



Behaviour and Relationships Policy

2026-2027

Review date: September 2027

Mission Statement

At Red Lane we **believe** that all our children can **achieve**, becoming **successful** future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!

1. Aims

This policy outlines the principles and procedures used at Red Lane Primary to promote positive behaviour and manage challenges, ensuring a safe, supportive, and predictable environment. This policy is embedded within the school's approach to safeguarding and mental health and wellbeing.

This policy must be read in conjunction with site-specific documents including:

- The Red Lane Way
- Child Protection Policy
- Restrictive Physical intervention Policy
- Anti-Bullying Policy
- SEND Policy
- Suspension and Exclusion Policy

2. Legislation and statutory compliance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [School suspensions and permanent exclusions](#)
- [Mobile phones in schools](#)
- [Searching, screening and confiscation in schools](#)
- [Behaviour and discipline in schools: guide for governing bodies](#)
- [Preventing bullying](#)
- [Keeping children safe in education](#)
- [SEND code of practice: 0 to 25 years](#)
- [Working together to improve school attendance](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Underpinning Philosophy and Theory

- Unconditional Positive Regard

Our approach is based upon the psychologist Carl Rogers' humanistic approach. We apply Unconditional Positive Regard (UPR) for all pupils, involving complete support and acceptance of a person, no matter what they say or do, while acknowledging and addressing inappropriate behaviours. Every pupil is valued, respected and believed in — not because of how they behave, but regardless of it. This does not mean behaviour goes unaddressed or without consequence; it means every response to behaviour, including the most serious sanctions, is delivered in a way that preserves the pupil's dignity and keeps the relationship intact.

- Trauma-Informed and Nurture Approach

We recognise that pupils experience a range of physiological and psychological challenges. We operate a Trauma-Informed culture encompassing learning from neuroscience and neurophysiology. The provision is founded explicitly on nurture and attachment principles, providing a predictable and safe environment with consistent routines and clear boundaries.

- Behaviour as Communication

We understand that all behaviour is a form of communication. It is the staff's responsibility to translate and interpret this behaviour to better meet the needs of each individual. We separate the deed from the doer, rejecting the act not the actor.

- The Social Discipline Window: Working With, Not To, For, or Not

These principles are put into practice through the social discipline model, which describes how adults in our school relate to pupils around behaviour. The model sets out two dimensions — the degree of *challenge* (high expectations, clear limits, accountability) and the degree of *support* (warmth, encouragement, nurture) an adult offers — producing four possible modes:

- **TO** (high control, low support) — punitive; done *at* pupils, without relationship
- **NOT** (low control, low support) — neglectful; disengaged, indifferent
- **FOR** (low control, high support) — permissive; warm but without boundaries
- **WITH** (high control, high support) — restorative; high expectations held alongside high support

Our practice is deliberately located in the "*working with*" quadrant. We do not lower our expectations of behaviour in the name of nurture, and we do not withdraw warmth to hold a boundary. Staff hold clear, consistently applied limits *and* actively support pupils to meet them — through relationship, co-regulation, explicit teaching of expected behaviour, and re-engagement following any sanction or intervention. This is the practical expression, moment to moment, of UPR and our trauma-informed approach: consistent routines and clear boundaries (control) delivered through nurture, attachment and unconditional acceptance of the person (support).

In practice, this means:

- Staff read behaviour as communication and respond to the underlying need, not just the surface behaviour, while still holding pupils to consistent expectations.
- Staff use a calm, consistent, relational approach to correcting behaviour, rather than shame, sarcasm or public humiliation.
- Sanctions and interventions are followed, wherever appropriate, by a restorative or co-regulatory conversation that repairs relationships and helps the pupil understand the impact of their actions.
- No pupil is written off, labelled, or treated as beyond change; the deed is corrected, the doer is never rejected.
- High expectations are non-negotiable and applied fairly and consistently to all pupils, within a predictable and safe environment.

4. Our Values: Kindness, Connection, Curiosity

At Red Lane, three values sit at the heart of everything we do: **Kindness, Connection and Curiosity**. They are not separate from our relational approach to behaviour — they are that approach, made visible in everyday language that pupils, staff and families can understand and live by and because they describe ways of being rather than a set of rules for school, they travel with our pupils far beyond the classroom.

