaviours require a clear boundary.

A useful reminder for staff is: validate the feeling, limit the behaviour, preserve the relationship.

- Recognise and empathise →
- Validate and name the feeling →
- Set a clear limit where needed →
- Problem-solve and move forward

5. Creating the Conditions for Positive Behaviour

Positive behaviour is supported most effectively when the environment, teaching and routines reduce avoidable barriers. Prevention is therefore a core part of this policy.

Expectations and relational responses are adapted appropriately to pupils' age and stage of development. In Early Years, and for pupils who require additional support with emotional understanding, adults may use modelling, repetition, visual support, simple language and co-regulation to help pupils understand expectations, recognise emotions and develop the skills needed to repair and move forward.

- clear, predictable routines and transitions;
- inclusive and adaptive teaching that enables pupils to experience success and appropriate challenge;
- well-organised classroom environments that support access, clarity, regulation and independence;
- explicit teaching of vocabulary, social expectations and learning behaviours;
- visual supports, now/next prompts, timers or other scaffolds where appropriate;
- planned movement, sensory or regulation opportunities for pupils who need them;
- positive adult presence and active supervision at social times;
- early checking-in with pupils who are vulnerable to dysregulation, anxiety or disengagement;
- reasonable adjustments identified through the graduated approach;
- working with families and professionals to understand triggers, strengths and effective strategies.

6. Recognition and Celebration

KGV notices and celebrates pupils when they demonstrate the school values, contribute positively, show effort and resilience, make progress in self-regulation, act with kindness or successfully repair after a difficult moment. Recognition should be sincere, specific and linked to the behaviour or value being reinforced.

Recognition may include:

- specific verbal and written praise;
- ClassDojo points linked to agreed values and positive learning behaviours;
- certificates when agreed ClassDojo thresholds are reached;
- celebration in weekly assemblies and other school recognition systems;
- positive communication with parents/carers;
- positions of responsibility and pupil leadership opportunities;
- age-appropriate stickers, certificates or class-based recognition;
- recognition of successful repair, improved regulation, perseverance and positive contribution, not only academic outcomes.

Class Dojo

Our ClassDojo reward system encourages children to demonstrate our school values of Resilience, Pride, Ambition, Kindness and Curiosity every day, helping to create a positive learning environment where success is acknowledged.

To ensure consistency across the school, teachers should award one Dojo Point at a time, ensuring each point recognises a specific positive behaviour, effort or demonstration of our school values. Children can earn multiple Dojo Points throughout the day as they continue to make positive choices and demonstrate our values across different lessons and situations. Children may also receive two Dojo Points when they are recognised with a Friday celebration award, such as Learner of the Week, Star of the Week, Presentation Award, Sports Award or Reader of the Week, recognising exceptional achievement and effort across different aspects of school life.

Children work towards cumulative Dojo Point milestones throughout the academic year, with points rolling over rather than resetting. When a child reaches 100 Dojo Points, they will receive a certificate during our Friday Praise Assembly, allowing us to celebrate their achievement with the whole school community. Upon reaching 200 Dojo Points, they will be rewarded with the opportunity to choose a book from our school Book Vending Machine, promoting a love of reading alongside positive behaviour.

This reward system provides every child with regular opportunities to succeed, reinforces positive choices and celebrates both everyday effort and outstanding achievements throughout the year.

7. When a Pupil Is Finding It Difficult to Meet Expectations

At KGV, we use a consistent and responsive approach to behaviour support, maintaining high expectations while recognising that some pupils will require additional support to meet them. Our response is guided by Regulate → Relate → Reflect → Repair → Reconnect, recognising that pupils are best able to reflect, take responsibility and learn from an incident once they feel safe, regulated and connected to a trusted adult.

For most pupils, a quiet reminder, clear redirection or brief relational intervention will be sufficient. When a pupil is dysregulated or repeatedly finding it difficult to meet expectations, adults use the KGV relational response:

REGULATE → RELATE → REFLECT → REPAIR → RECONNECT

This is a flexible framework rather than a rigid staircase. Staff use professional judgement, the pupil's individual needs and the seriousness of the situation to decide what is required.

Stage	Adult response
Regulate	Prioritise safety. Reduce demands or stimulation where appropriate. Use calm tone, space, breathing, movement, sensory support, a trusted adult or regulation area. Do not insist on detailed reflection while the pupil is highly dysregulated.
Relate	Reconnect. Show the pupil that the relationship remains intact. Use empathy and curiosity: "I can see this is difficult. I'm here to help."
Reflect	Once the pupil is calm enough, explore what happened, what they were feeling, what made the situation difficult and what could help next time.
Repair	Consider who or what was affected and agree a meaningful way to put things right. Repair should be sincere and proportionate; an apology may be part of repair but should not be forced as the only evidence of it.
Reconnect	Support the pupil to rejoin learning and the school community successfully, with a clear fresh start and any agreed support in place.

At any point, if behaviour presents an immediate safeguarding or safety risk, adults act first to protect pupils and staff. The relational process continues once safety has been restored.

8. Restorative Practice: Reflect, Repair and Reconnect

Restorative practice helps pupils understand impact, take appropriate responsibility and rebuild relationships. It is most effective when all participants are sufficiently regulated to engage. Restorative work is not used to force reconciliation or place a pupil who has been harmed under pressure to meet another pupil.

