# Relationships & Regulation Policy

**Introduction**

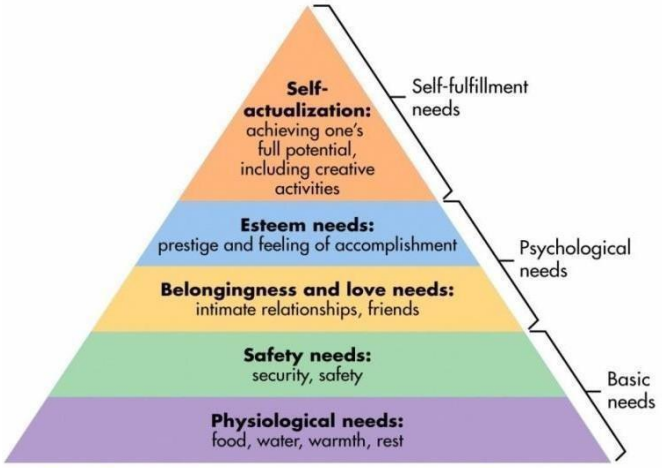
Relationships build our self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system which builds skills for life. Best practice is embedded to promote growth, provide opportunities to the children to reflect and develop skills including, communication, confidence, resilience and independence.

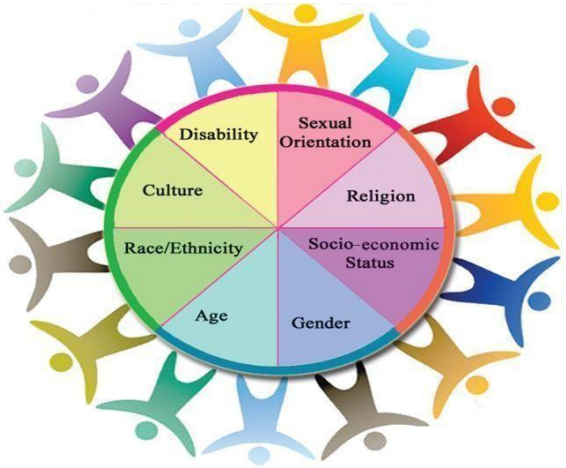
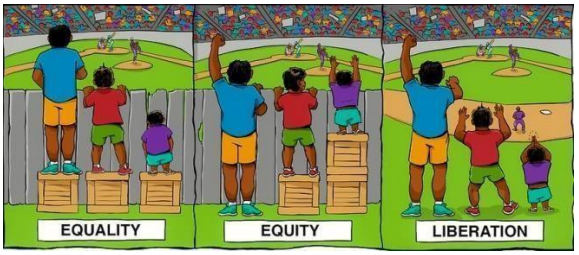
This policy is a working document which will develop organically overtime via input from pupil voice, staff voice and community engagement.

The following key principles contribute to the ethos of KPS being
"A place everybody loves to be" because we feel: **SAFE, SEEN, SOOTHED and SECURE**
(The 4S of attachment)

Please note: Our priority is the Key Principals (4Ss). Because there are so many ways to meet them and we are discovering and sharing new ways all the time, this policy will not stipulate specific ways in which they must be met. Examples of best practice are to be used for guidance and will be added to over time.

| **Key principles** | **Examples of best practice** |
|---|---|
| We recognise that behavior is communication and we seek out ways to address underlying factors.<br><br>We recognise all emotions as normal and valid.<br><br>Image: Maslow's Hierarchy of Needs | Emotional coaching CPD<br>Attachment CPD e.g. Bubble<br>Mentorship (formal and informal)<br>Coaching & INSET days<br>Teaching behavior & self-regulation strategies<br>Self-nomination; performance management<br>VCM & team meetings<br>ELSA interventions |

