



Prescot Primary & Nursery School

Empower Today. Prepare for Tomorrow.

Behaviour & Relationships Policy

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Rationale

Our vision is to *'EMPOWER TODAY. PREPARE FOR TOMORROW'*

At Prescott Primary School and Nursery, we recognise that behaviour is a form of communication. When children lack the skills to communicate their needs and emotions, these are often played out through distressed behaviour. Our approach recognises the stresses that children and families experience and the impact they can have on behaviour.

As led by research, we have decided to use a restorative approach which is based on modelling healthy relationships. Relationships change the structure of the brain both positively and negatively and healthy relationships in childhood can help us manage stress more effectively throughout our lives.

As a Rights Respecting School, we also strive to protect the rights of the child. In this policy the articles from the Convention on the Rights of the Child have been quoted where applicable.

Click here for more information:

<https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/introducing-the-crc/>



1. Aims

Article 28: Discipline in schools must respect the child's dignity and rights'

- Embed our school value, encouraging all children to 'be bothered' about themselves and others.
- Create an environment in which everyone is rights-respecting.
- Offer co-regulation as a route to self regulation of emotions and behaviour.
- Teach children the skills they need to communicate and regulate effectively throughout their lives.
- Establish a universal evidence-based approach to behaviour that all staff can use effectively and consistently with nurturing care, high levels of support and high expectations.
- Promote Prescott Primary and Nursery as a place where children can't wait to attend and develop a love of school life and learning.



2. Legislation, statutory requirements and statutory guidance

Lots of research and legislation underpins this approach. This policy is based on legislation and advice from the Department for Education (DfE) on:

[The Equality Act, 2010](#)

[Keeping Children Safe in education 2025](#)

[Suspension and Permanent Exclusion DfE Guidance](#)

[Use of Reasonable Force in Schools](#)

[Supporting Pupils with Medical Conditions](#)

[SEND Code of Practice](#)



3. Behaviour & The Roots of Distressed Behaviour

Behaviour is a form of communication. It can tell us a lot about how a person feels, whether they are finding something easy or difficult and acts as an indicator of their internal world. There are many reasons why children may have difficulties with relationships, following rules, adapting to the school environment and the ability to cope with their emotions.

These can include:

- Children still learning how to be in the world, they simply don't have the skills yet
- Children who have or are still experiencing Adverse Childhood Experiences (ACEs)
- Children who have experienced toxic stress
- Children who have experienced disrupted attachment
- Children who are neurodiverse
- Children who are having a tough day
- Children who are going through tough things at home
- Children with Special Education Needs and or Disabilities (SEND).

Whatever the roots of distressed behaviour, It is our responsibility to repair and heal through our positive relationships, working hand in hand with families and external agencies to develop the skills needed to thrive in school.

3.1 Reasons for Behaviours

Communication/Connecting Driven Behaviours

Pupils who struggle to communicate feelings in conventional ways may reach a point where they display behaviours that appear to disrupt or challenge.

Anxiety Driven Behaviours

Pupils may suffer high levels of anxiety and internalise feelings and emotions. Pupils when confronted with social situations that challenge these anxieties may display behaviours that appear to disrupt or challenge.

Sensory Driven Behaviours

Pupils may have sensory processing issues related to their needs and struggle to process the world around them. They partake in sensory seeking behaviours that appear to disrupt or challenge.

Externally Driven Behaviours

Pupils may enter the school environment from a situation that is causing distress. They may be exposed to adverse childhood experiences (ACEs) which may cause reactionary behaviours that may cause students to display disruptive or challenging behaviours.

Unknown Reason for Behaviours.

There are always cases where reasons for behaviours cannot be identified.

3.2 Examples of Behaviours

Low Level:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards staff and other pupils.
- Refusal to engage with staff.

High Level:

- Repeated breaches of the school rules
- Any form of bullying, including cyber-bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or theft
- Repeated incidents of fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.



4. Our Approach

Article 19: Children have the basic human right to dignity

Our approach to behaviour and relationships is rooted in the belief that **every child deserves the opportunity to succeed**. We recognise that behaviour is a form of communication, and that children's experiences - both positive and adverse - shape the ways they interact with the world. As a result, our policy is grounded in **trauma-informed practice**, ensuring that all responses prioritise safety, connection, dignity and emotional wellbeing.

We are committed to creating an environment in which children feel **understood, valued and supported**, and where adults respond with consistency, empathy and high expectations. Through **Quality First Teaching**, predictable routines, and clear, shared approaches across the school, we reduce barriers to learning and ensure that every child can access a calm, purposeful and nurturing environment.

