

SOUTH HAMS FEDERATION
RELATIONAL BEHAVIOUR POLICY

Approved: January 2026 Review: January 2027

“You must understand your students’ behaviour and needs are very closely related. If you don’t understand them, then you can’t influence them” Karl C Pupe

The South Hams Federation is committed to creating spaces where every member of our community has the right to feel valued and respected. This policy is therefore designed to support how all members of the school community can work together in a collaborative and supportive manner.

This Policy aims to outline the measures by which we aim to promote positive behaviour; self-discipline and respect; prevent bullying, ensure that pupils complete assigned work, ensure pupils are aware of the impact of their actions and develop self regulation. .

The federation has 3 simple rules ‘***Be safe, Be Kind and Be responsible***’ which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have plans to support their behaviour at an appropriate level.

Rationale

There can be no keener revelation of society’s soul than the way in which it treats its children.’ Nelson Mandela (1995)

We wish to ensure that pupils attending our school have clear guidelines for behaviour which are consistent throughout their time at school. They need to see the purpose for the systems that are in place and that these systems are fair and equitable and devised for the good of the school community in order to nurture respect for others and their environment.

AIMS

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn: to be increasingly confident and independent; to care for themselves; to be responsible for their personal safety; to develop self-esteem; to take responsibility for their own actions and to take pride in their achievements; to value others and their similarities and differences, to empathise with and respect their feelings; to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture; to develop a feeling of collective responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

- At the South Hams Federation, we work to achieve these aims by: Developing positive relationships with pupils.
- Providing a broad, balanced and aspirational curriculum with adaptations that enable all children to access it independently.
- Providing clearly defined rules and boundaries.
- Acting as role models by demonstrating the positive behaviour we wish to encourage amongst the children.
- Providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.
- Enabling pupils to understand their impact on others and repairing

relationships when needed.

Rules and routines

We have 6 underpinning rules and routines that we teach and adhere to in our schools. Please see Appendix 1 for details of these

These will be taught to pupils and practised to ensure they are embedded.

A UNIQUE CHILD

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an relational plan and a coregulation plan for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND are recognised as being particularly vulnerable and therefore we will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, the school will seek external support from other agencies such as Educational Psychologists or Early Help. Risk assessments will be completed for children who have an EHCP which relates to behavioural needs. Risk assessments may also be put in place where there are incidents of serious behaviour.

Adult Behaviours

“Consistent adult behaviour will lead to pupils that consistently exceed our expectations.”

‘When the adults change, everything changes’ (Pivotal Education)

We expect every adult to:

1. Refer to our expectations
2. **Model** positive behaviours/ manners and build relationships
3. **Plan** lessons that engage, challenge and meet the needs of all learners through adaptations.
4. Use a **visible recognition** mechanism throughout every lesson (eg. Recognition boards).
5. Be **calm** and give ‘take up time’ when going through the steps. **Prevent** before consequences.
6. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
7. **Never ignore** or walk past learners who are behaving badly.

Middle leaders

Middle leaders are expected to stand alongside colleagues to support, guide, model and show a unified consistency to learners.

Middle leaders will:

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1. **Meet and greet** learners at the beginning of the day.
2. Be a **visible presence** around school to encourage appropriate conduct.
3. **Support** staff in returning learners to learning by supporting staff in conversations.
4. Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations.
5. Ensure staff training needs are identified and targeted.

Senior Leaders

Senior leaders are expected to stand alongside colleagues to support, guide, model and show a unified consistency to learners.

Senior leaders will:

1. Take time to welcome learners at the start of the day.
2. Be a visible presence around the school, especially at transition times.
3. **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
4. Regularly share good practice.
5. Use behaviour data (CPOMS) to target and assess school-wide behaviour policy and practice.
6. Regularly review provision for learners who fall beyond the range of written policies.

Students want teachers to:

1. Give them a 'fresh start' every lesson
2. Help them learn and feel confident
3. Be just and fair
4. Have a sense of humour

Rewards

Every class will have a form of recognition board

What	When	What for? (Some examples but not limited to)
Tick next to name on	All day, every day	Good manners Following our rules and routines quickly

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recognition board / move onto recognition board		Good effort Being helpful
Fuzzies	All day, every day	For consistently showing excellent behaviour as above
Positive behaviour time	When the class fuzzy pot has been filled	For consistently showing excellent behaviour as above
Star of the week	Weekly assembly	Outstanding attitude/learning/effort/behaviour
Governors' award	Termly	Being a consistently outstanding member of our school community
Messages home	Weekly	Being nominated for consistently excellent behaviour by staff

Managing Behaviour

Engagement with learning is always our primary aim at The South Hams Federation. For the vast majority of our learners, a gentle reminder is all that is needed. Although there are some occasions when adults need to support children to manage their behaviour.