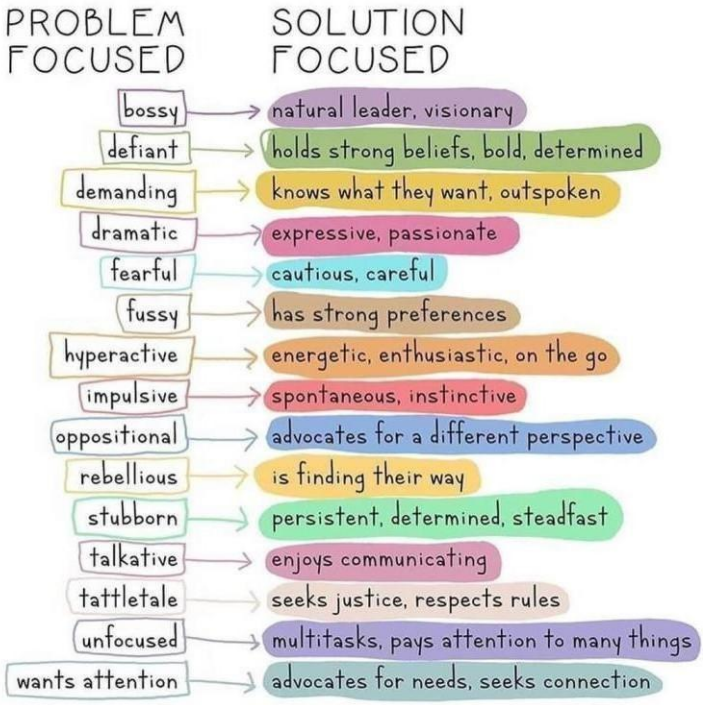
<table>
<tr><td></td><td>
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<tr><td>Our children feel SAFE</td><td>Teaching about positive relationships & boundaries<br>Place 2 Be<br>Emotional Health Curriculum<br>Policies e.g. Health & Safety; Safeguarding; Positive Handling; Inclusion<br>Class rules include rights & responsibilities e.g.:<br><br><table><tr><td>Rules & rights<br>I will …</td><td>Responsibilities<br>I will …</td></tr><tr><td>Make an effort and try my best</td><td>Encourage and help others to do their best</td></tr><tr><td>Be confident and believe in myself.</td><td>Do and say things to boost confidence of others</td></tr><tr><td>Try to solve problems.<br>it.</td><td>Ask for help when I need</td></tr><tr><td>Be positive.</td><td>Respect how others feel and think</td></tr><tr><td>Aim high<br>everybody loves to be</td><td>Make my school a place w</td></tr></table><br>Sanctuary Schools Award achieved in 2024</td></tr>
<tr><td></td><td>We celebrate diversity in everything we do from embedding it in the curriculum to a wide variety of community events.</td></tr>
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| Our children feel SEEN | Diversity/Anti-racism training for staff, parents -<br><br><br>**Rewards** are at the discretion of the classroom teacher and staff, preferably with discussion and input from their pupils. Pupil voice collected by School Council (2020) shows that our pupils responded most positively to the following:<br>✓ Visible reward system e.g. gold, platinum, shooting stars, rainbow, traffic lights, etc on walls and in classrooms<br>✓ house points, house team rewards<br>✓ rewards are given (not taken away) e.g. raffles, dojo points, stickers, prizes, etc.<br>✓ changing "time out" or "concentration station" into a Relationships & Regulation Station, where pupils will use strategies to help them become ready to return to learning/class activities<br>✓ changing "Re-start Room" to Relationships & Regulation Room, where pupils will use strategies to help them become ready to return to playtime and return to learning time after play.<br>Staff may wish to pilot something new of their own choice, or carry on with tried and true methods or adopt best practice from other colleagues. |
| Our children feel SECURE | We create opportunities for student leadership: School council, House captains (y6), Sports leaders, assigning roles and responsibilities in the classroom and special jobs created just for them.<br>We strive to remove barriers to achievement so that we are doing our very best for all children.<br><br> |