Typical restorative questions include:

- What happened?
- What were you thinking and feeling at the time?
- How have you felt since?
- Who has been affected and how?
- What do you need now?
- What do others need now?
- What could help to put this right?
- Which KGV value could help us move forward?
- What can we do differently next time?

Repair may include a sincere apology, replacing or repairing property, completing interrupted learning, giving back time or support, restoring an area, a restorative conversation, a written reflection, or another action agreed as meaningful and proportionate. The purpose is to repair harm and teach responsibility, not to humiliate.

9. Positive Boundaries, Accountability, Repair and Return to Learning

A relational approach does not mean that all behaviour is accepted. Pupils need clear, predictable boundaries. When behaviour does not meet expectations, adults respond calmly and proportionately, taking account of safety, impact, age, development, SEND, mental health, safeguarding context and any reasonable adjustments.

Our aim is always to restore safety, support learning, encourage accountability and help pupils repair harm and move forward. Responses are chosen carefully, taking account of the pupil's needs, the impact of the behaviour and what will best support a successful return to learning and the school community. Where a more formal response is required, this will be proportionate, fair and in line with statutory guidance.

The response will always be proportionate to the individual pupil and the circumstances. These responses are not intended to form a fixed or automatic sequence; staff will use professional judgement, taking account of the pupil's needs, the impact on others and what is most likely to restore safety, learning and relationships. Depending on the context, appropriate responses may include:

- a calm reminder, redirection or brief private conversation;
- a temporary change of seat, space or activity to support regulation and restore successful learning;
- time with a trusted adult or in an agreed regulation space;
- support to complete learning that has been missed or interrupted, at an appropriate time;
- a restorative or reparative action that helps to put things right;
- a temporary adjustment to privileges or activities where this is reasonable, proportionate and linked to the situation;
- increased supervision or a temporary change to social arrangements where this is needed to maintain safety;
- working with parents/carers to agree additional support or a shared plan;
- additional support from pastoral staff or a senior leader;
- a planned and supervised period away from the classroom where this is necessary to restore safety, regulation or learning, followed by supported reintegration; and
- suspension or permanent exclusion in serious circumstances, in line with statutory guidance.

A brief supported reset, regulation break or conversation outside the classroom is different from a formal period away from learning. Where a pupil needs time away from the classroom, this will be purposeful, supervised and kept as brief as possible, with the aim of helping the pupil regulate, restore safety and return successfully to learning. Where a more formal removal is necessary because of the seriousness of an incident, appropriate

education will be provided where required, the response will be recorded in line with school procedures and reintegration will be planned carefully.

All responses at KGV must preserve dignity and be safe, fair and non-discriminatory. They should never be used to shame a pupil. Staff will avoid whole-class responses to the behaviour of an individual and will be mindful not to escalate a situation where a pupil may need additional processing time, space or support to respond successfully.

10. Understanding and Supporting Individual Need: SEND, SEMH and Trauma

Consistency at KGV means shared values, expectations and relational principles. It does not mean that every pupil receives an identical response. Some pupils will require reasonable adjustments, additional teaching, co-regulation, targeted intervention or specialist support to access the same high expectations.

10.1 When Behaviour May Indicate SEND

Behaviour can sometimes indicate that a pupil is experiencing an underlying need, including a possible learning difficulty, disability or social, emotional and mental health need. At KGV, decisions about SEND identification are based on a holistic understanding of the child, including their strengths, patterns of need, response to support and the provision required. Identification is therefore not based on a behaviour label, a fixed number of incidents or a single assessment score.

Behaviour information is monitored from the point at which a concern is identified. The Behaviour Lead reviews ABC records and relevant CPOMS information to identify emerging patterns, possible triggers, changes over time and pupils who may require additional support. This information is considered alongside staff observations, pupil and parent voice, attendance, learning, communication, sensory and contextual information. Where monitoring suggests that behaviour may be linked to an underlying SEND, SEMH, communication, sensory, medical or other need, the Behaviour Lead will work with the SENDCo and relevant staff to consider whether further assessment, support or the graduated approach is required.

Behaviour monitoring does not in itself identify SEND; it contributes to the wider evidence used to understand the whole child and determine the most appropriate response.

From Monitoring to SEN Support

Monitoring helps us to understand whether there is an emerging need, what support is effective and whether further assessment is required. SEN Support is identified when assessment shows that a pupil has a special educational need and requires special educational provision.

At KGV, the following process guides decision-making:

Stage	Who	What KGV does
1. Notice and understand	Class teacher	Consider the whole child: patterns, frequency, intensity, context, relationships, learning, communication, sensory and developmental needs, attendance, family circumstances, safeguarding, EAL, adversity and previous support. Ask: "What might be making this difficult?"