- Kindness

Kindness is how we treat one another; with care, patience and consideration, even when it's difficult. In our relationships, it shows up as the warmth and unconditional acceptance we offer every pupil, whatever their behaviour. In learning, it shows up as pupils supporting one another, celebrating each other's progress, and being gentle with their own and others' mistakes. In the wider world, kindness is what we hope our pupils carry into every friendship, family and community they belong to: the instinct to notice when someone needs help, and the courage to offer it.

- Connection

Connection is the belief that we are stronger and safer together than alone. In our relational approach, it's the trust between adult and pupil that makes high expectations possible; pupils rise to expectations because they feel known, valued and held in mind, not because they fear consequences. In learning, connection means lessons that link to pupils' experiences and to one another's ideas, and a classroom where every voice matters. Beyond school, connection is what allows our pupils to build lasting friendships, work well in teams, and contribute meaningfully to whatever communities they go on to be part of.

- Curiosity

Curiosity is our appetite to ask questions, wonder, and want to understand more; about the world, about learning, and about each other. Relationally, curiosity means staff stay curious about the *why* behind a pupil's behaviour rather than jumping to judgement enabling us to read behaviour as communication, not defiance. In learning, curiosity drives deep thinking, resilience with challenge, and joy in discovery. Beyond school, curiosity is what keeps people learning, adapting and growing throughout their lives whether that is in further study, in careers, or simply in how they engage with the world around them.

These three values reinforce one another. Kindness makes connection possible; connection creates the safety in which curiosity can flourish; and curiosity, in turn, deepens kindness and connection, because understanding others — and the world — better makes us more able to care for both. Together, they describe not just how we expect pupils to behave, but who we hope they become: kind, connected, curious people, in our school and for the rest of their lives.

5. The Red Lane Way

At Red Lane Primary we explicitly define and teach our expectations of pupils, underpinned by our four school rules. We don't simply ask children to follow rules, we teach them what it looks and feels like to be a good person within our school community, and why that matters.

The Red Lane Way sets out these expectations clearly for every pupil and every adult, because relationships and behaviour flourish when everyone understands, together, what is expected of them. By teaching these behaviours and values explicitly, children come to understand that the Red Lane Way isn't a list of rules to comply with, but a way of being; a set of habits of kindness, respect and consideration that shape who they are becoming, not just how they act in the moment.

We follow the Red Lane Way because it helps us grow as learners and as people. It builds the habits and character that allow every member of our community to treat one another well, to be trusted and trustworthy, and to be successful; not only as pupils in our school, but as citizens in the wider world.

There are 4 school rules which form the basis of the policy and the 'Red Lane Way' are:

- **Treatment Rule:** staff and pupils at Red Lane treat others and equipment with respect.
- **Learning Rule:** staff and pupils at Red Lane respect everybody's right to learn, giving their full attention and effort so that every lesson is a safe space to learn in.
- **Talking Rule:** staff and pupils at Red Lane speak to one another with kindness and respect, and listen carefully when others are speaking.
- **Movement Rule:** staff and pupils at Red Lane move around school calmly and safely, showing care for the wellbeing of others around them.

6. Positive reinforcement and Rewards

Positive behaviours that are reinforced are more likely to be repeated. For this reason, encouragement and recognition are central to how we support pupils to build lasting, positive habits, not as an add-on to our behaviour approach, but as one of its foundations.

All staff are actively involved in consistently reinforcing positive behaviour, so that pupils experience the same warmth, recognition and encouragement wherever they are in school and whoever they are with.

We recognise that pupils' achievements and successes matter, whether they happen in school or beyond it, and we take care to celebrate and share these with parents and peers, helping pupils feel proud, valued and seen as whole people, not just as learners.

The types of positive reinforcement used across school are varied and reflect the individual nature of each class and each pupil, recognising that what feels meaningful and motivating to one child may feel quite different to another.