A trauma-informed approach also means prioritising the development of **self-regulation skills, emotional literacy and metacognition**. Children are explicitly taught to recognise and name their emotions, understand what is happening in their bodies and minds, and use strategies to help them move forward positively. This helps them develop long-term skills for resilience, independent problem-solving, and healthy relationships.

We uphold the **rights of every child**, ensuring that all interactions preserve dignity, respect and emotional safety. Our practice avoids humiliation, embarrassment or punitive approaches that undermine confidence or belonging. Instead, we focus on building strong relationships, maintaining calm and consistent responses, and removing barriers that might prevent a child from thriving.

Central to this approach is our commitment to **knowing each child well** - their strengths, needs, backgrounds and experiences. By understanding the individual, we are better able to support regulation, anticipate triggers, intervene early and tailor provision to ensure all children feel safe, connected and ready to learn. Our mission is to **'Put the learner first'**.

Through this relational, inclusive and trauma-informed framework, we aim to support every child in developing positive behaviour, strong emotional wellbeing and the skills to succeed both academically and socially.

4.1 We are a 'No Shout and No Shame' School.

Shouting has a significant negative impact on child development. Shouting simply triggers the lowest regions of the brain which signal to the child that they are not safe. We will not scare children into behaving in an appropriate way. Frightening children does not teach them self-regulation skills, it teaches them to mask and suppress which can lead to distressed behaviour at home or when the grown-up is not looking.

Safety shouts are permitted, if a child is about to do something that is unsafe and their attention is needed quickly, staff will shout to prevent further harm. E.g. they are crossing a road unsafely or climbing on equipment unsafely. Following this incident, the staff member will model and reflect with the child, owning their feelings and concerns at the time.

Likewise, we do not shame children into changing their behaviour. Shame teaches children that they are inadequate and flawed. Children do not behave better by being made to feel worse, shaming a child means that they are likely to develop a view of themselves which is negative or protect themselves through minimising, defiant or angry behaviours, none of these are productive for improving behaviour, instead they damage relationships which are central for regulated behaviour.

4.2 PACE

Throughout any interactions with children all staff utilise PACE. PACE is an approach to communication developed by **Dr Daniel Siegal** and stands for

P - **Playfulness** - we use and keep a light tone

A - **Acceptance** - we accept a child as they are, even when we do not accept their behaviour

C - **Curiosity** - we wonder about what is going on for the child to trigger these behaviours

E - **Empathy** - we feel compassion and stay with the child in their difficult experience

The aim of PACEful communication is to improve children's distress tolerance, they learn that big feelings are not scary and can be supported with a grown-up's help. Through this approach, children are supported to feel better which enables them to do better.

<https://drdansiegel.com/>

4.3 Regulation, Relating, Reasoning & Repairing

When distressed behaviour occurs, a child is typically using the lower regions of their brain and the cortex (the intelligent reasoning part of the brain) is not accessible. Staff will use their judgement, training and knowledge of the child in their care to know which area of regulation to begin with.

4.4 Sensory Regulation

To regulate the brainstem a range of activities might be used, these include:

- Deep breathing activities
- Calm Brain
- Movement
- Rhythmic, repetitive movements
- Sensory Circuits
- Visiting the quiet corner or Chill-out Zone
- Using fidget toys provided by the school
- Rocking motions
- Drinking through a straw or chewy snacks

4.5 Relating & Connecting

To regulate the limbic system, staff can use a range of strategies:

- Emotion coaching
- PACEful communication
- Validation of emotion
- Child initiated comfort such as when children ask for a hug

Following these stages, staff may be able to tentatively reflect and reason with children.

4.6 Natural & Logical Consequences

Once emotionally regulated, we can start to explore the learning from this behaviour and explore associated consequences. Natural and logical consequences are an essential part of our approach as they teach children to link cause and effect and that they are responsible for their actions throughout their lifetime. If a child gets a calculation in maths wrong, we would not punish them. Likewise if a child makes a mistake with their behaviour, our approach is to help them understand the natural and logical consequences of their behaviour, meet any unmet needs and learn a skill to fill this gap in social and emotional functioning.

Natural consequences are ones that occur without a grown-ups intervention, for example a child refuses to put on their coat to go outside as requested by the grown up, this would lead to them getting cold.

Logical consequences are related consequences that grown-ups have influenced. For example, if a child is playing in the sand, they throw sand at another child, they are then expected to clean up the sand and take care of their peer too.

