



# Relationships and Behaviour Policy

## Our Vision

*Nurture – Inspire - Thrive*

## Our Mission

*Valuing and developing the potential in everyone*

## In support of the Enable Trust

### Vision

Achieving More Together

### Mission

Working together passionately to achieve the best outcomes for children and young people within our specialist SEND and AP settings

|                                                                                                    |                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reviewed by:                                                                                       | S Holt (DHT)                                                                                                                                         |
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| Ratified by:                                                                                       | Local Governing Body                                                                                                                                 |
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| Review Date:                                                                                       | June 2028                                                                                                                                            |
| Related Policies:                                                                                  | Safeguarding, Attendance, Anti-Bullying, Health and Safety, SEND, Equality, Suspension and Exclusion Policies and Restrictive Intervention Procedure |

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## Version Control

| Version No. | Date      | Amendments                                             |
|-------------|-----------|--------------------------------------------------------|
| 1.0         | June 2026 | Re-named policy and inclusion of restrictive practices |
|             |           |                                                        |

## **1. Introduction**

At Culverhill School, we believe that positive relationships are the foundation of successful learning, wellbeing and behaviour. Every pupil has the right to feel safe, valued, understood and respected.

As a specialist school for pupils with Complex Learning Difficulties (CLD), all learners have identified speech, language and communication needs. We recognise that communication differences can impact social understanding, emotional regulation, behaviour and relationships. We therefore understand behaviour as a form of communication and seek to understand the message behind behaviour before responding.

Our approach is relational, restorative and based on Positive Behaviour Support (PBS). We focus on building trusting relationships, developing communication skills, teaching emotional regulation and creating an environment where all pupils can thrive.

This policy reflects the principles and requirements set out within the Department for Education guidance Restrictive Interventions, Including Use of Reasonable Force in Schools (April 2026), Behaviour in Schools, the Equality Act 2010, the SEND Code of Practice and Keeping Children Safe in Education.

This policy should be read alongside individual Behaviour Support Plans, Risk Assessments and Education, Health and Care Plans (EHCPs).

## **2. Our Values – Inspire • Nurture • Thrive**

Inspire – We inspire pupils to believe in themselves and achieve their potential.

Nurture – We provide a safe, caring and supportive environment where every pupil feels valued and understood.

Thrive – We equip pupils with the skills, resilience and confidence needed to flourish in school and beyond.

We recognise that behaviour is often influenced by communication difficulties, sensory needs, anxiety, emotional regulation, life experiences and environmental factors. Our approach seeks to understand these underlying factors and provide support that enables pupils to flourish.

## **3. Vision and Aims**

We aim to create a school community where relationships come first, behaviour is taught and supported, communication is accessible, everyone feels safe and pupils develop independence, resilience and self-regulation.

We strive to equip learners with the skills they need for adulthood through communication, emotional literacy, positive relationships, confidence, resilience and participation in their communities.

#### **4. Our Ethos**

Every behaviour communicates a need. Positive relationships are the foundation of positive behaviour. Staff seek to understand before seeking to correct. Pupils learn best when they feel safe, connected and understood. Staff, families and pupils work together to promote success through restorative and relational practice.

##### **4.1 The Culverhill 4 B's**

*Be Safe • Be Respectful • Be Responsible • Be a Good Learner.*

The 4 B's are explicitly taught, modelled and reinforced through visual supports, assemblies, restorative conversations, classroom routines and personalised behaviour support plans. Expectations are adapted and communicated in ways that are accessible to each pupil's communication profile and developmental stage.

##### **4.2 Teaching Positive Behaviour**

Positive behaviour is taught through daily classroom practice, consistent routines, visual supports, social communication teaching, emotional literacy lessons, assemblies, PSHE, restorative conversations, adult modelling and Behaviour Support Plans.

The 4B's are taught directly and reinforced by all members of the school community. (See Appendix 1a – pupil friendly version, 1B – full explanation)

##### **4.3 Promoting Positive Behaviour**

Positive behaviour is recognised through praise, celebration assemblies, certificates, rewards, leadership opportunities and positive communication with families. Recognition is personalised and meaningful. Pupils earn CulverCoins which they save and spend in the school shop.

##### **4.4 Understanding Behaviour**

When behaviour occurs, staff seek to understand communication, regulation, environmental factors and relationships.

In accordance with Department for Education guidance (2026), staff recognise that behaviours which challenge frequently arise from unmet communication, sensory, emotional or environmental needs. Particular consideration is given to pupils who may struggle to communicate distress verbally and whose behaviour may be an expression of discomfort, anxiety, fear, confusion or dysregulation.

## **5. Supporting Emotional Regulation**

We support regulation through co-regulation, feelings boards, sensory diets, movement breaks, visual supports, social stories, structured routines, safe spaces and communication support. Our aim is to develop increasing independence and self-regulation.

### **5.1 Proactive Strategies**

Most behaviour support focuses on prevention through positive relationships, predictable routines, visual timetables, communication supports, differentiated learning, sensory regulation opportunities, emotional literacy teaching and individual support plans.

### **5.2 Responding to Behaviour**

Staff follow a relational approach:

Connect – remain calm, acknowledge feelings and listen.

Regulate – reduce demands, support communication and provide time and space.

Reflect – support pupils to understand what happened and learn from the experience.

Repair – use restorative approaches to rebuild relationships and move forward positively.

## **6. Behaviour Support Team**

Senior staff provide additional support to promote regulation, prevent escalation, facilitate restorative conversations and support successful return to learning.