Staff understand that positive reinforcement is not simply a behavioural technique it requires genuine connection and it has a real, physiological impact. Positive experiences and genuine praise can trigger positive chemical responses in the brain, strengthening and creating positive neurological pathways over time. This understanding is a vital part of our relational practice: every moment of encouragement helps to build the safe, positive connections in a child's brain that support their learning, wellbeing and behaviour long into the future.

Informal Positive Reinforcement

Much of our most powerful positive reinforcement happens in small, everyday moments of connection. These include:

- Smiles, positive eye contact and encouraging gestures
- Targeted praise statements to individual pupils or groups of pupils
- Peer group praise, both spontaneous and planned
- Direct positive praise shared home with parents
- Additional responsibilities, given as a mark of trust
- Sharing good work and behaviour with peers, adults and senior staff
- Written comments of praise on work or in books
- Displaying good work
- Working towards an activity chosen by the pupil
- Recognition and celebration of learning and behaviour in assembly
- Stickers and stamps
- Positive praise postcards and letters home
- Certificate presentations in assemblies for progress in particular social skills

Rewards are used for all children so that positive behaviour is consistently acknowledged and celebrated, helping every pupil feel seen and valued for the choices they make.

Class Dojo

Class Dojo points are awarded when children go beyond the everyday expectations already set out in the Red Lane Way. This might be through genuine evidence of Kindness, Connection or Curiosity, or through amazing work, effort or achievement or action that stands out as worthy of extra praise. Meeting the basic expectations of the Red Lane Way is what we expect of every pupil, every day, as part of belonging to our school community. Dojo points are reserved for moments that go above and beyond this, whether that's in how a pupil treats others or in the quality of what they produce.

This helps Dojo points retain their meaning and value. Pupils understand that a point reflects a real, noticed moment rather than routine, expected behaviour.

Friday Star Assemblies

Each week, we come together to recognise and celebrate pupils' achievements and growth:

- Red Lane Star – two children from each class are celebrated for outstanding achievement, whether in school or beyond it.
- Values Champion – one child from each class who has shown Kindness, Connection and Curiosity. A postcard celebrating this achievement is sent home, and the Values Champion enjoys a special celebration with the Headteacher or a member of SLT. This is a chance to build connection and recognise the child individually.
- Bronze, Silver, Gold and Headteacher's Award Certificates – awarded for reaching 100, 200, 300 and 400 Dojo points respectively across the school year, marking sustained positive behaviour over time.

Individual and Class-Level Rewards

We recognise that a whole-school system cannot meet every child's needs alone. Individual class teachers may run their own reward systems, in addition to the whole-school approach, to reflect what motivates and matters to the children in their class.

For children with specific behavioural needs, individualised reward systems may be put in place to provide more immediate, frequent recognition of positive behaviour, ensuring reinforcement happens close enough to the behaviour to be meaningful. These are agreed with the Inclusion Team, so that they form part of a wider, coordinated plan of support.

Whole-Class and House Team Rewards

All pupils belong to a house team helping every child feel connection and part of something bigger than their own class. When a pupil receives a certificate in the Star Assembly, their house is awarded a point. Points are totalled weekly to determine a house team winner, and the house with the most weekly wins across a half term receives a team award celebrating collective effort and connection, as well as individual achievement.

7. Relational Approach and Intervention

All staff are trained to use supportive, highly relational, and evidence-based approaches.

All staff will:

- Treat all pupils with Unconditional Positive Regard.
- Provide clear rules, routines and boundaries, underpinned by positive relationships, for all pupils.
- Invite pupils into their calm and not join them in their chaos.
- Offer equal amounts of challenge and support to work 'with' pupils.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it; via understating of the needs that lead to the crisis behaviour.
- Understand the pupils and ensure that the pupils know that we understand them
- Recognise that all behaviour is communication and endeavour to translate this.
- Enable pupils to communicate with their words because they feel safe.
- Have consistently high expectations within individualised responses to challenging situations.

- Actively model appropriate behaviours and consistently apply the policy fairly, without favour but employing flexible consistency to meet individual needs of pupils where appropriate.
- Support pupils via the neurosequential framework of Regulate, Relate and Repair, using relationships and logical consequences rather than punishments.
- Work as a team to maintain high standards of behaviour within the school.
- Reflect upon practice objectively, with the support of behaviour and SEMH data without judgement, in an attempt to reduce risk.

