



Moorlands Schools Federation

Relational Behaviour Policy

Date of approval – June 2026

Date of review – June 2027

Approval level - LGC

Responsibility for preparation – Headteacher/SENDCo Lead

Review Date	Summary of amendments made
24.06.26	Page 5 – Add ‘this may include removal where a pupil completes their learning separately to their class – either in a different class or in a separate space from other pupils’. Page 6 – delete Suspension and Exclusion are always used as a last resort, following fair, proportionate, and evidence-based procedures. • Parents and carers are informed promptly of any suspension or exclusion, including the reasons, duration, and arrangements for returning to school. • Parents and carers are informed of their right to appeal and how to access support during the process. • All exclusions are carried out in line with statutory guidance, including DfE Suspension and Permanent Exclusion Guidance and the school’s Safeguarding Policy.

	This ensures that consequences and sanctions are clear, consistent, and restorative, while maintaining compliance with statutory guidance and protecting the rights and wellbeing of all pupils.
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Relational Behaviour Policy

1. Purpose and Ethos

Our school is committed to creating a safe, inclusive and supportive environment where all children can learn effectively and achieve their potential. This policy aligns with **DfE Behaviour in Schools Guidance, Keeping Children Safe in Education**, and **SEND Code of Practice**, and reflects our expectations around inclusion, safeguarding, consistency and high standards of behaviour. We recognise that behaviour is a form of communication and that children's actions are influenced by their experiences, emotions, neurodevelopment and needs. Our approach is **relational, trauma-informed and neuro-inclusive**, supporting pupils to understand expectations, regulate emotions and behave well so learning is maximised.



2. Our Core Beliefs

- All pupils have the right to learn in a **calm, safe and respectful environment**.
- High expectations for behaviour apply to all pupils, with **reasonable adjustments** made where needed.
- Behaviour reflects skills, needs and experiences; pupils are supported to develop self-regulation and social understanding.
- Positive, trusting relationships between adults and pupils are central to effective behaviour management.
- Consistency, fairness and predictability underpin strong behaviour practice.

Our approach reflects our commitment to providing **Space to Grow for Any Tomorrow**, ensuring pupils are supported to develop resilience, self-regulation and positive relationships that prepare them for future success in their lives.

"Every time we relate through quality moments together with a child or young person we teach them that connection is paramount, that relationships are necessary in order to live well. "
- Louise Bomber – Know Me to Teach Me. (2020)

3. Aims of the Policy

The Partnership Trust's (TPT) ambition is to create high-standards of behaviour through a calm, safe, and supportive environment that ensures every pupil can learn.

At Moorlands Schools Federation, we are committed to creating a positive, safe, and inclusive learning environment where every pupil can thrive and reach their full potential.

This policy aims to:

- Promote consistently high standards of behaviour and conduct.
- Support the **whole child to thrive**, recognising emotional, social and developmental needs alongside academic learning.
- Ensure all children are **happy, healthy and safe** first, to enable learning.
- Support inclusion by meeting the needs of pupils with SEND, SEMH needs and adverse experiences.
- Ensure behaviour management supports safeguarding and wellbeing.
- Reduce disruption to learning through proactive, evidence-informed practice.
- Ensure responses to behaviour are lawful, reasonable and proportionate.

4. Behaviour Expectations – LEARN Values

Clear, high expectations are taught, modelled and reinforced consistently through our Moorlands **LEARN values**. These provide a shared language and consistent framework for behaviour across the school.

L – Lead by Example

We listen carefully to adults and each other, follow instructions and routines promptly, and respond positively to guidance.

E – Engage and Enjoy

We take an active role in learning, and allow others to learn without disruption.

A – Achieve your Best

We always try our best in our learning and everything we do.

R – Respect Everyone, and Everything

We take responsibility for our actions and work with adults to repair relationships, we respect our school, our world and everything in it.

N – Never give up

We show resilience, ask for help when needed and keep trying, even when learning or emotions feel challenging.

Expectations are communicated clearly, revisited regularly and supported through consistent adult modelling and relational practice.

