Relationship & Behaviour policy

Policy version:	1.6
Policy Owner:	Principal – Phoenix Bay
Applies to:	Phoenix Bay School
Linked policies:	• Safeguarding and child protection • Positive touch policy • First aid policy
Review frequency:	Annually
AB Adoption Date:	July 2021
Date of recent review:	July 2026
New review date:	July 2027
Approved by:	Ross Banks – Principal  Jill Bainton – Advisory board

Version Control since July 2021

Version	Date of Change/Adopted	Reviewed by	Reason for change
1.0	July 2021	R Banks	New document
1.1	May 2022	R Banks/Jill Bainton	Additional sex education statement
1.2	September 2022	R Banks/Jill Bainton	Updated from KCSIE 2022
1.3	March 2023	A Morrisey	No change
1.4	March 2024	Jill Bainton	No Change
1.5	July 2025	R Banks	KCSIE 2024/ DfE guidance
1.6	July 2026	R Banks/L Secker	Updated following annual review to reflect current DfE guidance and Phoenix Bay practice.

Policy Contents

1	Introduction
2	Underpinning values and ethos
3	Restorative culture
4	Debriefs, concerns and solutions
5	Restorative sessions
6	Relationship repair activities and positive reinforcement strategies
7	Personalised approaches to learning
8	Restrictive positive intervention (RPI)
9	Relationship and sex education (RSE)
10	Recording systems
11	Support systems for parents/carers and students
12	Appendix 1

1. Introduction

This policy takes account of:

a) legislation enacted by the Education Act 2011, which reinforces, supersedes, and replaces previous guidance, particularly in relation to:
   - Education and Inspections Act 2006, Section 93.
   - Education Act 2002.
   - Equality Act 2010. Refer to Department for Education guidance, November 2011, "Behaviour and discipline in Schools – a guide for head, teacherd and school staff" for an overview of the powers and duties for school staff.
   - Use of Force Guidance 2013

b) The underpinning values and ethos which are most appropriate for children and young people placed within Phoenix Bay School as outlined below:

2. Underpinning Values and Ethos

At Phoenix Bay School, we aim to meet the diverse needs of our students through:

- Recognising that our students experience a range of different physiological and psychological challenges.
- Creating a trauma-informed culture that encompasses learning from neuroscience and neurophysiology.
- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines and clear boundaries.
- An unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
- At Phoenix Bay School, our culture fosters a judgment-free environment and believes in giving second chances.
- Hold high expectations matched with high levels of support, along with high levels of challenge and nurture.
- The provision of an appropriate learning curriculum with carefully planned learning opportunities, including the development of social and emotional aspects of learning.

All elements of learning are based upon the 6 principles of nurture, which are:

- *Children's learning is understood developmentally. …*
- *The classroom/school offers a safe base. …*
- ***Nurture** is important for the development of self-esteem. …*
- *Language is understood as a vital means of communication. …*
- *All behaviour is communication. …*
- *Transitions are significant in the lives of children.*

It is through this person-centred, inclusive, trauma-sensitive approach that students will learn to understand, manage, and improve their behaviour, and to build positive relationships with adults and other students.

Consequently, all students at Phoenix Bay School have the right to:

- To feel safe in school, know that the staff are there to support safety

- An emotionally available adult
- Have their voices heard - through restorative dialogue or other means
- Recognition of their unique identity and individual consideration of their needs.
- Be treated with respect and dignity and feel valued members of the learning community.
- Be protected from harm, violence, assault, and acts of verbal abuse.

Phoenix Bay School understands the level of specialism required, and therefore, staff are supported through high-quality CPD, Induction, and supervision.
This enables staff to be:

- Trained in a variety of emotional regulation techniques
- Able to recognise the signs of stress and can reduce stress through active use of PACE principles (Playfulness, Acceptance, Curiosity, Empathy).
- Provide a pathway to create experienced staff who understand that often behaviour communicates, and it is our responsibility to translate and interpret it to meet the needs better.
- Aware of the importance of student regulation and know strategies to support this.
- Able to recognise the different stages of crisis.