Stage	Who	What KGV does
2. Check universal provision	Class teacher	Ensure inclusive teaching, relational practice, clear routines, appropriate adaptations and co-regulation are genuinely in place. Behaviour is not assumed to be SEND simply because it is frequent or challenging.
3. Monitor and gather evidence	Class teacher Behaviour Lead	Where concern persists, use KGV's Initial Concern/SEND monitoring process. Agree the concern, support to be tried, what success will look like and when it will be reviewed. Monitoring is not the same as SEN Support.
4. Assess–Plan–Do–Review	Class teacher Behaviour Lead SENDCo	Use teacher assessment, observation, pupil and parent views, behaviour/CPOMS patterns and appropriate assessment tools. Consider whether support is improving access, participation, regulation and learning.
5. Review the response	Class teacher Behaviour Lead SENDCo	If the pupil is responding well and there is no evidence that special educational provision is required, remove from monitoring when appropriate while continuing universal support. If difficulties remain, explore why; lack of progress alone does not automatically mean SEND.
6. Identify SEN Support where appropriate	SENDCo	Where assessment indicates a learning difficulty or disability, including SEMH, communication, cognition/learning or sensory/physical need, and the pupil requires special educational provision that is additional to or different from ordinarily available provision, the SENDCo and class teacher will discuss SEN Support with parents/carers.
7. Escalate sooner when needed	Class teacher SENDCo	Significant or complex need does not have to “wait out” a monitoring period. Specialist advice, multi-agency support or consideration of an EHC needs assessment may be appropriate earlier where the evidence indicates this is necessary.

ACEs, trauma and other contextual factors

Adverse childhood experiences, trauma, disadvantage, EAL, attendance difficulties, family circumstances or missed learning do not in themselves mean that a pupil has SEND, although they may coexist with SEND and may significantly affect a pupil's presentation and support needs. Information about adversity can help adults understand context and plan support, but an ACE score or checklist will not be used as a diagnostic test for SEND or as the threshold for entry to the SEN register.

Where concerns about behaviour may reflect safeguarding, medical, mental health or family-support needs, these routes will be pursued alongside - not instead of - consideration of SEND. The SENDCo, Behaviour Lead, DSL/pastoral team, class teacher and family will work together where concerns overlap.

- Behaviour will always be considered in relation to SEND, communication, sensory, medical, developmental and mental health needs.
- EAL, disadvantage, attendance difficulties, missed learning or adversity are not SEND in themselves, but may affect engagement and behaviour and must be understood in context.
- Staff will seek to anticipate likely triggers and reduce avoidable barriers.
- The graduated approach of Assess–Plan–Do–Review will be used where persistent or significant need indicates additional support may be required.
- Reasonable adjustments may include visual supports, reduced language, movement or sensory breaks, adapted transitions, alternative methods of communication, access to a regulation space, additional processing time, trusted-adult support or personalised routines.
- Pupils with significant or complex needs may have an individual support/risk plan setting out proactive strategies, early signs of dysregulation, agreed adult responses and safety arrangements.
- Where appropriate, the school may seek advice from Inclusion Support, Educational Psychology, CAMHS, Early Help, Reflexions, PPE or other relevant professionals, subject to referral criteria.

Trauma-informed practice

Trauma-informed practice is not about assuming that all behaviour is caused by trauma or excusing harmful behaviour. It asks adults to remain alert to the possibility that adversity, loss, disrupted relationships or stress may affect a pupil's regulation and behaviour, and to respond in ways that increase safety, connection and capacity to learn. This work is closely aligned with the school's Wellbeing Policy and wider approach to emotional wellbeing and mental health.

11. Keeping Everyone Safe: Serious Incidents, Bullying, Discrimination and Safeguarding

Some behaviour requires a prompt and proportionate response to protect the safety, wellbeing and rights of pupils, staff and the wider school community. Our relational approach continues to guide how we respond in these situations, ensuring that everyone involved is treated with dignity and respect while harmful, unsafe or discriminatory behaviour is addressed clearly and appropriately.

This includes, but is not limited to:

- physical aggression or violence;
- bullying, including cyberbullying;
- racist, sexist, ableist, homophobic, biphobic, transphobic, religiously prejudiced or other discriminatory behaviour or derogatory language;
- sexual harassment, sexual violence or harmful sexual behaviour;
- serious threats, intimidation or coercion;
- deliberate and significant damage to property;
- possession or use of weapons, drugs or other prohibited items;
- serious or persistent behaviour that significantly affects the safety, wellbeing or education of others;
- behaviour that may indicate abuse, exploitation, neglect, criminality or another safeguarding concern.

Any safeguarding concern must be reported to the Designated Safeguarding Lead or a deputy without delay and recorded on CPOMS in line with the school's safeguarding procedures. Where a behaviour incident also raises a safeguarding concern, it will be considered through both this policy and the Child Protection and Safeguarding Policy. The safety, well-being and support needs of any pupil who has been harmed will be considered separately from the response, support and intervention required for the pupil whose behaviour has caused harm.

Bullying, discrimination, harassment, victimisation, physical or sexual violence and derogatory language will never be dismissed as 'banter' or normalised. Concerns will be addressed promptly, recorded appropriately, followed up and monitored to ensure that pupils feel safe and that any further support or action required is put in place.

12. Keeping Everyone Safe: Prohibited Items, Mobile Devices and Behaviour Beyond School

Where concerns involve prohibited items, mobile devices or behaviour beyond the school site, KGV will respond in a way that is safe, proportionate and consistent with current statutory guidance and school procedures. Safeguarding, the circumstances of the individual pupil and any relevant additional needs will be considered throughout.

Where a search or confiscation is considered necessary, this will only be carried out by the Headteacher or authorised staff and in accordance with current DfE guidance. The aim will always be to protect safety and wellbeing while preserving the dignity of the pupil as far as possible.

