



Blue Sky Learning

Relational Behaviour Policy

Approved by: Kirsty Burridge
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1. Statement of Intent

At Blue Sky Learning, we believe positive relationships are the foundation of wellbeing, resilience and lifelong learning.

We recognise that behaviour is a form of communication and that children and young people may communicate unmet needs through their behaviour. Our approach focuses on understanding, support, accountability and restoration.

We aim to create a safe, nurturing and inclusive environment where all pupils feel valued, respected and able to achieve their potential.

2. Principles

Our relational approach is informed by:

- Attachment-aware practice
- Trauma-informed approaches
- The Thrive Approach
- Restorative practice
- The PACE model (Playfulness, Acceptance, Curiosity and Empathy)
- SEND Code of Practice (2015)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)

We believe:

- Behaviour is communication.
- Relationships are central to learning.
- All children can learn and develop positive behaviour.
- Consistency comes through adult behaviour and responses.
- Children should be supported to understand, regulate and reflect upon their behaviour.
- Consequences should promote learning, accountability and restoration.

3. Expectations

Our community expectations are:

Ready

Prepared to learn and engage.

Respectful

Showing kindness, consideration and respect for others, property and the environment.

Safe

Making choices that support emotional and physical safety.

These expectations apply to pupils, staff and visitors.

4. Relational Practice

Staff will:

- Build positive relationships with pupils.
- Use consistent routines and predictable boundaries.
- Promote emotional regulation and wellbeing.
- Model respectful communication.
- Use restorative approaches to resolve difficulties.
- Support pupils to repair relationships following incidents.
- Recognise and celebrate effort, progress and achievement.

We seek to understand the reasons behind behaviour while maintaining clear expectations and boundaries.

5. Responding to Behaviour

When difficulties arise, staff will:

1. Regulate and remain calm.
2. Use relational approaches to understand the situation.
3. Provide support, guidance and redirection.
4. Offer opportunities for reflection and regulation.
5. Facilitate restorative conversations when appropriate.
6. Record and monitor concerns where necessary.

Responses will always take account of:

- Age and stage of development.
- SEND and additional needs.
- Individual risk assessments.
- Personal circumstances.
- Safeguarding considerations.

Reasonable adjustments will be made where appropriate.

6. Positive Recognition

Positive behaviour is promoted through:

- Verbal praise.
- Recognition of effort and progress.
- Positive communication with families.
- Celebration of achievements.
- Opportunities for leadership and responsibility.
- Whole-school recognition systems.

We place particular value on recognising perseverance, kindness, resilience and personal growth.

7. Additional Support

Where a pupil requires further support, a graduated approach will be used.

This may include:

- Increased pastoral support.
- Thrive-informed interventions.
- Individual wellbeing targets.
- Mentoring.
- Individual support plans.
- Multi-agency involvement.
- Family support and collaboration.

Parents and carers will be involved throughout the process wherever possible.

8. Serious Behaviour Incidents

Where behaviour presents a risk to the safety, wellbeing or learning of others, staff will respond in line with:

- Safeguarding procedures.
- Team Teach training.
- Risk assessments.
- Positive handling guidance.
- Suspension and exclusion procedures where necessary.

Restrictive physical intervention will only be used as a last resort, by trained staff, and in accordance with legal requirements.

All significant incidents will be recorded and reviewed.

9. Personal Development

Blue Sky Learning promotes positive behaviour through its wider curriculum, including personal development, wellbeing and relationships education.

Planning is informed by:

- PSHE Association guidance
- Thrive principles
- British Values
- SMSC development
- Safeguarding priorities

10. Monitoring and Review

The Headteacher is responsible for monitoring the effectiveness of this policy.

Behaviour, wellbeing and safeguarding information will be reviewed regularly to ensure that practice remains effective, inclusive and supportive.

This policy will be reviewed annually or sooner if legislation or guidance changes.