Furthermore, Phoenix Bay School strives to ensure that:

- Parents, carers, staff and students are highly positive about behaviour and safety.
- Students make an exceptional contribution to a safe, calm, purposeful, orderly, and positive learning environment.
- Students consistently demonstrate very high levels of engagement, respect, courtesy, collaboration, and cooperation both in and out of lessons.
- Students have excellent and enthusiastic attitudes towards learning.
- Students are adept at managing their behaviour, supported by systematic, consistently applied behaviour management approaches.
- Instances of all types of bullying are extremely rare, and students are acutely aware of different forms of bullying and actively try to prevent it from occurring.
- All students always feel safe at school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.
- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours.
- Lead Learners will be responsible for developing class rules in conjunction with their students, clearly communicating to students what is expected in their learning environment.
- The provision of a safe and predictable learning environment is paramount, and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure that Maslow's Hierarchy of Needs is met.
- Students need to be familiar with the expectations of class routines. Therefore, consistency and the regular maintenance of high standards are essential. Routines are expected to be in place for students on arrival at school and throughout the entire day, including social time.
- All students need to be aware of the rules and routines and the logical consequences /Boundaries of meeting or transgressing regulations and expected standards of behaviour:

3. Restorative Culture

Our School uses a restorative approach to challenging behaviours. We understand behaviour as communication; therefore, it is essential to ensure students have learning experiences free from sanctions. We foster a culture of repair and reflection grounded in the principles of restorative approaches. A restorative approach includes:

- Repairing relationships
- Restorative conversations
- Use of logical consequences
- Flexible consistency, the ability to consistently
- reflection time (alone or supported)
- Formal Restorative Conference (for use in restorative sessions - facilitated by trained staff)
- Strategies for dealing/managing emotions and feelings next time they arise

As part of creating a restorative culture, we use Logical consequences. Logical consequences take into account all aspects of an incident, including the individual needs of the student and the specific factors that contributed to the incident. There is no black-and-white approach to a behaviour. Some examples of logical consequences are below:

- Use of planned to ignore, where possible.
- Facial expression of disapproval.
- Verbal warnings and reprimands.
- Temporary withdrawal from the learning environment for de-escalation and reflection
- Students remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This “time out” could be time in a quiet area of the classroom, the playground, or around the school site.
- Logical consequences are implemented following due consideration of any incident, an the student’s age and needs.
- Supported Reflection

4. Debriefs, Concerns and Solutions

Debriefs generally occur at the end of the day, once the students have gone home. Often, these are more informal conversations and reflections with relevant staff who share ideas and best practices to move forward.

When a student presents a significant and consistent challenge or a single large crisis incident occurs, a member of senior leadership may call a separate debrief to explore the incident in detail. A member of the leadership team will lead these meetings and be supportive, with a “no blame” culture. They aim to reflect on the behaviour/incident to:

- Promote honest and open reflection on the approaches to the student’s needs and behaviour
- Identify more effective interventions
- Ensure approaches to behaviour are shared and understood
- Find solutions that enable staff to support students better

5. Restorative Sessions

A Restorative session can be used when a student is unable to regulate, displays dangerous, violent, or aggressive behaviours, even after intervention within school. These cases are rare, and the primary aim is to allow the student time for reflection, enabling them to complete restorative work. This typically occurs outside of the regular school day. These sessions are primarily focused on rebuilding relationships and safety, NOT specifically catching up on work. Restorative Sessions should be recorded on CPOMS.

This system serves as an alternative to suspension and should not be viewed as a sanction, but rather as a means of creating space for a restorative approach. School staff on site will ensure that these sessions are properly planned, staffed and structured to support the restorative process.

If parents or carers do not agree to students coming back to school to complete a restorative session, then this will be recorded as a suspension for a minimum period of half a day.
Restorative sessions could include:

- Formal restorative conference (if required)
- Informal restorative conversations
- PSHE work around dangerous behaviours, e.g., fighting, climbing, etc.

6. Relationship Repair Activities and Positive Reinforcement Strategies

- Positive behaviours that are reinforced are more likely to be repeated.
- All staff are actively involved in consistently reinforcing positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- The types of positive reinforcement used across the school are varied and reflect the individual nature of each class group and its students.
- Staff understand that positive reinforcement can lead to positive chemical dumps in the brain, strengthening and creating positive neurological pathways. This is a vital part of the relational practice.

Informal Positive Reinforcements include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the student or groups of students.
- Peer group praise, both spontaneous and planned.
- Direct positive praise to parents/carers.
- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books.
- Displaying good work.
- Work towards an activity chosen by the student.
- Recognition and celebration of learning and behaviour in assembly.
- Stickers and stamps.
- Positive praise postcards and letters home.

- Spin the wheel to receive a lucky prize dip

Trips may be part of our curriculum and are not considered rewards. If a student is unable to access a planned trip, this will only be due to a lack of parent/carer consent or on grounds of health and safety.