Mobile phones and smart devices are managed in line with the school's current Mobile Phone/Smart Devices arrangements. Any concern involving digital devices, imagery or online behaviour that may have a safeguarding element will be reported to the DSL and managed through the appropriate safeguarding procedures.

The school may also respond to behaviour outside the school site where there is a clear connection to the school community, for example during school-organised activities, on journeys to or from school, or where behaviour outside school affects the safety, wellbeing or relationships of pupils or staff. Safeguarding procedures apply wherever a concern arises.

13. Safety and Restrictive Interventions

KGV is committed to reducing the need for restrictive interventions through strong relationships, prevention, co-regulation, de-escalation, appropriate environmental adjustments and careful individual planning. Physical intervention is not used as a routine response to behaviour and will only be considered where it is necessary to maintain safety.

Where there is an immediate risk of harm and physical intervention is necessary, staff will act in accordance with current DfE guidance and the school's Physical Intervention/Positive Handling Policy. Any intervention will be proportionate, use the least restrictive approach that is reasonable in the circumstances and take account of the pupil's SEND, medical, sensory, communication and individual needs. The pupil's dignity, safety and wellbeing will remain central throughout.

Any significant use of restrictive intervention will be recorded and communicated to parents/carers in line with statutory guidance and school procedures. Leaders will review incidents and patterns carefully so that learning can be taken forward and the need for future intervention reduced wherever possible.

Relevant staff receive appropriate training in the school's agreed approach to physical intervention. Following any incident, appropriate welfare checks will take place and, when everyone is ready, pupils and adults will be supported to reflect, reconnect and repair relationships.

14. Suspension, Permanent Exclusion and Successful Reintegration

Suspension and permanent exclusion are serious measures and will only be considered when necessary, in accordance with current statutory guidance. Decisions are made by the Headteacher and will be lawful, reasonable, fair and proportionate, taking account of SEND, disability, safeguarding and any other relevant circumstances.

Permanent exclusion will only be considered where there has been a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

KGV places particular importance on successful reintegration. Following a suspension, or another significant period away from ordinary provision, the school will plan a positive return that helps the pupil understand impact, reconnect with the school community, re-engage with learning and access any additional support required. A reintegration meeting will normally take place before, or at the beginning of, the pupil's return and, wherever possible, will involve parents/carers. A parent or carer's inability to attend will not prevent the pupil returning to school.

Reintegration plans will be reviewed and adapted where needed. Where appropriate, the school may involve the SENDCo, pastoral staff, social worker, Educational Psychologist or other relevant professionals to support a successful and sustained return.

15. Working in Partnership with Pupils and Families

Positive behaviour, wellbeing and engagement are strengthened through strong partnerships between school, pupils and families. Parents and carers know their children well and can provide valuable insight into their strengths, communication, regulation, routines and any changes in circumstances that may affect them.

- Positive communication with home is encouraged so that families hear about successes, progress and positive contributions, not only when concerns arise.
- Pupil voice will be sought in an age- and developmentally appropriate way, including what helps them feel safe, understood, regulated and ready to learn, and what supports successful repair and return to learning.
- Families will be informed promptly where there are significant concerns and will be approached as partners in understanding the situation and identifying appropriate support.
- Where a pupil is experiencing persistent or more complex difficulties, parents/carers will be invited to contribute to support planning and review.
- Where communication barriers exist, the school will seek accessible and appropriate ways to share information and enable families to participate fully.
- Where a parent or carer has concerns about how this policy has been applied, these will be listened to and addressed through discussion wherever possible. The school's Complaints Procedure is available where a concern cannot be resolved informally.

16. Roles and Responsibilities

The Governing Body will:

- ensure that the policy reflects statutory duties, equality requirements and the school's values;
- provide appropriate challenge and support to leaders in relation to implementation, impact, safety and inclusion;
- review relevant information about behaviour, suspensions, permanent exclusions, bullying, discrimination and restrictive interventions;
- ensure that the policy is published, implemented and reviewed appropriately.

The Headteacher will:

- establish and communicate high expectations for behaviour, relationships and inclusion;
- ensure that the policy is implemented consistently, fairly and in keeping with its relational principles;
- ensure staff receive appropriate induction, training and support;
- make decisions about suspension and permanent exclusion in line with statutory guidance;
- ensure safeguarding, SEND, equality and reasonable-adjustment duties are met;
- keep governors appropriately informed about implementation and impact.

The Behaviour Lead will:

- support the consistent implementation of KGV's relational approach to behaviour;
- monitor and evaluate behaviour information to identify patterns, repeated concerns, emerging needs and areas of strength;
- work with SLT, the SENDCo, DSL/pastoral staff and class teams to coordinate appropriate support;
- support staff with relational responses, restorative practice and agreed whole-school routines;
- review the impact of interventions, support plans and agreed strategies;
- contribute to staff induction, professional development and refresher training;
- provide appropriate analysis and evaluation to SLT and governors.

The SENDCo will:

- advise on SEND, reasonable adjustments and the graduated approach where behaviour may indicate an additional or emerging need;

- support teachers to understand pupils' strengths, barriers, triggers and effective provision;
- coordinate specialist advice and support where appropriate;
- help ensure that additional support maintains high expectations, promotes inclusion and enables pupils to access learning successfully.