4.7 Restorative Practice and Relational Repair

Once regulation has been achieved, a restorative conversation will be held. Restorative conversations or circles can involve just two people or the whole class depending on the impact of the incident. These circles are not unfamiliar to children as they take part in them every day practice. Restorative practice seeks to give children the skills to communicate effectively, reflect on their behaviour and repair any harm. There are a set of restorative questions that move from past to future in tense and take us from the behavioural incident to the future behaviours that we need to see instead.

1. What happened?
2. What were you thinking at the time?
3. How did you feel at the time?
4. How do you feel about what happened?
5. Who has been affected by what happened?
6. What needs to happen to make this right?
7. How do you feel now after talking about this?

Restorative approaches focus on repairing harm to the injured party. If you threw a plate on the floor and it smashed, the pieces wouldn't jump back together if you said sorry. Instead, restorative approaches take time to glue the pieces back together which takes careful effort. This means that children will need to take time to repair their relationships with their peers after an incident, this might be through a letter, doing something kind for their peer, making up for the harm they have caused. By encouraging '**showing sorry rather than saying sorry**', our children will be able to have healthy relationships throughout their lives and into adulthood.

4.8 Celebrating Success/Positive reinforcement

There are many opportunities to celebrate success at Prescot Primary and Nursery. We think that celebrating achievements together increases engagement, boosts motivation and ultimately raises botheredness and self-esteem. Through individual recognition and praise, to class acknowledgements and 'HIVE' rewards, the children work towards success together.

4.9 Physical Restraint - Team Teach Incidences

At times, children's dysregulation can become dangerous for themselves and others, including peers and PCP staff. As a priority, de-escalation should be used to reduce the need for physical restraint. Reasonable and proportionate physical restraint will only be used when all other options have been tried or the situation requires immediate intervention for safety. Physical intervention should not be used to make a child comply with the grown-up's requests.

Key staff members are trained in Team Teach, this is a certified approach to de-escalation and crisis management and involves techniques to physically intervene and restrain using specified evidence-based movements.

4.9.1 Our Team Teach usage:

- Only staff trained in Team Teach 'Positive Handling Strategies' should use physical intervention techniques unless they are required to intervene under their 'Duty of Care'.
- Where practical, if a situation is escalating, support from the SLT should be sought.
- Physical intervention must be used as a last resort, using the minimum force required, and be for the shortest period necessary.
- Only techniques taught by Team Teach should be used.

4.9.2 Aftercare

The use of physical intervention with a child is a stressful and often traumatic experience for both the pupil and the staff members involved. Children should be given space to regulate and find calm afterwards with a safe and trusted adult in school. Likewise, staff involved should take time away from the classroom to reflect if they require it and there will always be the opportunity to talk through the incident with a senior member of staff. Just as with any other incident, relationship repair is necessary after any type of physical intervention.

Opportunities to reflect, reconnect and begin the process of repairing any damage done to the relationship between the staff involved and the child. This process should follow the restorative practice steps outlined in this policy.

4.9.3 Reporting and Recording Arrangements

- The Team Teach incident must be recorded on CPOMs and a description of the Team Teach technique used.
- If physical intervention has been used, caregivers must be informed.
- If either the child or member of staff is injured during a restraint or are victims of violence and aggression, first aid reporting and recording procedures must be followed.

4.9.4 Responsibilities

- The Designated Safeguarding Lead will ensure that relevant staff receive appropriate de-escalation and positive handling training at least every 3 years.
- All staff are responsible for the implementation of this policy.

4.9.5 Complaints

We understand that any situation that could involve physical intervention with children is likely to be emotive and worrying. As such, the availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but understandably, it may not eliminate them. Where the nature of any complaint made (by a child or caregiver), in relation to the use of physical intervention within the school, the Trust's complaints policy will be followed.

4.10 Inappropriate sexual behaviours

The school follows The AIM Project approach when supporting children who display inappropriate or harmful sexual behaviours. <https://aimproject.org.uk/aim-checklists/>

This framework ensures responses are developmentally informed, proportionate, and focused on safeguarding and support rather than punishment. In line with this approach, a RAMP is completed to assess risk and identify protective factors, with clear actions put in place to reduce risk and promote safety for the child and others. The school works closely with caregivers, maintaining open and transparent communication, and holds regular review meetings with caregivers and pupils to monitor progress, adjust strategies, and ensure a consistent, supportive approach that prioritises wellbeing and safeguarding.

4.11 Breathing Space, Suspension and Being Matched Elsewhere

DEFINITIONS

In serious and complex situations, exclusion may be used to find a better solution to the distressed behaviour. Exclusion is never a punishment and instead is used as time to better meet a child's needs.