8. Restorative Culture and Consequences

The school uses a restorative approach to challenging behaviours, focusing on repair and reflection. We utilise Flexible Consistency, meaning boundaries are consistently applied, but tailored to the needs and circumstances of the individual.

Our School uses a restorative approach to challenging behaviours. We understand behaviour as communication, therefore it is important to ensure pupils have learning experiences free from sanctions. We utilise Flexible Consistency, meaning boundaries are consistently applied, but tailored to the needs and circumstances of the individual. We create a culture of repair and reflection based on the principles of restorative approaches. A restorative approach includes:

- Repairing relationships
- Restorative conversations
- Learning the skills to support behaviour responses in the future

And the use of:

- Logical consequences
- Reflection time (alone or supported)
- Formal Restorative Conference
- Strategies for managing emotions and feelings next time they arise
- Reboot programs to support development of skills or understanding of social situations

As part of creating a restorative culture we use “logical consequences”. Logical consequences take all aspects of an incident into account; this includes the individual needs of the pupil and the specific factors that resulted in the incident. Logical consequences are implemented following due consideration of any incident and the pupil’s age and needs. There is no black and white approach to a behaviour. Some examples of logical consequences are below:

- Use of planned ignoring, where possible
- Facial expression of disapproval
- Verbal warnings and reprimands
- Temporary withdrawal (with adult support) from the learning environment for de-escalation and reflection

9. Managing Dysregulation

When a pupil becomes dysregulated, our response is shaped by an understanding of how the brain works under stress. Dr. Bruce Perry’s Neurosequential Model teaches us that a dysregulated brain cannot access higher-order thinking, reasoning or listening. The lower, survival-focused parts of the brain take over, and the child’s capacity to reflect, explain, or respond to logic is temporarily reduced, regardless of their age or usual ability. Trying to reason with, question, or discipline a child before they are calm is not only ineffective, it can escalate distress further. For this reason, staff at Red Lane follow a consistent, brain-based sequence when supporting a dysregulated pupil: *Regulate, Relate, Reason, Repair*.

Regulate

Our first response is always to help the child’s body and brain settle. This might involve a change of space, a change of pace, sensory support, or simply calm, quiet presence from a trusted adult. We do not ask a dysregulated child to explain themselves, follow an instruction, or engage with a consequence at this stage — our sole focus is helping them feel safe enough for their nervous system to settle.

Relate

As regulation begins, staff connect with the child through warmth, patience and genuine care, not interrogation. This is unconditional positive regard in action: the child experiences that, even in their most dysregulated moment, they remain fully accepted, valued and held in mind by the adult with them. This relational safety is what allows the brain to move back towards a state where thinking and reasoning become possible again.

Reason

Only once a child is calm and feels connected do we talk about what happened. Staff support the child to reflect on their behaviour, understand their feelings, and consider the impact of their actions, at a pace and in a way suited to that child. Because the thinking parts of the brain are now accessible, this conversation is far more likely to support genuine understanding, learning and change, rather than compliance driven by fear.

Repair

Where an incident has affected relationships or trust — between pupils, or between a pupil and a member of staff — we take deliberate time to repair them. This might involve a short restorative conversation, an apology, or simply an adult and child spending calm, positive time together again. Repair is not optional; it is how we ensure that every incident, however serious, ends with the relationship intact and the child knowing they remain a valued, secure member of our school community. Without repair, a child can be left carrying shame or disconnection, which increases the likelihood of further dysregulation in future.

This sequence reflects our core belief that children cannot learn, behave well, or regulate themselves while they do not feel safe, seen and connected. By consistently working through Regulate, Relate, Reason and Repair, staff help pupils build the self-regulation skills, resilience and trust needed to manage difficult feelings more independently over time, turning each moment of dysregulation into an opportunity for growth, rather than a moment to be managed.

10. Restrictive Interventions, Including the Use of Reasonable Force

In line with our relational, trauma-informed approach, the use of any restrictive intervention, including physical restraint, is always a last resort, and we work hard to avoid it wherever possible. Our focus is on positive, proactive management of behaviour: staying curious about what a pupil's behaviour is communicating, planning appropriate strategies in advance, adapting the environment, and setting clear, consistent expectations that help pupils feel safe and supported before a crisis point is reached.