The DSL and safeguarding team will:

- ensure that behaviour which may indicate harm, abuse, exploitation or neglect is considered through a safeguarding lens;
- support staff to recognise when a concern requires a safeguarding response alongside relational, pastoral or SEND support;
- ensure appropriate referral, recording and information-sharing in line with KCSIE and school procedures.

All staff will:

- build positive relationships, model the school values and explicitly teach expected behaviour;
- apply the relational framework consistently while making appropriate reasonable adjustments;
- remain calm, curious and respectful when pupils are experiencing difficulty;
- record and report significant incidents in line with school procedures;
- seek support when needed and contribute to agreed plans;
- maintain high expectations for learning, safety, relationships and conduct.

Pupils are supported to:

- understand and demonstrate the school values of Curiosity, Resilience, Ambition, Kindness and Pride;
- take increasing responsibility for their actions and understand their impact on others;
- develop and use taught regulation and problem-solving strategies;
- ask for help when they need it;
- take part in reflection, repair and restorative processes when appropriate;
- contribute positively to a safe, inclusive and respectful school community.

Parents/carers are encouraged to:

- work in partnership with school and share relevant information that may help us understand and support their child;
- reinforce the school's values and positive expectations;
- participate in support and review meetings where possible;
- share any questions or concerns promptly so that these can be discussed and addressed together.

17. Recording, Monitoring, Evaluation and Professional Development

KGV uses behaviour information to help understand patterns, identify where additional support may be needed and evaluate the impact of our relational approach. Information is considered alongside professional knowledge of individual pupils, their needs and the wider context and is never interpreted in isolation.

How behaviour is monitored

Behaviour is monitored through a proportionate three-part recording system:

- ClassDojo is used to recognise and reinforce positive behaviour, effort and the KGV values.
- ABC records are used where a behaviour concern is identified or where staff wish to draw attention to emerging or repeated patterns. These are shared with the Behaviour Lead to support monitoring and review.
- CPOMS is used to record significant behaviour incidents and any related safeguarding, safety or welfare concerns.

The Behaviour Lead monitors behaviour information from the point at which concerns are identified, reviewing ABC records and relevant CPOMS information to identify emerging patterns, possible triggers, changes over time and pupils who may require additional support. Monitoring is used to inform appropriate action and, where relevant, discussion with the SENDCo, DSL, class teacher, pastoral staff and parents/carers.

These recording methods do not form a sanctions or escalation ladder. The appropriate method will depend on the nature and significance of the information being recorded.

Significant incidents are recorded on CPOMS using clear, factual, professional and non-judgemental language. Records should provide an appropriate account of:

- what happened and the relevant context;
- who was affected;
- actions taken and by whom;
- any safeguarding consideration or referral;
- any support, response or reasonable adjustment put in place;
- communication with parents/carers where relevant;
- outcomes, including any reflection, repair or reintegration;
- agreed next steps where further monitoring or support is required.

The Behaviour Lead, supported by SLT and other relevant leaders, will review behaviour information to identify patterns, strengths and areas where further support or development may be needed. This may include consideration of:

- the frequency, nature, location and timing of incidents;
- repeated concerns and pupils who may require additional support;
- patterns relating to disadvantaged pupils, pupils with SEND, pupils known to social care and other relevant groups;
- bullying, discriminatory or prejudiced incidents, derogatory language, sexual harassment and violence;
- suspensions, permanent exclusions, formal periods away from the classroom and alternative provision;
- restrictive interventions and any significant use of physical intervention;
- links between attendance, wellbeing and behaviour where relevant;
- the impact of support plans, interventions and external-agency involvement;
- patterns of positive recognition, where useful, to help ensure that praise and celebration are inclusive and equitable.

Staff induction and ongoing professional development will support consistent relational practice across the school. This will include the KGV behaviour curriculum, Emotion Coaching, PACE-informed practice, de-escalation, restorative conversations, SEND and reasonable adjustments, safeguarding and, where relevant to a staff member's role, the school's agreed approach to physical intervention. Staff voice will also contribute to the ongoing review and development of practice.

This policy will be reviewed at least annually, and sooner where changes to statutory guidance, legislation, school context or evaluation indicate that review is required.

18. Statutory and Evidence-Informed Framework and Linked Policies

This policy is informed by current legislation, statutory guidance and evidence-informed practice. KGV's relational approach works alongside the school's statutory duties and lawful responsibilities, setting out how these are applied within a culture of dignity, safety, inclusion, positive relationships and high expectations.

- [DfE – Behaviour in schools: advice for headteachers and school staff \(current guidance\)](#)
- [DfE – Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(effective July 2026\)](#)
- [DfE – Restrictive interventions, including the use of reasonable force, in schools \(effective April 2026\)](#)
- [DfE – Keeping children safe in education 2026](#)
- [Ofsted – State-funded schools inspection toolkit and inspection information \(September 2026\)](#)
- [EEF – Improving Behaviour in Schools](#)
- [DfE – Searching, screening and confiscation at school](#)
- [SEND Code of Practice: 0 to 25 years](#)

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy;
- Anti-Bullying Policy;
- Child on Child Abuse Policy;
- Radicalisation Policy
- SEND Policy and SEN Information Report;
- Equality Information and Objectives;
- Physical Intervention / Positive Handling Policy;
- Attendance Policy;
- Supporting Pupils with Medical Conditions Policy;
- Suspension and Permanent Exclusion procedures;
- Well-being Policy;
- Mobile Phone / Smart Devices arrangements;
- Complaints Procedure;
- Staff Code of Conduct;
- PSHE / Personal Development and relevant curriculum policies.