We always aim to praise the behaviour we want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

The following approaches support the minimising of low-level disruption:

- **Adults being a source of safety and security, being reliable and predictable;**
- **Effective use of voice, tone and facial expressions;**
- **Use of knowledge of each child by virtue of relationships developed, including additional learning and language needs, relational, social and emotional needs and**

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triggers;

- Giving children attention and showing they are held in mind;
- Considered management of transitions between lessons and within lessons;
- Managing change through planning, pre-warning, visual timetables, social stories;
- Using accessible language, simplifying and re-phrasing language, checking children's understanding;
- Making learning accessible through differentiated and personalised learning based on children's need;
- Learning broken into small tasks where necessary, with sensory breaks built in;
- Providing balance of challenge and support;
- Managing peer to peer relationships, considering how children are grouped to avoid conflict;
- Managing conflict through restorative conversations;
- Providing an organised environment, avoiding sensory overload;
- Provide a space with low sensory demands;
- Provide effective and clear feedback;
- Recognise when children are stressed and regulate them;
- Referring to class agreement and acknowledging related positive behaviours;

Staff will address low-level disruption through a range of the following techniques:

- 1) Praising a child within earshot of someone who is not complying – tactical ignoring. Praising good behaviour and ignoring unwanted behaviour.
- 2) Offering support to get started
- 3) Applying simple reminders of expectations and saying 'thank you' rather than 'please', providing a reminder that you are expecting children to follow the expectations on asking them to.
- 4) Non-verbal gestures e.g. thumbs up, a smile.
- 5) Specific verbal praise.
- 6) Providing a limited choice of two options, giving the child the perception of control, however the adult is setting boundaries e.g. there are 5 minutes left until break time, you can finish your work in 5 minutes time or now.
- 7) Asking a question 'what should you be doing?' which supports the child in thinking for themselves and making a connection.
- 8) Being positively assertive, telling the child what you want them to do rather than what you don't want them to do e.g. 'I need you to walk thank you'.
- 9) Meet with the class to review agreements and re-establish expectations.
- 10) Use a restorative framework to share thoughts and feelings and agree on actions.
- 11) Consider what adaptations may need to be made to teaching.
- 12) Provide feedback on what is going well.
- 13) Give clear guidance and instruction, teach and model the behaviours desired.
- 14) Focus on the primary behaviour.
- 15) Check in and connect with the child regularly.
- 16) Continually recognising positive behaviours demonstrated by children related to the class agreement.
- 17) Giving children time away from class to reset by asking them to do a job i.e. take a note to the office

If children do not respond to these requests, positive behaviour reward time will not be earned.

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Step	Action	Consequence
1	We will begin by self-interrupting and giving the 'look'	N/A
2	Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child, e.g. by adding children's initials to the recognition board.	N/A
3	Use of techniques above to redirect and remind children of expectations	N/A
4	5 minutes less of positive behaviour reward time earned (this can be earned back)	5 minutes less of positive behaviour reward time earned (this can be earned back) Log on CPOMS
5	If the behaviour continues or further rules are broken, sent to another class or SLT	5 minutes less of positive behaviour reward time earned – this cannot be earned back. This time will be spent having a restorative conversation/taking part in a reflection activity Parents will be informed if this is a repeating incident. Log on CPOMS
6	If serious incidents occur (Steps 1-5 may not be appropriate in more serious cases)	15 minutes less of positive behaviour reward time earned. This will be spent having a restorative conversation/taking part in a reflection activity Meeting with SLT Parents informed Log on CPOMS
7	Support step	In more serious

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		circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Middle Leaders, behaviour specialists or another class teacher. This will be specified on a personalised behaviour plan/ relational support plan/ coregulation plan for certain children.
	Time out/Cool Off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in another class, in another quiet area of the school or quiet area in the classroom.
After all incidents that have got to step 5 or above	Restorative conversation/reflection activity	This conversation should be held when the child is calm and able to engage fully. During this conversation, the impact of their actions will be explored, and the next steps decided to put things right.