Breathing Space (INTERNAL) or Suspension (EXTERNAL)

If a child is persistently breaching the safety behaviours or engages in a one off significant or dangerous behaviour, a suspension will be applied. This provides time for the team around the child to look carefully at the support a child has in place and develop a plan to help them be more successful in school. This decision is made through the agreement of two senior leaders who have examined the situation and feel that Breathing Space is necessary for the safety and wellbeing of the child, their peers and the adults working in school. Taking 'breathing space' internally may be the stage used before taking time away from school, (Suspension)

Reintegration Meeting

Following a suspension, (External Breathing Space), a child and their caregiver will be invited to meet with senior school staff or CARE team staff to reconnect on their first morning back to school. This meeting will give an opportunity to reflect on the behaviours that led to the Breathing Space and a reintegration plan will be shared and signed by everyone involved. A review meeting will take place once the child has had time back in their normal routine.

Permanent Exclusion/Matched Elsewhere

If there are persistent breaches of the Behaviour Policy or a significantly dangerous or damaging one off event, the Headteacher can enact a permanent exclusion whereby a child is matched elsewhere by the local authority in an attempt to better meet their needs. A governor attended meeting will be hosted following this event, this will listen to the decision making process of the school to ensure that all options have been considered. This is an extreme step and is very rare and reflects the exhaustion of all other options and or seriousness of the behaviours, usually indicating that a child's needs could be better met by an alternative educational provider.

See DfE Guidance here:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

4.12 Behaviour Support in School

Prescot Primary School and Nursery is committed to giving every child an enriched universal provision, this is a prevention based approach whereby we invest heavily in universal provision around social, emotional and behavioural regulation so that any issues do not escalate further down the line.

Universal Approaches to Regulated Classrooms

Lots of factors influence behaviour and regulation in school, these include relationships with others, feeling safe in the classroom, feeling inspired to learn as well as many other factors such as recognition of effort and valuing each child individually. Prescot Primary will use a range of strategies to promote readiness for learning, including a 'Working like Clockwork' approach with consistent visuals eg, 'Cogs of Conduct', Classroom Charters and our Behaviour Repair Toolkit.



5 Roles and responsibilities

All staff in school are responsible for setting the tone and context for positive behaviour within the school. The grown-ups make the weather, is it sunshine or thunder clouds? The grown-ups set the tone. When children are engaged, delighted in and feel safe to be themselves, great brain growing moments can occur.

5.1 The Governing Body

The governing body is responsible for reviewing and approving this Behaviour & Relationships Policy in conjunction with the Senior Leadership Team, and monitoring the policy's effectiveness.

5.2 Senior Leaders

- A designated member of SLT is responsible for reviewing this Behaviour and Relationships policy in conjunction with the Governing Body.
- The Headteacher will also approve this policy.
- The Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff support pupils to regulate their behaviour, also monitoring how staff implement this policy to ensure that it is consistently followed.
- The Senior Leadership Team will ensure that Prescot Primary staff will be offered regular continuous professional development regarding behaviour and relationships. New staff will be offered a range of reading, video training and interactive online training to explain our approach and elements of this policy.
- The Senior Leadership Team will monitor relationships between care-givers and staff and ensure that they remain healthy and focused on the needs of the child.

5.3 Staff

Staff members will:

- Demonstrate that they are the safe boss and the captain of the ship in their classroom, establishing clear and consistent routines that are easy to follow and accessible for all.
- Offer clear, direct boundaries, with high expectations, high levels of support using connection before correction.
- Prioritise a relationships first approach with children, ensuring they feel valued and cared for, eg: welcoming each pupil every day and ending the day on a positive note.
- Create world class learning opportunities that engage every learner in their class.
- Model the model for emotional regulation, conflict resolution, social skills and learning behaviours at all times.
- Make appropriate adaptations in the moment to meet a child's needs wherever possible.
- Work with support staff to share the safe boss role and coach support staff whole class regulation and leadership.
- Confiscate any items that may be harmful or disruptive to learning.
- Follow up and support opportunities to repair harm and skill build following incidents.
- Be able to understand and explain the brain-based approach outlined in this policy to both children and their caregivers.

5.4 Parents and Carers

Parents are expected to:

- Support their child in developing appropriate coping strategies to manage their own behaviours.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Work in collaboration with school teams to support the student to develop social and emotional literacy and resilience and learn self-management skills that will allow them to thrive in adulthood.
- Prioritise attendance, even if this is a personalised approach agreed with the school.
- Stay calm and understand that all children are learning how to behave and may make mistakes.
- Regulate their own emotions before discussing events with staff in order for an outcome to be promptly reached.