Pupils identified as being at risk of violent outbursts, or of putting themselves or others in unsafe situations, will have an individual Positive Handling Plan and Risk Assessment in place, developed with the Inclusion Team and reviewed regularly, so that staff know how best to support that pupil and reduce the likelihood of intervention being needed at all.

When a restrictive intervention may be used

In some circumstances, staff may use reasonable force to prevent a pupil from:

- Causing serious harm to themselves or others
- Causing serious damage to property
- Causing a serious breakdown of discipline that puts the safety or learning of others at risk

Principles governing any restrictive intervention

Any restrictive intervention must:

- Always be a last resort, used only once other de-escalation strategies have been tried or are clearly not viable in the time available
- Be necessary and proportionate to the risk presented
- Use the minimum degree of force, for the minimum amount of time, needed to keep everyone safe
- Be carried out in a way that maintains the safety, welfare and dignity of every pupil and member of staff involved
- Be followed, wherever appropriate, by a calm, restorative conversation that repairs the relationship and helps the pupil understand what happened and why
- Never be used, in any form, as a punishment or sanction
- Be recorded in full, and reported to parents or carers on the day of the incident, in line with our legal duty to do so
- Where seclusion is used, be supervised at all times, kept as brief as possible, and ended as soon as the risk has reduced

Training and authorisation

Only staff who have completed Safety Intervention training, renewed annually, are authorised to use physical intervention. This ensures that any restrictive intervention is delivered safely, is genuinely necessary, and reflects our commitment to the wellbeing, safety and dignity of every child.

Behaviour support plans and risk assessments are reviewed following any incident, and patterns are monitored by the behaviour lead so that support can be adjusted where needed and repeat incidents reduced over time.

11. Confiscation

Where a pupil is found in possession of a prohibited item, staff will confiscate it. Confiscation is handled calmly and without shaming the pupil, in keeping with our relational approach — the item is removed, but the pupil's dignity and our relationship with them are preserved throughout. Prohibited items are not returned to pupils.

We may also confiscate any item that we judge to be harmful, or detrimental to good order and discipline in school, even where it does not fall into the prohibited category. In these cases, staff will talk with the pupil to understand the context — staying curious about *why* the item was brought in, not just *what* it was — before deciding next steps. Such items may be returned to the pupil following discussion with senior leaders and, where appropriate, with parents or carers.

Searching and screening of pupils is only ever carried out in line with the DfE's [latest guidance on searching, screening and confiscation](#), and is conducted by authorised staff in a way that safeguards the pupil's welfare, dignity and legal rights at every stage.

12. Breach of the Behaviour Policy

The Behaviour policy is in place to ensure the safety and wellbeing of all members of the school community and in order to ensure the education and learning of pupils in the school. Behaviour which is threatening or contradictory to the expectations of the Red Lane Way or result in 'breaking' one of the school rules is considered breach of the behaviour policy.

Misbehaviour that breaches this policy is outlined below but this list is not exhaustive. Any behaviour which negatively affects wellbeing, safety, access to learning or in the case of incidents outside of school, the view of the school in the community will be considered a breach of this policy.

Misbehaviour is defined as:

- Disruption of lessons and learning, whether in the classroom, in corridors between lessons or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to work/ learning
- Incorrect uniform beyond a reasonable circumstance

- Moving unsafely on the school grounds
- Disrespecting others – including staff, pupils, visitors and other members of the local community

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Threats adults and pupils
- Physical harm to adults and pupils
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/ vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person

Child-on-child abuse is defined as, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can also include grooming children for sexual and criminal exploitation. For schools and colleges, there's detailed Department for Education [advice](#) on what to do if a child is sexually harassed or experiences sexual violence. This expands on the principles set out in the statutory guidance '[Keeping children safe in education](#)'.

Off-Site Behaviour

Our expectations of pupils, and our belief in their capacity to represent our values well, do not stop at the school gate. In line with DfE guidance on behaviour in schools, sanctions may be applied where a pupil behaves in a way that falls short of our expectations while off-site, for example, on a school trip, on work experience, travelling to or from school, or at any time while wearing school uniform or otherwise clearly identifiable as a Red Lane pupil.