Behaviour Support is not a punishment or sanction. It is a structured intervention designed to:

support pupils to regulate emotions and behaviour;  
maintain the safety and wellbeing of all members of the school community;  
reduce barriers to learning;  
provide opportunities for reflection, problem solving and relationship repair;  
identify unmet needs, triggers or underlying causes of behaviour;  
support successful reintegration into learning.

Behaviour Support may be requested when:

- low-level disruptive behaviours continue despite classroom strategies and impact on learning;
- a pupil remains dysregulated following the use of universal de-escalation strategies;
- there are repeated incidents of unkind, disrespectful or unsafe behaviour;
- a pupil is refusing to engage and requires additional support;
- there is physical behaviour towards others or significant risk of escalation.

Staff will use a range of preventative and de-escalation strategies before requesting Behaviour Support wherever it is safe to do so. Following support, restorative conversations

will take place at an appropriate time to rebuild relationships and promote learning from the incident.

## **7. Behaviour Support Plans and Risk Assessments**

Where behaviour presents significant concern, a Functional Behaviour Assessment may be completed and a Behaviour Support Plan developed with families and professionals. Where physical behaviour can present a risk of harm to themselves or others a Risk Assessment will be developed by senior staff. This may involve seeking advice from external professionals. Plans identify proactive and reactive strategies and are reviewed regularly.

## **8. Bullying**

Bullying is intentional, repeated behaviour involving an imbalance of power. Due to pupils' communication and learning needs, incidents are carefully investigated to distinguish between bullying, conflict, misunderstanding and social communication difficulties. All pupils involved will be supported appropriately.

## **9. Restrictive Interventions, Reasonable Force and Seclusion**

Culverhill School is committed to a preventative, relational and Positive Behaviour Support approach which seeks to minimise the need for restrictive interventions.

In line with Department for Education guidance Restrictive Interventions, Including Use of Reasonable Force in Schools (April 2026), restrictive interventions will only be used when necessary, lawful, reasonable and proportionate.

Staff will prioritise prevention, de-escalation, communication support, sensory regulation, environmental adjustments and individual Behaviour Support Plans.

Staff are trained in Team Teach approaches and use a range of de-escalation strategies to support emotional regulation and prevent escalation. Where necessary, trained staff may implement approved Team Teach physical interventions to ensure the safety of pupils and others.

Reasonable force may only be used to prevent injury to self or others, prevent serious damage to property, prevent criminal behaviour or prevent serious disorder.

Any intervention will:

- Be used only as a last resort.
- Use the least restrictive option.
- Be for the shortest possible time.
- Preserve dignity and welfare.
- Be carried out by trained staff wherever possible.

The use of force as punishment is prohibited. Interventions that restrict breathing, airways or circulation must never be used.

### **9.1 Recording and Reviewing Restrictive Interventions**

All incidents involving restrictive intervention, reasonable force or seclusion will be recorded in accordance with Enable Trust procedures and Department for Education guidance.

Records will include, where appropriate:

- date, time and location of the incident;
- antecedents, triggers and events leading to the incident;
- de-escalation and preventative strategies attempted prior to intervention;
- the reason the intervention was considered necessary;
- the exact intervention or restrictive technique used;
- duration of the intervention;
- names of staff directly involved;
- names of any witnesses present;
- details of any injuries or medical concerns;
- pupil voice and the pupil's views following the incident;
- parent/carer notification, including the date and time parents were informed;
- actions taken following the incident, including restorative work and support offered;
- review outcomes, agreed next steps.

Following any restrictive intervention, a formal review and debrief process will take place involving relevant staff and, where appropriate, the pupil and their parents/carers. The purpose of the review is to identify lessons learned, reduce future risk, strengthen preventative strategies and minimise the future use of restrictive practices.

All significant incidents involving force, restraint or seclusion will be recorded, reviewed and communicated with parents in accordance with DfE guidance and current legislation. Communication to parents/guardians will be on the same day and follow the Enable Trust process (Appendix 2).

Seclusion will only be used as a safety measure where there is an immediate risk of harm. It will never be used as punishment, will be supervised continuously and will end immediately when risk reduces.

## **10. Recording and Monitoring**

Behaviour incidents are recorded using CPOMS and analysed regularly by senior leaders.

The school monitors behaviour trends, behaviour support plans, restrictive interventions, attendance, suspensions, safeguarding concerns, vulnerable groups and equality considerations.

This information is used to improve practice, identify patterns, evaluate interventions and reduce future incidents.

### **11. Staff Responsibilities**

All staff are expected to build positive relationships, model respectful behaviour, maintain high expectations, follow Behaviour Support Plans and Risk Assessments, record incidents accurately and engage in ongoing professional development.

Staff are supported through training, coaching and reflective practice to maintain high-quality relational approaches.

### **12. Partnership with Parents and Carers**

We value parents and carers as key partners. We communicate openly, involve families in planning support, seek feedback and work collaboratively to secure positive outcomes for pupils.

### **13. Suspension and Exclusion**

Culverhill School is committed to inclusion. Suspension or permanent exclusion will only be considered in exceptional circumstances when all available support, reasonable adjustments and interventions have been exhausted.

### **14. Governance, Monitoring and Review**

The Governing Body will receive termly reports regarding behaviour trends, restrictive intervention data, suspensions, attendance, safeguarding concerns and equality monitoring.

The effectiveness of this policy will be evaluated through pupil voice, parent feedback, staff feedback, behaviour data, attendance data, restrictive intervention data and safeguarding information.

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