Appendix A. KGV Values in Action

The examples below support explicit teaching. They are not intended to become a compliance checklist or to remove professional judgement.

Value	Pupil-facing behaviour	Adult modelling
Curiosity	I listen, ask questions and try to understand.	Adults wonder aloud, ask neutral questions and seek the barrier or need.
Resilience	I keep trying, recover after a setback and learn from mistakes.	Adults help pupils regulate, scaffold the next step and communicate belief in success.
Ambition	I give my best and protect everyone's right to learn.	Adults maintain high expectations and adapt support without lowering ambition.
Kindness	I treat people with care and respect, even when I disagree.	Adults use respectful language, protect dignity and model repair.
Pride	I care for myself, my work, other people and our school.	Adults notice and celebrate positive contribution, responsibility, effort and belonging.

Appendix B. Regulate → Relate → Reflect → Repair → Reconnect

This framework helps staff choose the right response at the right time. It is not a sanctions ladder and stages may overlap.

Stage	Adult response
Regulate	Prioritise safety. Reduce demands or stimulation where appropriate. Use calm tone, space, breathing, movement, sensory support, a trusted adult or regulation area. Do not insist on detailed reflection while the pupil is highly dysregulated.
Relate	Reconnect. Show the pupil that the relationship remains intact. Use empathy and curiosity: “I can see this is difficult. I’m here to help.”
Reflect	Once the pupil is calm enough, explore what happened, what they were feeling, what made the situation difficult and what could help next time.
Repair	Consider who or what was affected and agree a meaningful way to put things right. Repair should be sincere and proportionate; an apology may be part of repair but should not be forced as the only evidence of it.
Reconnect	Support the pupil to rejoin learning and the school community successfully, with a clear fresh start and any agreed support in place.

Appendix C. Relational and Emotion Coaching Scripts

Purpose	Example language
Curiosity	"I wonder what is making this difficult right now?"
Validation + boundary	"I can see you're really frustrated. It's okay to feel angry; it isn't okay to hurt or shout at others. I'm here to help."
Co-regulation	"You don't have to explain it all yet. Let's get you calm and safe first."
Clear expectation	"At KGV we speak to each other respectfully. I'll give you a moment, then we'll try that again."
Take-up time	"The instruction is to begin question one. I'll come back in a minute to help you get started."
Repair	"Who has been affected? What do they need now? What could help put this right?"
Reconnect	"That moment does not define the rest of your day. Let's see what will help you move forward."
Adult repair	"I didn't handle that as calmly as I should have. I'm sorry. Let's start again."

Scripts are prompts, not a requirement to sound identical. Adults should use natural language while preserving the same relational principles.

Appendix D. ClassDojo Recognition Framework

At King George V Primary School, ClassDojo is used to notice, reinforce and celebrate positive behaviour, effort and the demonstration of our school values. It is one part of our wider relational approach and helps pupils understand the behaviours and attitudes that support learning, relationships and belonging.

Recognition should be specific, sincere and meaningful. When awarding a Dojo point, adults should make clear what is being recognised so that pupils understand the behaviour, effort or value they are being encouraged to continue.

What we recognise

Dojo points are linked to our five school values:

KGV Value	Examples of what adults may recognise
Curiosity	Asking thoughtful questions, showing interest, exploring ideas and wanting to find out more.
Resilience	Persevering when something is difficult, responding positively to feedback, recovering from setbacks and trying again.
Ambition	Trying their best, challenging themselves, taking pride in improvement and maintaining high expectations for their learning.
Kindness	Showing care, respect and consideration, supporting others and contributing positively to relationships.
Pride	Taking care with work, presentation and the school environment, contributing positively to the school community and being proud of personal progress.

Adults may also recognise positive learning behaviours, improved self-regulation, successful repair following a difficult moment, increased independence, positive contribution and sustained effort.

How Dojo points are awarded

- Staff should normally award one Dojo point at a time, linked to a specific behaviour, effort or KGV value.
- Pupils may receive multiple points across the day when they continue to demonstrate positive behaviours in different situations.
- Adults should use positive narration and reinforcement, naming the behaviour they want to encourage, for example: “Thank you for waiting your turn — that shows kindness and respect.”
- Pupils receiving a recognised Friday celebration award, such as Learner of the Week, Star of the Week, Presentation Award, Sports Award or Reader of the Week, may receive two Dojo points in recognition of that achievement.
- Recognition should focus on reinforcing the behaviours and values we want to strengthen.
- ClassDojo is used for positive recognition. Behaviour concerns are recorded and monitored through the ABC and CPOMS arrangements described in Section 17.

Cumulative recognition

- Dojo points are cumulative throughout the academic year and do not reset during the year.
- 100 Dojo Points - The pupil receives a certificate during the Friday Praise Assembly.
- 200 Dojo Points - The pupil receives a certificate and is invited to choose a book from the school Book Vending Machine.
- Every pupil should have meaningful opportunities to experience recognition and success.

Adults should remember that fair does not always mean the same. Pupils may demonstrate resilience, regulation, independence or progress in different ways depending on their age, development, SEND, communication needs or individual circumstances.