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|---|---|
| Our children feel SOOTHED | Emotional coaching<br>We use I statements: "I feel … because …"<br>Colour monsters<br>Resilience books<br>Relationships and Regulation displays/areas in the class<br>Relationships & Regulation station outside for support during playtimes<br>Stress-busting strategies<br>Breathing and stretching techniques<br>ELSA, helps children or young people with social and emotional difficulties<br>To recognise, understand, and manage their emotions.<br>Offer proactive interventions targeting individual needs.<br>Plan and deliver individual and small-group programmes.<br>Build on the skills of key staff in your school.<br>HeadStart; Bounceback and ELSA. |

# Regulation & Self-regulation

Kensington Primary School believes that teaching children to regulate their own behavior & to pursue positive relationships is more constructive than a system of sanctions and punishments. We aim to focus on solutions rather than problems:




**Required regulation approach for PLAYTIMES and LUNCHTIMES:**

1. Emotion coaching (encourage pupils to identify and share their feelings, facilitate "I feel … because …" conversations)
2. Reminder of rules, rights and responsibilities
3. Regulation station on friendship bench
4. Regulation station in the listening Lounge (a calm place designed for introspection)
5. Regulation with a member of staff (emotion coaching and recording of the situation) Note: Stages can be escalated/skipped if someone is in danger
6. ELSA intervention

**Recommended CLASSROOM regulation steps:**

1. Emotion coaching (e.g. direct a pupil to the emotion monsters on the wall, encourage them to identify and share their feelings, facilitate "I feel … because …" conversations)
2. Reminder of rules, rights & responsibilities
3. Regulation station in the classroom (a calm place designed for introspection)
4. Regulation station in another classroom (as above)
5. Regulation with a member of SLT (emotion coaching and support to reflect on the situation)

Note: Stages can be escalated/skipped if deemed necessary

**Regulation and Consequences Process**

**The following process outlines how behaviour is managed at Kensington Primary School, following the principles of the Relationships and Regulation Policy (2025). The approach prioritises regulation, reflection, and restoration, ensuring pupils are supported to re-engage positively with learning.**

| Stage | Description | Responsible Staff | Possible Actions |
|---|---|---|---|
| **1. Regulation within the classroom** | **The pupil is supported by the class teacher to recognise emotions and regulate using strategies from the Relationships and Regulation Policy.** | **Class Teacher / Support Staff** | **- Emotion coaching<br>- Reminder of classroom expectations<br>- Use of Regulation area** |
| **2. Regulation in another classroom** | **If the pupil is unable to regulate in their own classroom, they may move to a another class within the year group for a short time to continue calming and reflection.** | **Class Teacher / Year group Teacher** | **- Supervised move to year group classroom or next year group<br>- Supportive discussion to prepare for return<br>- Record on Safeguard class** |
| **3. Year Group Leader involvement** | **If challenges persist, the Year Group Leader becomes involved to discuss behaviour patterns and plan next steps with the pupil and class team.** | **Year Group Leader** | **- Restorative conversation<br>- Review strategies<br>- Inform parents if pattern continues** |

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| **4. Head of School/Deputy Headteacher involvement** | **Head of School /Deputy Headteacher supports by reviewing interventions, coaching the pupil, and supporting reflection. Parents may be invited for discussion** | **Head of School (HoS)/Deputy Headteacher (DHT)** | **- Reflective conversation**<br>**- Short regulation time**<br>**- Behaviour reviewed and logged on SafeGuard** |
| **5. Senior Leadership Team involvement** | **If behaviour escalates or becomes a serious concern, SLT supports the pupil, staff, and family to identify causes and plan for improvement.** | **Senior Leadership Team (SLT)** | **- Restorative meeting**<br>**- Review of support plan**<br>**- Parent meeting**<br>**- Possible involvement of SENCo** |
| | | **Class Teacher / SENCo / SLT** | **- Create IBP with input from parents**<br>**- Regular review meetings**<br>**- Update provision map or SEND records** |

## Pupils at Risk of Exclusion

There may be times when pupils need additional measures to support their behaviour. These pupils will be mentioned at relevant meetings, where the issue and possible solutions are discussed. These may include:

- Engagement with parents/carers
- Use of emotion coaching and ELSA
- Allocation of key workers
- Behaviour Plan
- Implementation of Pastoral Support Plan
- Working in partnership with other agencies such as Behaviour Support Services, Educational Psychologist or Social Services
- Inform the Local Authority for a reduced timetable or Managed Move for the pupil

When a pupil consistently struggles to manage their behaviour, the school will actively involve parents, carers, and the pupil in collaborative discussions to identify and address the underlying

causes. We understand that all behaviour is a form of communication, and our priority is to uncover and respond to its root causes with empathy and care. Initially, the school will offer tailored in-school support, such as emotion coaching and sessions with our Emotional Literacy Support interventions (ELSA). These interventions are designed to help the pupil develop emotional awareness and self-regulation skills. Our approach places a strong emphasis on partnership, ensuring that home and school work closely together to implement strategies that are effective and meaningful for the pupil. By fostering this teamwork, we aim to create a supportive environment that promotes positive behavioural and emotional outcomes.

**The role of parents and carers**
This policy is shared with parents and made available to them on the website. Where appropriate, parents/carers are invited to take part in Positive Parenting Programmes (PPP) within the Trust, or other such programmes. This encourages them to provide positive messages about good behaviour and respect for others at home.

**Managed Move to another school**
In some cases, a managed move may be explored as a compassionate and supportive option to ensure the well-being of the pupil and the wider school community. This decision would only be made after thoughtful consideration and with the full consent of all parties involved, recognising the importance of collaboration and understanding. Managed moves are undertaken as a positive alternative to permanent exclusion, prioritising the pupil's needs and offering them an opportunity for a fresh start in a new environment.

The school is committed to following the guidelines set out by the London Borough of Newham and the Department for Education (DfE). Throughout this process, we strive to uphold fairness, transparency, and empathy, ensuring the best possible outcome for everyone involved.

**Fixed Term Suspension**
The Executive Head carefully considers and makes the final decision regarding the length of any exclusion. A fixed-term suspension is only implemented after a thorough investigation into the behaviour breach, which involves meaningful discussions with staff, parents, and the pupil to fully understand the circumstances. Each decision takes into account the severity of the incident as well as the individual needs and context of the pupil. Where appropriate, Social Care is notified to ensure additional support is available.

When a pupil is suspended for a fixed period, parents are informed promptly and provided with a detailed written explanation. This includes an account of the incident, the reasons for the suspension, any relevant behavioural history, and the actions the school has taken to support the pupil’s positive development and address their specific needs.

On the pupil’s return, parents are invited to a reintegration meeting with their child, led by a member of the Senior Leadership Team (SLT) and the Phase Leader or Inclusion Manager. This meeting is designed to foster understanding, rebuild trust, and identify strategies to minimise the risk of further exclusions. The focus is on collaboration, ensuring the pupil feels supported and empowered to succeed in their return to school.

**Permanent Exclusion**
Permanent exclusion is a decision made by the Governors and is typically considered only after a series of fixed-term suspensions, reflecting an ongoing pattern of behaviour that has not responded to a range of appropriate support measures. This step is regarded as a last resort and is implemented only:

a. In response to serious breaches of the school's behaviour policy; or
b. When allowing the pupil to remain in school would pose a significant risk to the education or welfare of others within the school.

The decision to permanently exclude is never taken lightly and follows thorough consideration of the individual circumstances, as well as the efforts made to provide the pupil with support and opportunities for change. The school is committed to operating within the Department for Education

**Screening, searching and confiscation**
Authorised School staff may search pupils for a range of items. These include: knives, weapons, alcohol, illegal drugs, stolen goods, mobile phones and any other item deemed to be harmful or detrimental to the school for any reason.
The Executive Head, Head of school, SLT and other authorised staff, may search pupils or their possessions, if they have reason to suspect the pupil may be in possession of one or more of the items above. If any banned items are discovered they will be confiscated by the school and parents/carers notified.