Serious incidents

Depending on the age of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Verbal or physical abuse
- All forms of bullying
- Leaving the site without permission

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- Racist, sexist or homophobic comments
- Using abusive/offensive language
- Child-on-child abuse
- Deliberate damage to property or theft of property

Restorative Practice

The South Hams Federation uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour fairly and consistently. The restorative questions aim to help children consider their actions, who was affected, how they can repair relationships and how they can make better choices in the future. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Decisions regarding restorative consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (See Appendix Two for guidance on redirecting behaviour/restorative conversations)

Exclusions

Fixed Term Exclusions

The South Hams federation believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may decide to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day, and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of the South Hams federation agree with this stance, and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Children with Social, Emotional and Mental Health needs

Children who exhibit behavioural difficulties will need to have a behavioural management support plan, a coregulation plan or a relational plan put in place. For some children, it will be necessary to place them on the SEND list for social, emotional and mental health reasons. In these cases, the Head/SENCo/SLT will be

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involved, as well as Parents/Carers. Strategies already listed will inevitably be used, as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to use reasonable force. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents and the head teacher

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Advice for Staff

Members of staff facing confrontational situations with pupils are reminded that the different behaviours can either reduce or inflame incidents. Staff are strongly advised not to physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil's exit.

Remain calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening stance are important. Be Aware of Space – try to be aware of the space around you and avoid stepping into another individual's personal space. Try to take a step back.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down.

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Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to:

- Deliberately speak slower, lower and more quietly
- Connect by using pupil's name Recognise the feelings
- Tell the pupil you're there to help
- You talk and I will listen
- Give direction
- Diffusing body language responses
- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt – e.g. “Stop fighting right now!”
- Send for assistance
- Spell out sanctions
- Remove the “fuel” by clearing the “audience” away
- Intervene physically if confident and having assessed the degree of risk
- Following an incident involving Reasonable Force, staff MUST record the incident using the form in the behaviour file.
- CPOMS. Detailed information of the context in which the incident took place

Child on Child Abuse

What should schools be doing?

Unfortunately, child-on-child abuse can and does happen in a whole range of settings that children attend. However, it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, training for professionals to help them recognise the signs and know what to do, is essential.

For schools, there's guidance contained within Keeping Children Safe in Education 2025

https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf

We expect all our staff to be familiar with this guidance and to apply it. Staff should understand child protection policies and use them. It should be clear that child-on-child abuse will never be accepted or dismissed as 'children being children'.

We expect all staff to know what to do if they come across, or are worried about, child-on-child abuse. They should know who to speak to and what action to take to make sure children are safe.

How do we understand what child-on-child abuse is?

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Hate incidents
- Abuse in intimate relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Emotional abuse- on or offline
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element
- Misogony

What is child-on-child sexual abuse?

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

What is sexual violence?

This means rape, assault by penetration, or sexual assault (intentional sexual

touching).

What is sexual harassment?

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

How do we provide appropriate training and regularly update staff?

All our staff need to maintain an attitude of ‘it could happen here’. They address inappropriate behaviours as soon as they happen, helping to prevent abusive/violent behaviour further down the line. Victims will be listened to and reports will be taken seriously.

It’s vital our staff know and can identify child-on-child abuse early to prevent it from escalating. We provide staff with regularly updated and appropriate safeguarding training that enables them to understand:

- Their role in preventing child-on-child abuse
- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to the victim(s) and alleged perpetrator(s) •

Where to go if they need support

- That children can abuse other children inside and outside of school, as well as online, and that online abuse can take the form of:
 - Abusive, harassing and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography with those who don’t want to receive such content
- That they need to maintain an attitude of ‘it could happen here’ • That even if there are no reports in your school, it doesn’t mean it’s not happening
- The importance of challenging inappropriate and abusive behaviour (see more on this below)
- That girls are more likely to be victims and boys are more likely to be perpetrators

How do we report abuse?

If we are dealing with an allegation of child-on-child abuse, we follow our Safeguarding school policy and report incidents internally using CPOMS

How does our curriculum make sure children are taught about safeguarding, including how to stay safe online?

Our PHSE/RSE curriculum tackles (in an age-appropriate and inclusive way) issues such as:

- Healthy and respectful relationships
- What respectful behaviour looks like

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- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment
- Cyber-bullying
- Sexting
- Peer pressure
- Self-esteem

The National Society for the Prevention of Cruelty to Children (NSPCC) has a range of [safeguarding teaching resources](#), including lesson plans on personal safety, healthy relationships and online bullying. Its '[Speak out Stay safe](#)' programme also includes interactive assemblies and workshops on safeguarding for pupils in KS1 and KS2.