For some pupils, successfully using a taught regulation strategy, returning to learning, asking appropriately for help or repairing a relationship may represent significant progress and should be recognised accordingly.

The purpose is not to lower expectations, but to recognise meaningful progress towards the same ambitious values and expectations.

Monitoring

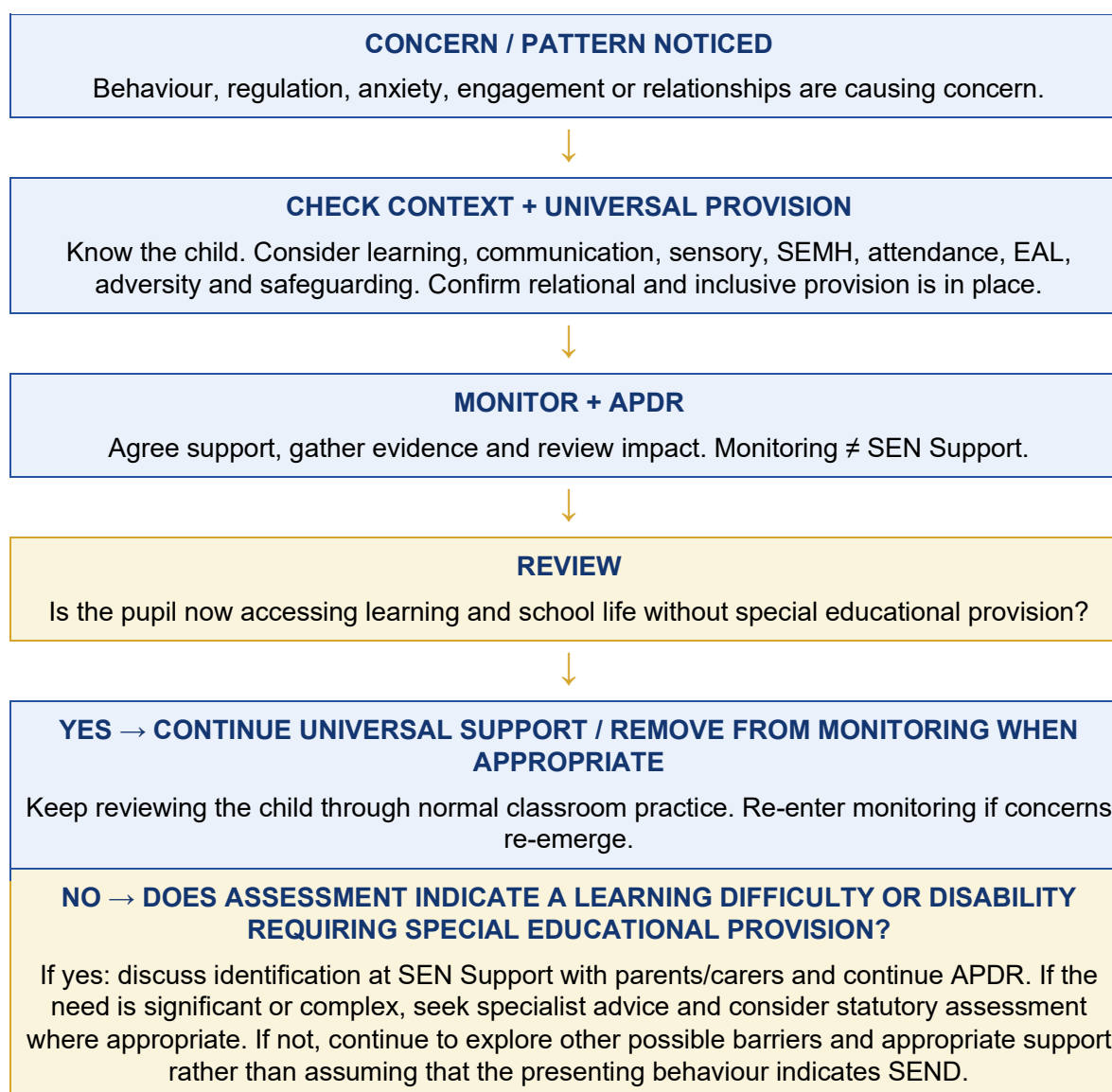
ClassDojo should remain a positive recognition system that supports, rather than replaces, relational practice.

The Behaviour Lead will monitor patterns of positive recognition across the school as part of wider behaviour monitoring, helping to ensure that recognition is consistent, inclusive and equitable, including for pupils with SEND or other barriers.

Appendix E. Graduated Support for Behaviour, Regulation and SEMH

Emerging concern → monitoring → consideration of SEND

This pathway supports consistent decision-making. It is deliberately not a fixed waiting-time model: significant or complex needs may require earlier specialist involvement.



Remember

Behaviour can provide important information about a pupil's needs. Identification of SEND is based on assessment of the whole child and evidence of a learning difficulty or disability that requires special educational provision. It is not determined simply by the type, frequency or severity of behaviour.

Examples of evidence considered may include teacher assessment, observations across contexts, parent/carer information, pupil voice, Learning Plan/APDR reviews, behaviour and CPOMS patterns, communication and language information, sensory/physical information, attendance and learning history, and advice from relevant professionals. No single tool determines the decision.