Legendary Lining-up 1) Silent 2) Single file in line order 3) Sensible	Moorlands Manners 1) Be respectful 2) Be helpful 3) Be positive and polite	Terrific Transitions 1) Swift, Silent Movement 2) Listen and Follow. 3) Tidy the space	Wonderful Walking 1) Walking in a line 2) Hands by your sides 3) Silent movement
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5. Framework

Our Trust is committed to ensuring that all schools operative behaviour systems that are legally compliant, fair, inclusive and rooted in current best practise. Our approach to behaviour, discipline and safeguarding is based upon the latest legislation and DfE guidance:

- Behaviour in Schools (DfE, 2024)
- Suspension and permanent exclusion (DfE 2024)
- Searching, Screening and Confiscation (DfE, 2022)
- Restrictive interventions, including use of reasonable force, in schools (DfE 2026)
- Equality Act (2010)
- Keeping Pupils Safe in Education (DfE 2025)
- SEND Code of Practice (2015)

Our School's Approach to Behaviour

5. Proactive and Preventative Approaches

We support and celebrate positive behaviour and safeguard pupils in various ways. We recognise that individual pupils have different needs and require different responses. In order to do this we provide:

- Predictable routines, clear visual timetables, and consistent transitions.
- Warm welcomes, daily check-ins, and emotionally-available adults who model respectful relationships.
- Explicit teaching of social, emotional, and relational skills, including empathy, conflict resolution, and anti-bullying strategies.
- Low-arousal environments and communication, including predictable and consistent adult responses.
- Opportunities for movement, regulation, and choice.
- Clear, visible anti-bullying messages, guidance on reporting concerns, and proactive discussion of online and offline safety.
- Systems to identify and respond to safeguarding concerns promptly, with all staff trained to recognise and report risks in line with our **Safeguarding Policy**.
- See Appendix 1 – Graduated response

6. Trauma-Informed, Neuro-Inclusive and Thrive-Informed Practice

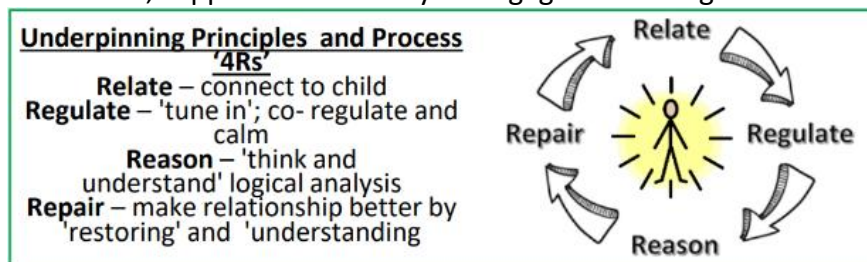
We recognise that some children may have experienced trauma, attachment disruption or are neurodivergent (e.g. autism, ADHD, speech and language needs). Our approach is informed by the **Thrive Approach**, attachment theory and current neuroscience.



We support pupils by:

- Recognising emotional development and good mental health as foundational to behaviour and learning.
- Using Thrive-informed assessment and action planning to identify social and emotional needs.
- Applying the **4Rs framework**: Relate, Regulate, Reason and Repair.
- Prioritising co-regulation before expecting self-regulation.
- Making reasonable adjustments to expectations, environments and responses.
- Avoiding shaming, punitive or public sanctions.

This ensures pupils feel safe, supported and ready to engage in learning.



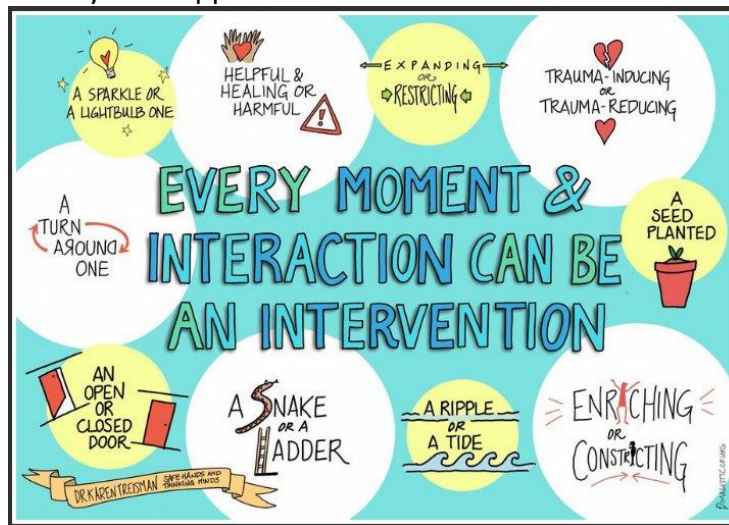
7. Responding to Behaviour Incidents

When behaviour becomes challenging, adults will:

1. Remain calm and ensure safety.
2. Acknowledge feelings and validate emotions.
3. Reduce demands and support regulation.

4. Address the behaviour once the child is calm.
5. Use restorative conversations to repair relationships.

Language focuses on curiosity and support rather than blame.



Adults use the language of PACE (Playfulness, Acceptance, Curiosity, Empathy) to create safe, trusting, and emotionally regulated environments helping all pupils feel understood and secure so they can learn and thrive by shifting from reactive behaviour to thoughtful engagement. It's a trauma-informed approach that builds secure relationships, reduces conflict, and allows adults to understand underlying needs, fostering emotional growth and better academic outcomes.