Where off-site behaviour is a concern, we respond with the same relational, proportionate approach used for behaviour in school, seeking to understand the context before deciding next steps. Any decision to sanction a pupil for off-site behaviour is discussed with the Headteacher and communicated clearly with parents or carers, so that support at home and school can work together.

13. Suspension and Permanent Exclusion

Suspension or permanent exclusion is a serious step, and one we take only when every other avenue of support has been explored and exhausted. In line with our relational approach, we do not see suspension as a punishment in itself, but as a last-resort response used to keep the school community safe, and as an opportunity to pause, reflect and plan the right support going forward for that pupil.

Decisions to suspend or permanently exclude a pupil are made in line with the DfE's statutory guidance, *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England*, and are taken only by the Headteacher, having carefully considered all the circumstances, evidence, and the pupil's individual needs, including any SEND or safeguarding factors.

Before suspension or exclusion is considered, we will normally have already tried a range of strategies, which may include: individualised support plans, engagement with the Inclusion Team and external agencies, restorative approaches, adjustments to the pupil's timetable, and close partnership with parents and carers.

Where suspension is used, it is time-limited and clearly communicated to parents and carers, along with the reasons for the decision and the pupil's right to make representations to the governing board. Wherever possible, we use the period of suspension constructively — to review the pupil's support plan, involve any relevant external agencies, and prepare for a positive, supported return to school.

Where permanent exclusion is considered, this is only ever used as an absolute last resort, once we are satisfied that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, and that all other reasonable options have been exhausted. The Headteacher will follow the full statutory process, including notifying the local authority and governing board, and ensuring parents and carers understand their right to challenge the decision through an independent review panel.

Supporting reintegration. Following any suspension, we plan carefully for the pupil's return, including a reintegration conversation focused on repair and a fresh start, and, where appropriate, an updated support plan to reduce the likelihood of the same difficulties recurring.

Full details of our approach, including the statutory process for suspensions and permanent exclusions, are set out in our Suspension and Exclusion Policy

14. Bullying

We define **bullying** as '*Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.*'

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At Red Lane Primary School we recognise that there are groups of pupils who may be more vulnerable to experiencing bullying. These include but are not exclusive to:

- Looked after pupils
- Gypsy, Roma and Traveller pupils

- Pupils with special educational needs or disabilities (SEND)
- Pupils from ethnic minorities
- Pupils entitled to Free School Meals
- Pupils for whom English is an additional language
- LGBTQIA+ (lesbian, gay, bisexual and transgender, queer or questioning, intersex, asexual) pupils

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

15. Equality, SEND and Individual Need

We recognise our legal duty under the Equality Act 2010 to ensure that pupils with a protected characteristic, including disability, are not disadvantaged, and we are committed to going beyond compliance to genuinely understand and meet each pupil's needs. Where a pupil's behaviour relates to a disability, we make reasonable adjustments to our behaviour policy and practice, in line with our duties under the Act, so that no pupil is disadvantaged because of who they are. In line with our belief that behaviour is a form of communication, our response to behaviour is never one-size-fits-all — it is differentiated, where appropriate, to reflect what a pupil needs in order to be successful.

Where a pupil shows behaviour that challenges us, our special educational needs co-ordinator will work to understand that pupil more deeply — evaluating whether there are underlying needs that are not currently being met, and staying curious about what the behaviour might be communicating. This forms part of the graduated approach set out in our SEND policy and the SEND Code of Practice — assess, plan, do, review — ensuring that support is built around evidence of need and reviewed regularly for impact.

Where further insight or support is needed, we draw on the expertise of our Inclusion Team, specialist teachers, Behaviour Support, educational psychologists, medical practitioners and other professionals, working together to build the clearest possible understanding of each pupil's needs.

Where a pupil is identified as having acute needs, we work closely with external agencies to plan a programme of support built around that child. We partner with parents and carers throughout this process — developing the plan together, and reviewing it regularly — so that support stays responsive to the child as they grow and change.