**Discipline beyond the school gate**
Through legislative duty and guidance, staff are informed that they have the authority to address pupil behaviour off-site in situations where pupils are: participating in a school activity, traveling to or from school, or engaging in actions that may impact the school's reputation.

If the misbehaviour is serious, such as criminal activity or behaviour that poses a significant threat to a member of the public, the school will inform the police to ensure appropriate action is taken. In addition, where necessary, referrals may be made to Social Care or the Early Help Team to provide support for both the pupil and their family.

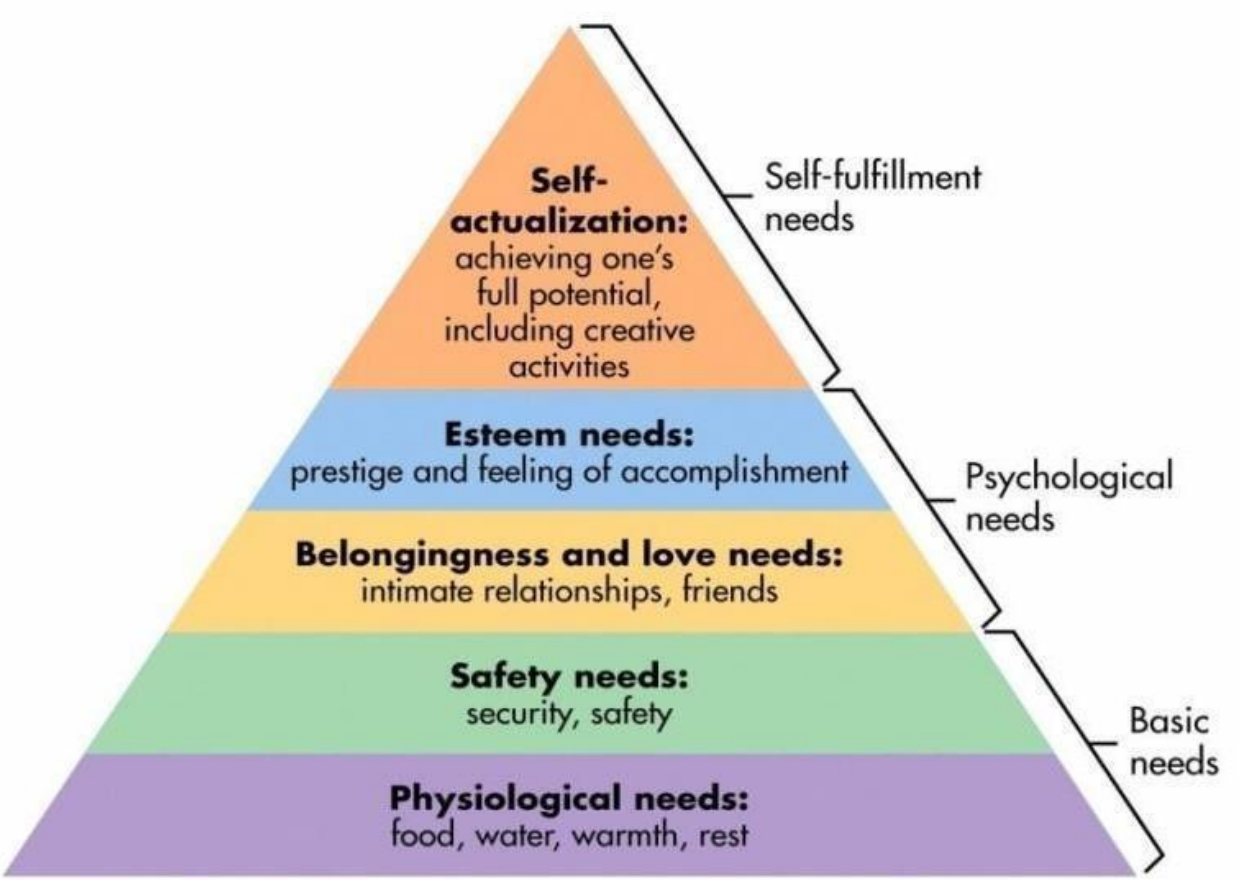
This approach reflects the school's commitment to fostering a safe, respectful, and supportive environment, both on and off school grounds. By working closely with external agencies when needed, we aim to address challenges with understanding and compassion, ensuring that the pupil and their family receive the guidance and help they need to move forward positively.