7. Personalised Approaches to Learning

To ensure that the behavioural needs of all students are met, all students have:

- Educational Health Care Plan (EHCP)
- Pen Portraits
- Strategies for Learning
- A Relational Support Plan (RSP) – To identify specific risks posed by students' behaviour and assess how these risks can be mitigated, this plan establishes targets for behaviour improvement and personalised approaches and strategies for managing behaviour incidents, including physical intervention.
- Individual learning plans
- Emotion Based School Avoidance Plan when required
- Flexible Consistency - We strive to offer a consistent approach when supporting behaviour, calm, positive, caring, supportive and with empathy. However, the needs and circumstances of the individual will always be considered, resulting in "flexible" consistency.

At Phoenix Bay School, all teaching and non-teaching staff have responsibility for the care of students who are struggling to access learning. We recognise, however, that at certain stages in a child or young person's school life, they may struggle to access the typical provision offered by Phoenix Bay School due to their Social, Emotional, and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full-time education.

In these instances, the principal may consider that a Personalised Curriculum Access Plan is an appropriate means of supporting the young person up until the point when they are better able to access full-time education.

The aim of a Personalised Curriculum Access Plan will always be to support the young person so that they can return to full-time education as soon as possible. The duration, however, will depend on the individual's needs.

8. Restrictive Positive Intervention (RPI)

At Phoenix Bay School, we strive to create a safe learning environment, promote positive behaviours, and minimise the risk of incidents that may require further support, which could include physical intervention as a last resort.

.

All staff have CPI Safety Intervention training to help keep students and others safe. The CPI Safety

Intervention approach is 95% de-escalation, and staff are highly skilled at using these techniques to support students.

To protect students and staff, there may be times when staff may need to use reasonable, proportionate, and necessary force (please refer to Use of Reasonable Force Guidance, published by the DfE (July 2013) and in these situations, staff may use restrictive physical intervention (RPI).

9. Relationships and Sex Education (RSE)

At Phoenix Bay School, Relationships and Sex Education (RSE) is a vital part of our personal development curriculum. We recognise that high-quality, carefully planned RSE helps pupils develop the knowledge, skills and values they need to form positive, respectful and safe relationships—supporting both their immediate wellbeing and future life outcomes.

RSE at Phoenix Bay aims to empower pupils with the tools to understand themselves and others, to develop emotional literacy, and to build relationships based on mutual respect, empathy and trust. Our curriculum is delivered in a trauma-informed, developmentally appropriate way, taking into account the individual needs, experiences and emotional maturity of each pupil.

In line with the Department for Education's statutory guidance, our RSE programme covers:

- What healthy relationships look and feel like.
- Respecting boundaries—our own and others'.
- The importance of consent.
- Managing pressure and recognising coercion.
- Understanding intimate relationships, contraception and sexual health at an appropriate time.

Our curriculum builds on the foundation of Relationship Education taught in primary phases, ensuring a clear and sensitive progression into more complex topics as pupils grow. This includes helping pupils recognise the positive impact of healthy relationships on mental health, self-esteem and overall wellbeing—areas particularly important for young people with SEMH.

We follow the **PSHE Association Programme of Study**, using the **Medway model RSE resources**, which are specifically designed to meet statutory requirements while offering flexibility for schools supporting learners with additional needs. Our curriculum ensures full coverage of the following statutory content areas outlined by the DfE:

- **Families**
- **Respectful relationships, including friendships**
- **Online and media**
- **Being safe**
- **Intimate and sexual relationships, including sexual health**

We are committed to ensuring that our RSE provision is inclusive and promotes equality. In accordance with the Equality Act 2010, we make sure that all pupils—including those with protected characteristics such as sexual orientation and gender reassignment—see themselves represented in the curriculum. LGBT content is taught in a developmentally appropriate and timely way, to ensure all pupils feel recognised, safe and respected.

Our curriculum is underpinned by the definitions from the **Sex Education Forum** (2020), which state:

- **Sex education** involves learning about the physical, emotional, legal and social aspects of human sexuality and behaviour, including reproduction, contraception, safer sex and sexual health.
- **Relationships education** is learning about the physical, emotional, legal and social aspects of human relationships—including friendships, family life, and romantic or sexual relationships—and supports children to be safe, happy and healthy in their interactions with others now and in the future.

At Phoenix Bay, RSE is delivered by trusted adults in a safe, supportive and consistent environment. We ensure pupils are given space and time to explore ideas, ask questions and develop understanding at a pace that works for them, with additional support provided as needed. The emotional safety, consent, and readiness of each learner is always prioritised.

10. Recording Systems

It is the responsibility of all staff at Phoenix Bay to record the use of a physical intervention, behaviour incident or safeguarding concern. Every staff member will receive training on each system as part of the induction cycle and ongoing professional development for staff. Below are outlined the key systems that staff need to familiarise themselves with and follow.