How can we support our pupils to feel confident to report abuse?

We have robust systems in place for pupils to confidently report abuse, sexual violence and sexual harassment. Child-friendly posters are in prominent places to remind children who they can talk to.

Our children know that we treat their concerns seriously and that they can safely express their views and give feedback. Our Safeguarding Team has a highly visible and active presence within the school. They will make children aware of the processes of how any report can be reported and consequently handled, including when they have a concern about a friend or a peer.

Other organisations/ agencies we may work with?

Child-on-child abuse incidents and/or inappropriate behaviours can be associated with factors outside of the school. We consider the context when preventing and dealing with such incidents.

For example, when tackling violence, it's important to we:

- Understand the problems that young people are facing both in school and in their local community
- Consider possible avenues of support
- Work with local partners (who may have valuable information, resources or expertise).
- Specialist organisations to support training staff, teaching children and/or supporting them, such as NSPCC, the Brook traffic light tool

Tracking behaviour

We log all incidents of behaviour that have reached a sanction on CPOMS. This enables us to see trends and identify any potential concerns that are arising. Please see Appendix 3 for our categories of behaviours that are logged on CPOMS.

Searching, screening and confiscation

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

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Before screening or conducting a search of a pupil, the school considers their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by the school must be justified and proportionate. The Head Teacher (or staff authorised by the Head Teacher) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect the pupil may have a prohibited item as set out in Section 3 of this policy.

School staff have the power to search a pupil for any item if the pupil agrees however the member of staff must ensure the pupil understands the reason for the search and how it will be conducted. The search will take place in an appropriate location (away from other pupils) by a member of staff of the same sex as the pupil.

It can include a pupil's outer clothing, pockets, possessions or desks. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. „Outer clothing“ means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. Parents will be informed when a search has taken place. A record of all searches will be made on the school's safeguarding system (CPOMS) whether or not an item is found. This will allow the designated safeguarding lead to identify possible risks and initiate a safeguarding response if required.

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).
- Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

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- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.
- Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Head Teacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Appendix 1 –Our Rules and Routines

Children and adults are expected to thank someone who is doing something i.e. holding a door open. Children and adults should greet each other with good morning/ afternoon and the response should be the same.

3..2...1... response

“On 3 I want you to ... followed by indication and positive narration of choices. On 2 I want you to ... (followed by indication and positive narration of choices). On 1 I want to see followed by indication and positive narration of choices”

Wonderful walking

- Walking quietly around school – led and monitored by an adult.
- The teacher should stand at the front of the line
- Call the group together using a familiar phrase
- Give out any instructions and set expectations
- Make sure all children are settled before setting off
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc • Encourage a child to hold the door for others to pass through (thank them for this);
- Walk to the left-hand side of the corridor
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this);
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.;
- Encourage the concept of personal space);
- On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent. At this point they will be led into the Hall in a straight line;
- During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

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Engaged learners

- Cold calling
- Talk partners
- Time for thinking
- Expectation to answer clearly
- Mistakes seen as valuable learning opportunities
- Look at the speaker and listen carefully

Calm classrooms

- Children enter the classroom quietly and engage with activity provided
- Teachers greet children at the threshold of classrooms
- Children enter the classroom ready to learn
- Children stay in their seats

Kind hands and feet

In our classrooms, assemblies and especially on our playgrounds, we encourage children to keep their hands and feet to themselves. This rule discourages punching, kicking, pulling, tripping up and play-fighting.

All rules and routines are revisited regularly with the children.

Appendix 2

The South Hams Federation Behaviour Blueprint

30 Second Script to be used when redirecting behaviour (this can be modified, but the principles remain the same)

I noticed you are...

You are not showing our school rule of

As a consequence of your behaviour, you have not earned all your reward time. You can earn this again if you show me a change in behaviour.

Do you remember when you (i.e. finished all your writing) , that is who I need to see today. Thank you.

Restorative questions

What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgement by: Mirroring – facial expression, body language, tone of voice, attuning to mood. Accepting and validating the child's experience and feelings.

Reflecting back what you hear in manageable chunks and with a structure which aids understanding.

Soothing. Using soothing (not cross) tones.

What were you thinking and how were you feeling?

Some children will find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:

Listening and responding empathically, wondering aloud.

Starting where the child is at developmentally.

Explore physical sensations and name possible emotions. Letting the child know that you 'get it' (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid.