16. Pupil transition

We recognise that change can feel unsettling, and that pupils feel safest, and are best able to meet our expectations, when transitions are handled with care and continuity. To support a smooth transition to the next year, pupils have transition sessions with their new teacher, giving them the chance to begin building a relationship of trust and understanding before the new year starts. Staff also hold transition meetings, so that the knowledge and understanding built up about each pupil is not lost, but carried forward with them.

To ensure behaviour continues to be understood in context, and that the right support is already in place from day one, information relating to a pupil's behaviour is shared with relevant staff at the start of each term or year. In the same spirit, where a pupil moves on to another setting, we share information about any behavioural needs or difficulties with their new school, so that the relationships and support that have helped that pupil can continue, rather than starting again from scratch.

17. Training

We invest in our staff so that every adult in school feels confident and equipped to build the relationships, understanding and skills our approach depends on. As part of their induction, all staff are trained in managing behaviour relationally, including the safe and proper use of restraint where genuinely necessary so that, from day one, every member of staff can respond to behaviour with both confidence and care.

Staff in specialist roles receive additional training tailored to the specific needs of their role, ensuring they have the depth of understanding needed to support pupils with more complex or individual needs.

Understanding behaviour, and how to respond to it relationally, is an ongoing journey rather than a one-off event. Behaviour management continues to form part of staff's continuing professional development throughout the school year, so that our whole-school approach stays consistent, current, and rooted in the latest evidence and guidance.

18. Roles and responsibilities

Behaviour at Red Lane is everyone's shared responsibility. Just as we ask pupils to build kindness, connection and curiosity into how they treat one another, we hold ourselves to the same relational standard in how we work together to support every child.

The Local Governing Committee

The local governing committee holds the headteacher to account for the effectiveness of this policy, ensuring that our relational approach to behaviour is embedded consistently and that every pupil experiences the same high expectations, held with the same warmth, across the school.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher ensures the school environment nurtures positive behaviour and connection between staff and pupils, and that staff respond to behaviour that falls short of our expectations with consistency, fairness and care. The Headteacher monitors how the policy is lived out day to day, so that every pupil, whatever their behaviour, continues to feel valued and supported.

Behaviour Lead

The behaviour lead is responsible for reviewing this behaviour policy and ensuring it continues to reflect our relational approach in practice. The behaviour lead supports the school environment to encourage positive behaviour, and works with staff to ensure that responses to behaviour are consistent, restorative and rooted in understanding.

The behaviour lead regularly reviews behaviour across school to identify pupils who may need additional support, ensuring their needs are understood and communicated to staff so the right support can be put in place at the right time.

Unit Leads

Unit leads are responsible for embedding our behavioural expectations, and the values that underpin them, across their unit. They support a positive, connected environment and help staff respond to behaviour with consistency and care.

Unit leads work alongside staff in their unit to understand and respond to individual pupils' needs, working with the behaviour lead and Headteacher to ensure that patterns of need are identified early and met with appropriate support.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently, with warmth and fairness
- Modelling the values and behaviours set out in the Red Lane Way
- Staying curious about the reasons behind a pupil's behaviour, and working with the Inclusion Team, through the referral process, to provide a personalised approach for pupils with specific behavioural needs
- Recording behaviour incidents accurately, so that patterns can be understood and pupils supported effectively

The senior leadership team supports staff in responding to behaviour, ensuring no member of staff manages difficult moments alone.

Parents and Carers

We see parents and carers as partners in supporting every child to thrive. Parents and carers are asked to:

- Support their child in upholding the Red Lane Way
- Work with the school in the consistent implementation of this policy
- Let the school know about any changes in circumstances that may affect their child's behaviour, so we can respond with understanding
- Talk to the class teacher promptly if they have any concerns about their child's behaviour
- Engage openly with staff in reviewing their child's behaviour and take up support opportunities where these are offered

Pupils

Pupils are expected to follow the expectations set out in the Red Lane Way — not simply as rules to comply with, but as the way we look after one another and ourselves, as part of the Red Lane community.

19. Monitoring arrangements

This policy will be reviewed by the behaviour lead, Headteacher and governors every year. At each review, the policy will be approved by the Headteacher and the Board of Trustees.