5.6 Pupils

Pupils are expected to 'work like clockwork' by:

- Present themselves in a way that is appropriate in both school and the wider community and where possible develop strategies to self-manage.
- Show respect to all members of the school community and to the wider community when offsite and also when online.
- In class, they make it possible for all pupils to learn and use their strategies and support to self-manage and regulate their responses to situations.
- At lunchtime and breaks, pupils will follow our playground charters.
- Move calmly around the school, understanding the importance of personal safety and the safety of others.
- Treat the school buildings and school property with respect.
- With support accept that there may be consequences to their actions and accept these when given.



6. Responding to misbehaviour from pupils with SEND

Prescot Primary knows that children's behaviour may be impacted by a special educational need or disability (SEND). As such with any element of education, adaptations will be made in the moment and will be made on an individual basis. For example, a child may struggle understanding the impact of their words if they have difficulties in social communication and interaction, as such an adjusted repair and supported opportunity for learning may be needed.

When considering dysregulated behaviour for pupils with SEND, especially where their SEND impacts on their behaviour, staff will take their legal duties into account when making decisions about applying our policy. This policy is written to be inclusive and accessible for all learners. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

6.1 Adaptations and Awareness of Triggers

Being aware of all children's needs, especially those with SEND will enable us to adapt the

environment around the child to ensure that they are given the best opportunity to thrive. Below are some examples of what this might look like for all children and those children with SEND.

- Identifying, preparing for or minimising triggers for dysregulation where known and possible.
- Brain breaks to promote bilateral stimulation and brainstem regulation through movement.
- Consider the seating position of a child, for example sitting them closer to the teacher for relational support, or allowing them visual access to the classroom door so they can maintain a level of safety.
- Training for all staff in SEND awareness and best practices.
- Use of breakout spaces for regulation.
- Positive Handling Plans

6.2 Part-time and Flexible Timetables

School should be a place of fun, safety and learning and for some children with additional needs, this can be tricky to establish a balance. When a child's experience of school is leaning towards more negative experiences than positive, we will request that children will attend school on a part-time timetable. This is a temporary measure with the aim to reset a child's experience of school, and ensure that the time that they do attend is positive and successful and within their coping capacity. With careful monitoring and planning, the part-time timetable will be increased back to full-time gradually, focusing on success and the needs of the child.

Lunch and break times.

Adaptations to lunchtime timetables will also be offered to enable pupils to reflect and repair but also to make a longer unstructured time more successful for all children. We offer a programme that we call 'Pizza Playtimes' to some children who may need their lunchtime to be cut into pieces (like a pizza). These sectioned times will include time to eat their lunch, time to play with their class, time spent on indoor activities and time to prepare to go back to class. Caregivers will be notified if staff deem this to be an appropriate next step to take.

6.3 Adapting sanctions for pupils with SEND

When considering a natural and/or logical consequence for a child with SEND, staff will consider whether:

1. The child was unable to understand the boundary or instruction
2. The child was unable to respond differently at the time as a result of their SEND.
3. The child was likely to behave in a dysregulated way due to their particular SEND

Senior Leaders will then assess whether it is appropriate to use a natural and/or logical consequence and if so, whether any reasonable adjustments need to be made to the consequence.

6.4 Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and staff will cooperate with the local authority and other bodies wherever possible. If significant concerns regarding the regulatory capacity and behaviour of a child with an EHCP are raised, the SENDCo will work with the local authority to explore next steps, for example calling an emergency annual review of the EHCP.



7. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). This is planned to allow the pupil time to acclimatise to new situations and expectations and prepare them for change. In addition, staff members hold transition meetings to ensure current and up to date information is transitioned with the student including support plans.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year through CPOMS.

Information on behaviour issues may also be sought or shared with new settings for those pupils transferring to or from other schools.



8. Monitoring arrangements

8.1 Monitoring and evaluating behaviour

Staff keep detailed records of behaviour using CPOMS, this data will be scrutinised regularly during a Senior Leadership Meeting. This review will allow staff to assess which children could need additional support and how best to match these children to the best fit support. This process will also enable leaders to assess whether staff need further support or training in our brain-based approach to regulation.

8.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors.

Websites that support our approach

<https://www.unicef.org.uk/rights-respecting-schools/about-us-new/>

<https://no-outsiders.com/>

<https://consciousdiscipline.com/>

<https://zonesofregulation.com/index.html>

<https://www.teamteach.co.uk/>