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Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child to see things from other people’s perspectives:

Call upon your own experience or experiences you’ve heard about from others. Stories and role play can support empathy. Wonder aloud to aid understanding. Pictures and photographs, drawings and cartoons can help the child see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process it can be helpful to ask: “how can we put right the harm caused?” or “what have we learnt from this experience?” This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time. What does the child need in order to move forward?:

Short term intervention to help to keep them safe, particularly in managing specific situations/transitions that they may find tricky.

Support, mediation and a structure to enable the repairing of relationships. Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won’t happen again.

Appendix 3

<p>Level 1 Log repeating behaviours on CPoms No need to alert SLT</p>	<p>Level 2 Logged on CPoms with brief detail. No need to alert SLT</p>	<p>Level 3 All must be logged on CPOMS with full details. Alert SLT</p>	<p>Level 4 All must be logged on CPOMS with full details. Alert SLT</p>
<ul style="list-style-type: none"> • Not on task • Wearing inappropriate clothing in school despite being reminded, e.g. hats inside. • Wandering around the classroom • Making noises • Unsafe behaviour/ movement around school • Dropping litter • Calling out or shouting • Talking over or interrupting others in class despite reminders • Play fighting • Talking in 	<ul style="list-style-type: none"> • Making fun of another child’s work or efforts • Leaving class without permission • Interfering with another person’s property or taking things Purposeful antisocial behaviour (passing wind, spitting [not directly at somebody] and belching) • Name calling • Responding abruptly or rudely towards requests from adults • Swearing as part of general conversation • Not engaging in 	<ul style="list-style-type: none"> • Refusal to follow important safety instructions including running out of class/school (could be L4+ if on school trip and/or it puts someone else in danger) • Writing graffiti or defacing walls, desks, books or work • Refusing to do work • Arguing with an adult • Throwing objects in the classroom • Swearing at another person <ul style="list-style-type: none"> • Making inappropriate comments related to gender, sexual orientation or 	<ul style="list-style-type: none"> • Threatening or intimidating behaviour • Age-inappropriate sexualised touching • Refusing to go to the HT or designated person

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<p>assembly</p> <ul style="list-style-type: none"> • Not doing as asked first time • Not supporting team activities in the classroom, e.g. tidy up time despite being asked • Chatting to others at inappropriate times or about inappropriate subjects. • Lateness into class during the day <ul style="list-style-type: none"> • Wasting resources or not looking after resources 	<p>their work or having a poor attitude to learning</p> <ul style="list-style-type: none"> • Dangerous play • Unsafe behaviour in the corridors and around the site, e.g. running • Unhelpful, uncooperative behaviour, e.g. being obstructive in activities • Poking, pushing, pinching or prodding • Misuse of toilets and wash areas • Teasing or deliberately 'winding up' other children • Continued and persistent Level 1 behaviour 	<p>appearance</p> <ul style="list-style-type: none"> • Making insulting remarks about another person's family members • Stealing • Disruptive behaviour including inciting disruptive behaviour of others • Clear breach of school values despite reminders <ul style="list-style-type: none"> • Deliberately unkind behaviour which leads to others feeling isolated or upset 	<p style="text-align: center;">Level 5</p>
			<ul style="list-style-type: none"> • Bullying (repeated and persistent, threatening, intimidating or harming behaviour) • Racist, homophobic or discriminatory behaviour with intent • Age-inappropriate sexualised touching of others • Physically violent behaviour (fights or attacks on others) including biting / spitting • Throwing furniture or equipment across the classroom • Persistent and continual disruption of learning (attributed by an

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			escalation of any other level behaviour
Possible consequences for Level 1 and 2 behaviours		Possible consequences for Level 3 and 4 behaviours	
<p><u>Possible consequences:</u> Warning/ Last chance Less positive behaviour time earned Moved within class Moved to another class Time to write an apology - restorative actions</p> <p>Level 1 and 2 behaviour will be monitored by the staff and Headteacher and a decision taken together whether to move the child to Level 3 and involve parents – especially in incidents of repeat behaviours.</p>		<p>Parents must be informed by the class teacher. SLT must be informed</p> <p><u>Possible consequences:</u> No positive behaviour time earned Alternative playtime may need to be provided in a safe space (this may be in isolation to provide safety to others Sent to SLT Possible internal exclusion – i.e. work in office for the day. Time to take restorative actions</p> <p>Exclusions will only be used as a last resort when all avenues of support have been explored</p>	
Please note these consequences are not exhaustive and will always be used to best meet the needs of the child and of their peers.			