**Use of Reasonable Force**

Staff may use reasonable force strictly as a last resort to prevent injury to children or staff, or to prevent property damage. Kensington Primary School follows **PRICE principles and values**, ensuring all behaviour management and physical intervention prioritises safety, de-escalation, and child-centred care. This policy complies with **DfE guidance on Restrictive Physical Intervention (2026)**, the Children Acts (1989 & 2004), SEN/Disability Acts (2001/2005), and the Education and Inspections Act 2006.

This policy should be read in conjunction with Kensington Primary policies on: Positive Handling, Exclusions, Safeguarding and Equality Act 2010 (Inclusion and Equality Plan and Objectives).

This policy replaces the "behaviour policy" and acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN). We recognise that some pupils will need tailored support with their relationships and regulation at different points. Personalised plans can then be created collaboratively with parents, class teachers, SENCO, other school leaders and the children themselves.


Self-actualization: achieving one's full potential, including creative activities
Esteem needs: prestige and feeling of accomplishment
Belongingness and love needs: intimate relationships, friends
Safety needs: security, safety
Physiological needs: food, water, warmth, rest
Self-fulfillment needs
Psychological needs
Basic needs

# Suspensions, Exclusions and Reintegration- updated

At Kensington Primary School, we are committed to maintaining a calm, safe, and supportive environment where pupils and staff can learn and work in safety and are respected. We recognise that the vast majority of behavioural issues can be managed through positive interventions and supportive strategies. However, in some cases, suspension or permanent exclusion may be necessary as part of a fair and proportionate response to serious or persistent breaches of the school's behaviour policy. The school will follow the DFE, Suspension and permanent exclusion from maintained schools, academics and pupil referral units in England including pupil movement August 2024.

## Principles and Approach

- Suspension and permanent exclusion are used **only as a last resort** when all other behaviour management strategies have been exhausted and when a pupil's behaviour is such that allowing them to remain in school would seriously harm the education or welfare of the pupil or others.

- All decisions will be made **lawfully, reasonably, fairly and proportionately**, in accordance with the principles of administrative law and the Education Act 2002.

- We do **not operate a "no exclusion" policy**, as this can prevent appropriate action being taken to ensure safety and engagement in education. Instead, we aim to create an environment in which exclusions are rarely necessary because expectations are clear and support systems are effective.

## Preventative and Supportive Measures

Before considering a suspension or permanent exclusion, the school will:

- Use a range of early interventions, including pastoral support, mentoring, and tailored behaviour plans.

- Consider **managed moves** or **off-site directions** as temporary or permanent alternatives, used only when these measures are in the pupil's best interests and likely to support improved behaviour.

- Ensure that any decision is based on an understanding of the pupil's individual needs, including any **Special Educational Needs (SEN)**, disabilities, or safeguarding concerns.

- Work closely with parents, carers, and where appropriate, external agencies, to identify and address underlying factors affecting behaviour.

## During a Suspension

- Pupils will continue to receive education during a period of suspension. The school will set and mark appropriate work, and may utilise online learning platforms such as Oak National

Academy or other approved systems.

- The school will ensure communication with parents or carers is prompt and transparent, explaining the reasons for the suspension, the length of time, and next steps.

### Reintegration Following a Suspension

Following any suspension or off-site direction, the school will hold a **reintegration meeting** at or before the pupil's return.
The purpose of this meeting is to:

- Welcome the pupil back to school and reaffirm that they are a valued member of our community.
- Help the pupil understand the impact of their behaviour and how to meet the high expectations of behaviour moving forward.
- Support a renewed sense of belonging and engagement with learning.

A **reintegration strategy** will be developed, setting out clear goals and support mechanisms. This may include mentoring, daily pastoral check-ins, report cards, or targeted interventions. The plan will be regularly reviewed in collaboration with the pupil, parents, and relevant staff.