How it Works in Practice:

- **Playfulness:** Using humour, light tone, and storytelling to create connection and reduce tension.
- **Acceptance:** Validating the child's feelings without condoning harmful actions, showing their emotions make sense.
- **Curiosity:** Asking "I wonder..." questions to explore the child's experience and motivations.
- **Empathy:** Showing you understand and care about their feelings, even when they're difficult.

In essence, PACE provides a compassionate framework for understanding and responding to children, making classrooms more emotionally supportive and effective learning environments for all.

8. Restorative Approach

After an incident, children are supported to:

- Reflect on what happened and how they felt.
- Understand the impact of their actions on others.
- Take responsibility in an age-appropriate way.
- Repair harm and rebuild relationships.

This may include apologies, problem-solving or restorative meetings, with the use of a restorative script.

1. What happened?

(Encourages honesty and retelling)

2. What were you thinking when ...?

(Helps child understand their mindset)

3. What have you thought about since ...?

(Promotes reflection after the moment has passed)

4. Who has been affected by...?

(Develops empathy)

5. What do you need now so that we can move on?

(Encourages responsibility and action)

6. How can we address everyone's needs together?

(Collective responsibility for problem-solving and decision-making)

9. Consequences and Sanctions

Consequences are used in line with DfE guidance, ensuring they are **lawful, proportionate, and consistently applied**. They are intended to:

- Maintain safety and order.
- Support pupils to learn from their behaviour.
- Protect the learning and wellbeing of others.

Consequences may include:

- Loss of privileges. (linked to behaviour as a 'natural consequence' – also proportionate, time-bound, restorative, inclusive)
- Restorative actions, such as repairing harm or reflective discussions.
- Time away from peers or supervised regulation opportunities to support emotional self-management.

Reasonable adjustments are made for pupils with SEND, additional needs, or other vulnerabilities.

10. Repeated or Persistent Behaviour

When behaviours are repeated or persistent, additional support and proportionate interventions are provided to help pupils reflect, learn, and improve.

- **Escalating, restorative consequences:** If bullying, unsafe, or disruptive behaviour continues, consequences may be escalated proportionally, while remaining restorative wherever possible. This ensures pupils understand the impact of their actions and have the opportunity to repair relationships. This may include removal where a pupil completes their learning separately to their class – either in a different class or in a separate space from other pupils. A reintegration meeting involving a member of SLT, the class teacher and pupil occurs before they pupil returns to class. A record of 'removals' will be kept on CPOMS. Parents are to be informed at the earliest opportunity.
- **Link to anti-bullying measures:** Persistent negative behaviours are addressed in line with the school's Relational Behaviour **Anti-Bullying Policy**, including reporting systems, monitoring, and pastoral support.
- **Safeguarding considerations:** Repeated unsafe or harmful behaviour may indicate a safeguarding concern. Staff follow the procedures outlined in the **Safeguarding Policy**, ensuring pupils are protected and supported.
- **SEND and additional needs:** Pupils with SEND or other additional needs may require adapted consequences or extra support to help manage repeated behaviours effectively and fairly.
- Some behaviours (which if repeated could pose a risk to the safety of the pupil or others) may require a risk assessment. If a pupil has an individual risk assessment this will include the school's approach to any off-site activities for the individual pupil.

This approach ensures that the school responds consistently, proportionately, and relationally to repeated behaviours, supporting all pupils' wellbeing, learning, and safety.

Exclusions: Suspension and Permanent Exclusion

For more detailed information see the separate [Exclusions Policy](#).

Decisions about suspension and permanent exclusions are based on individual circumstances. The purpose of a suspension is to enable a review or make a change to provision. The reasons below are Department of Education examples of the types of behaviours that may lead to a suspension or permanent exclusion:

- Persistent disruptive behaviour
- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use, or threat of use, of an offensive weapon or banned item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Suspensions

If a suspension is necessary, the Headteacher will inform (all) parents that their child is to be suspended from the school for a fixed-period (for a maximum of 45 days in a single academic year). If misbehaviour at lunchtime is problematic, despite support, the school may suspend a pupil from school during lunchtimes (this counts as a half-day suspension). This will not affect lessons. Parents will always be given 24 hours warning to enable them to make the necessary arrangements. If a pupil is entitled to free-school meals, meals will be offered.