CPOMS

Every staff member should have a login and password for CPOMS a s this is the programme, we use to record the following:

- Behaviour Incidents
- Positive Logs
- Parent/Carer Contact
- Therapeutic Intervention
- Restorative Sessions
- Behaviour Plans
- Risk Assessments

Serious Incident Reports (SIRs)

SIRs are a legal document that is shared with a range of professionals, including police, LADO, parents and Social Care. They are designed to depict an incident accurately and will be used in court if required.

The SIR will be uploaded onto CPOMS within 24 hours of the incident, but it is best practice to complete this by the end of the school day. Once completed, it will also need to be printed off for quality assurance by the Principal.

Relational Support Plans

Every student has a Relational Support Plan , this is found in their file. If the student is new then class staff will need to create a new one, it is the expectation that all student facing staff know how to access a relational support plan. It is the expectation that staff around a specific child will have accessed and read that student's behaviour plan.

Every student who attends Phoenix Bay School must have a risk assessment before they start. The Senior Leadership Team will create the first one, and then it is the responsibility of class staff to continue to review

and update. If you are unable to find a risk assessment for a student for any reason, please don't hesitate to contact the principal.

11. Support Systems for Parents/Carers and Students

In addition to involving our parents/carers at all stages in their child's education and gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- Contact with the class teacher
- Signposting through school to parenting support programmes and other voluntary parenting skills courses.
- Regular student progress reviews

If a student or parent believes that the measures in the behaviour policy are unfair or have been applied unfairly, they can lodge a complaint through the school's complaint procedure. This is available on the Phoenix Bay school website.

Support systems for students, in addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to students:

- Use of the Early Help process.
- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews are conducted to identify students who are most at risk, and these reviews are included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum underpinned by nurture approaches.
- Regular contact with parents to inform them of progress being made by their child, and about the celebration of achievement and behavioural achievements.
- Contact with parents on the first day of any unexplained absence, and a discussion between the student and the staff responsible for their registration.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school.
- Access to therapeutic intervention.
- Educational Psychologist support.
- Access to a regular Wellbeing Mentor

12. Appendix 1

Exclusions
and
Suspensions

Successful schools often share several features that help to create and sustain their success:

- Committed, highly visible leaders, with ambitious goals, supported by a strong leadership team
- Effectively communicated, realistic, detailed expectations were understood clearly by all members of the school
- Highly consistent working practices throughout the school
- A clear understanding of what the school culture is and the values it holds
- High levels of staff and parental commitment to the school vision and strategies
- High levels of support between leadership and staff
- Attention to detail and thoroughness in the execution of school policies and strategies
- High expectations of all students, and a belief that all students matter equally

As an inclusive organisation, Phoenix Bay School believes that:

- We should develop a supportive culture where exclusion is seen as an absolute last resort and where all our leaders make a best endeavour to avoid permanent exclusion from school.
- Suspensions should be viewed not as a sanction but as a mechanism to provide support and plan interventions.
- We should seek alternatives to the use of suspension with an understanding that its use is sometimes unavoidable.

To achieve these goals, Phoenix Bay School will:

- Develop high-quality behaviour policies and systems that allow all students to prosper and flourish.
- Develop expertise in restorative practice, post-incident learning, behaviour management and personalisation.
- Explore, with sophistication, the reasons why students display challenging behaviour and develop strategies to address this.
- Develop alternatives to suspensions and foster a culture that views exclusions as a rare and last resort.
- Deliver high-quality SEND interventions and develop appropriate strategies to support children with additional needs.

Where a suitable alternative cannot be found, and the principal deems that a suspension is appropriate, notification will be sent to the Local Authorities, stating the name and date of birth of the student, the reason for the suspension and the period for which the student is excluded. The principal will ensure that legal guidance on the recording and notification of exclusions is followed and that appropriate written communication is sent to parents and carer.

Additional Compliance Notes (July 2026)

Note: This policy was reviewed in July 2026 against current Department for Education guidance, including KCSIE 2025 and relevant behaviour, safeguarding and exclusion guidance in force at the time of review. References to exclusions have been updated to reflect current DfE terminology for suspensions and permanent exclusions.

- This policy reflects the importance of online behaviour. Staff will monitor and support student conduct in digital environments, including social media and online learning platforms, in line with safeguarding expectations.
- Teaching around gender identity is delivered in a balanced, evidence-based and age-appropriate manner. Materials used in RSE reflect biological facts, promote respectful understanding of diversity, and avoid the promotion of contested ideologies.