### Equality and Safeguarding Considerations

When making any decision related to exclusion, the school will comply with its duties under the **Equality Act 2010** and the **Children and Families Act 2014** to make reasonable adjustments for pupils with disabilities or SEN. The Designated Safeguarding Lead (DSL) will be consulted in all cases where safeguarding concerns are present or where a pupil has a social worker.

## Anti-Bullying Approach at Kensington Primary School

*(As part of our Relationships & Regulation Policy)*

At Kensington Primary School, our commitment to building strong, safe and nurturing relationships extends directly to our approach to preventing and responding to bullying. We ensure that all children feel **SAFE, SEEN, SOOTHED and SECURE**, in line with our 4S attachment-informed framework

Bullying goes against our values, our culture, and our expectations of how members of our community treat one another. In alignment with the Trust's child-friendly anti-bullying document, bullying is defined as behaviour that is **hurtful or unkind, done on purpose and happens more than once**, captured in the phrase: **Several Times On Purpose (STOP)**

### Our Shared Understanding of Bullying

Bullying may include physical, verbal, emotional or online behaviours and may be connected to a child's identity, background, appearance, disability, gender, race, religion or family circumstance

Kensington does not tolerate any form of bullying or targeted unkindness.

## Prevention Through Relationships & Regulation

Our preventative work is rooted in the principles and practices outlined in this policy:

- **Behaviour is communication:** Staff look beneath behaviour to understand underlying needs and emotional drivers rather than judging or labelling children.
- **Emotion coaching:** Staff help children use language such as *"I feel… because…"* to express themselves, recognise their emotions and build empathy.
- **Regulation systems:** Classrooms and playgrounds (The Listerning Lounge and Calm Corner) and supportive adults so pupils can seek support early and safely.
- **Curriculum:** Through Emotional Health lessons, Communication Lession (working on their articulation skills to communicate how they feel), assemblies and whole-school work on Being Kind, Being Brave and inclusion, children learn how to build positive relationships and stand up against unkind behaviour.
- **Pupil leadership:** Through Buddying, Play Leaders and Emotional Health Ambassadors, they support safe play and help children seek help early, mirroring the support structures described in the anti-bullying policy.

## Responding to Bullying Concerns

Any reported or suspected bullying behaviour is taken seriously and responded to in alignment with our regulation pathway:

1. **Listen, regulate and ensure immediate safety.** Adults help the pupil feel emotionally safe before gathering information.
2. **Emotion Coaching.** Staff support children to talk through what happened, how they felt, and what needs to be done to repair harm.
3. **Involving AHTs, Year Group Leaders or SLT** where patterns or repeated concerns arise.
4. **Clear recording** on our SafeGuard system.
5. **Regular follow-up** with children and families to ensure issues have been fully resolved.

Consequences and support follow the Relationships & Regulation framework, including reflection, restorative work, and—where necessary—consequences proportionate to the behaviour. These align with the consequences outlined in the Relationships and Regulation policy, including parental meetings and further interventions where behaviour is repeated or serious.

## Support for Pupils Who Experience Bullying

Pupils who report or experience bullying are supported through:

- Emotion coaching and safe-space conversations
- ELSA support
- Use of Regulation stations in the classrooms
- Regular check-ins to ensure they feel safe and supported

## Empowering Children to Speak Up

Children are regularly reminded that it is always okay to say **“Stop”**, express how they feel, and tell a trusted adult if something is upsetting them. They are taught to support peers, challenge unkind behaviour, and avoid being passive bystanders—all principles reinforced in the anti-bullying policy’s guidance for pupils

## Partnership with Parents

We work in partnership with families to ensure concerns are addressed quickly and appropriately. Parents are encouraged to communicate any worrying patterns early; where needed, we collaborate through positive parenting programmes and pastoral support, as outlined in our wider Relationships & Regulation Policy.

Reviewed every three years.

Next Review Spring 2028