Level	Examples of support
Universal	Positive relationships; explicit behaviour curriculum; predictable routines; inclusive teaching; visual supports; Emotion Coaching; opportunities to regulate; specific praise and Dojo recognition.
Targeted	Trusted-adult check-ins; soft starts; small-group social/emotional work; sensory circuits; personalised visual support; planned movement/regulation; short-term monitoring; parent collaboration.
Individualised / specialist	Individual support/risk plan; APDR; SENDCo/Behaviour Lead review; Educational Psychology/Inclusion Support/PPE/Reflexions/CAMHS/Early Help or other specialist advice; personalised reintegration or alternative arrangements where appropriate.

These levels are not a rigid staircase. Support should be responsive to assessment and need, and universal relational provision continues at all levels.

Appendix F. Restorative Questions and Serious-Incident Response

These questions are prompts rather than a script and should be used selectively when the pupil is regulated and ready to reflect. Restorative participation should never be forced, particularly for a pupil who has been harmed.

- What happened?
- What were you thinking and feeling?
- Who has been affected and how?
- What do you need now?
- What needs to happen to repair the harm or relationship?
- Which KGV value will help you move forward?
- What support might help next time?

Where there is a serious or safeguarding-related incident:

- make the situation safe and seek additional adult support;
- provide first aid or medical support where required;
- inform the DSL and/or SLT promptly, as appropriate;
- record the incident factually on CPOMS and preserve relevant evidence;
- consider the needs and safety of the pupil(s) harmed separately from the response to the pupil whose behaviour caused harm;
- contact parents/carers in line with safeguarding and behaviour procedures;
- consider SEND, disability, mental health, safeguarding and reasonable adjustments;
- consider an appropriate and proportionate response, including any formal or statutory action where required;
- plan repair, support and reintegration when it is safe and appropriate.

Appendix G. Suspension Process Flow Chart

Incident occurs → Staff respond → HT investigates

↓

Has a behaviour policy breach occurred?

└─ No → Use internal sanction → END

└─ Yes

↓

Is suspension appropriate, proportionate & lawful?

(Consider SEN, disability, safeguarding, mitigating factors)

↓

HT decides suspension length (1–5 days max per decision)

↓

HT notifies parents immediately (phone + written letter)

↓

HT notifies LA and Governing Body (if >5 days in a term or pupil missing exam)

↓

Provide work from Day 1

↓

If >5 days total in a term → Alternative provision from Day 6

↓

Return from suspension meeting held with parents & child

↓

Reintegration plan created

↓

Record & monitor behaviour

↓

END

Appendix H. Suspension Letter Template

Date

Dear XX,

I am writing to inform you of my decision to suspend XX for a fixed period of XX days. This means that he will not be allowed in school for this period. The suspension begins on XX and ends on XX.

I realise that this suspension may be upsetting for you and your family, but the decision to suspend XX has not been taken lightly. XX has been suspended for this fixed period due to XX

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on XX to XX unless there is reasonable justification for this.

We will set work for XX to be completed on the school days specified in the previous paragraph during the period of his suspension. You must ensure that he is not present in a public place without reasonable justification during this time. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact Lowri Reed on 0121 553 0060, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see, and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you;

- Sandwell Local Authority Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on fair_access@sandwell.gov.uk
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

XX suspension expires on XX and we expect XX to be back in school for a reintegration meeting on XX at XX.

Yours sincerely

Appendix I. Permanent Exclusion Flow Chart

Serious incident OR cumulative behaviour



HT conducts evidence gathering & risk assessment



Consider alternatives:

- Managed move?
- SEN review?
- Early Help / PSP?
- Alternative provision?

If an alternative is viable → Use alternative → END



Is permanent exclusion lawful, reasonable, and fair?



HT makes decision → Notify parents immediately (phone + letter)



Notify LA and Governors without delay



School prepares evidence bundle for Governors/IRP



Governing Body meets within 15 school days

- ├ Uphold PEX → Parents may request IRP
- └ Reinstate → Pupil returns, reintegration plan



If IRP requested:

- LA/Trust arranges IRP meeting
- IRP may direct reconsideration



If reconsideration:

- Governing Body reviews decision again



END

Appendix J. Graduated Approach to Wellbeing Support

Flowchart: Whole-School Graduated Response

UNIVERSAL SUPPORT

(For all pupils and staff)

Positive culture, inclusive environment
 PSHE / curriculum on resilience & wellbeing
 Tutor/pastoral care and safe spaces
 Staff training in wellbeing awareness, trusted adult training, ACES, Trauma informed practice and safeguarding children.
 Trusted adults in school
 Open communication with parents



TARGETED EARLY SUPPORT

(For pupils showing emerging concerns)

CPOMS recording – Mental health/Safeguarding lead involvement
 Daily wellbeing check ins/SEMH breakfast club
 Pastoral intervention / mentoring
 Short-term small group programmes
 Consultation with SENCO / Wellbeing Lead
 Liaison with parents or carers and regular reviews
 Family Help assessment if appropriate
 Reflexions support service referral



SPECIALIST SUPPORT

(For pupils with significant or persistent mental health or emotional needs)

Referral to CAMHS, GP, or Educational Psychologist
 Multi-agency planning / Team Around the Child (TAF)
 Individual Support Plan with reviewed outcomes
 Ongoing monitoring by Pastoral Team