All suspensions will ideally be followed up with a **reintegration meeting**. The purpose of this meeting is to support a successful return to school for the pupil. It provides an opportunity to discuss the reasons for the suspension, review any plans and agree on strategies to prevent further incidents. The meeting ideally involves the pupil, parents, and relevant school staff, ensuring that expectations for all are clearly communicated. (Appendix 6)

If a pupil is suspended on two or more occasions in a two-term period, both a review of any ADPR and advice from the Trust Inclusion Lead should be sought.

Permanent Exclusion

Permanent Exclusion is for 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 welfare of the pupils or staff in the school (see separate policy).

If individual support through the graduated approach is unsuccessful and frequent suspensions occur, we explore other alternatives or 'preventative measures' prior to considering exclusion.

11. Supporting Individual Needs, Thrive and Flexible Nurture Provision

Where behaviour indicates additional need, we provide early, targeted and specialist support in line with the **SEND Code of Practice** and DfE guidance on inclusion.

Support may include:

- Individual emotional regulation or Thrive action plans.
- Targeted small-group or 1:1 interventions focused on regulation, attachment and social skills.
- Access to **flexible nurture provision**, providing short-term, part-time or responsive support within a calm, predictable and relational environment.

- Adapted timetables, safe spaces and sensory supports.
- Risk Assessments or Safety plans.
- Collaboration with SEND, pastoral teams and external professionals
- Temporary reduced timetables may be used in exceptional circumstances in agreements with parents. This should be used as a short term measure with a view to achieving full reintegration.

How this reduces exclusion: By identifying needs early, making reasonable adjustments and offering flexible nurture provision, we address the root causes of behaviour before issues escalate. This proactive, relational approach reduces repeated incidents, prevents disengagement from learning and minimises the need for suspension or exclusion. Pupils are supported to regulate, repair relationships and reintegrate successfully into mainstream learning, ensuring continuity of education and improved outcomes.

"Thinking of your child as behaving 'badly' - disposes you to think of punishment.

Thinking of your child as struggling with something 'difficult' - disposes you to help them through their distress."

12. Roles and Responsibilities

Behaviour is a shared responsibility.

At our school, positive behaviour is promoted through strong relationships, clear expectations and consistent support. Staff, pupils and parents/carers work together to create a calm, safe and respectful environment where everyone feels valued and able to learn.

Trustees and Governors:

- Monitor the effectiveness of this policy at the school through visits, school data and reports

Headteacher and Senior leaders:

- Promote positive relationships and high expectations across the school.
- Ensure consistent implementation of the behaviour policy.
- Support staff through training, guidance and policy review.

All staff:

- Build positive, respectful relationships and maintain high expectations.
- Apply the behaviour policy consistently to support a calm, safe environment.
- Use relational and trauma-informed approaches to support behaviour and wellbeing.
- Ensure escalating and serious behavior incidents are recorded promptly and accurately on our CPOMS system. See appendix 2 for a list of serious incidents

Pupils:

- Build positive relationships and show respect for others.
- Follow agreed expectations to help keep the school calm and safe.
- Take responsibility for their behaviour with appropriate support.

Parents and carers:

- Build positive relationships with the school and work in partnership.
 - Support and reinforce the school's behaviour expectations.
 - Communicate openly and work with the school to support their child.
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13. Partnership with Families

We work in partnership with families by:

- Building respectful, trusting relationships.
- Sharing concerns early and working together to find solutions.
- Valuing parental knowledge of children's strengths, needs and experiences, including SEND.
- Developing consistent, restorative strategies to support behaviour and wellbeing.
- Celebrating progress and positive change.

Through strong partnership with families, we support children to feel safe, understood and included, enabling them to develop positive relationships and succeed at school.

14. Monitoring and Review

Behaviour is monitored by leaders to ensure consistency, inclusion and impact. This includes:

- Analysis of behaviour data and patterns.
- Monitoring of exclusions, suspensions and disproportionate impact.
- Pupil, staff and parent voice.
- Ongoing staff training and reflection.

The policy is reviewed regularly to ensure alignment with other School or Trust policies, **DfE guidance, Ofsted expectations** and best practice in behaviour, safeguarding and inclusion.

15. Behaviour Outside School

Behaviour outside of school (e.g. online or in the community) that negatively impacts the school community may result in school involvement and consequences. This includes:

- Taking part in any school organised or school-related activity
- Travelling to and from school
- Wearing the school uniform or in any other way identifiable as a pupil of the school
- That poses a risk to another pupil
- Adversely affects the reputation of the school

16. Additional Information

This policy should be read in conjunction with the following School/ Trust policies:

- Exclusions
- Restrictive Interventions and the use of reasonable force
- Anti-Bullying
- Positive Handling
- Safeguarding
- Stress and Well-being

This policy complies with our funding agreement and Articles of Association.