



## Relational Support Policy

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## Education South West (ESW) Behaviour and Culture Policy

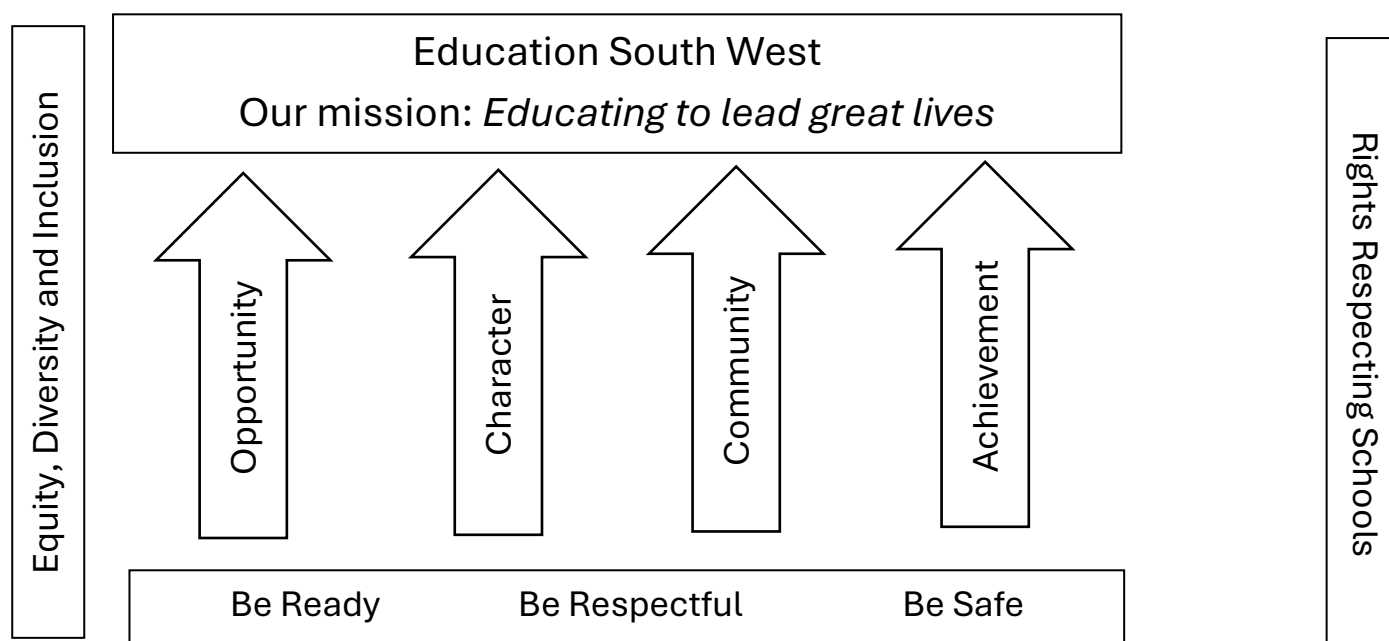
### Part A: The ESW approach to behaviour and culture in our schools

#### A1. Vision, values and ethos in an ESW school:

The culture of our schools is built upon a unifying belief that we are '*educating to lead great lives*'. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our schools, we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



#### A2. The role of Equity, Diversity and Inclusion (EDI) in our school culture:

EDI are key concepts in creating fair and supportive environments across our schools for children and young people, families and staff. EDI sits at the heart of every policy.

##### Our working definition of EDI:

- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.
- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.
- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

### **A3. The role of Rights Respecting Schools in developing our school culture:**

As Rights Respecting Schools (RRS) we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:

- **Positive relationships:** RRS focuses on building positive relationships between pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices:** Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages pupils to understand the impact of their actions and work towards repairing harm.
- **Rights education:** Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus:** By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish pupils.

### **A4. ESW Behaviour and Culture Policies have a set of guiding principles:**

The guiding principles which underpin all behaviour management in our schools are in line with our mission to '*educate to lead great lives*':

- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.
- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support pupils' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.
- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All pupils need consistency and none more so than those with protected characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).
- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school leaders and are taught and upheld by all adults, help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needed for all pupils to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all pupils have with their school community.
- **Restorative practices:** Mistakes are learning opportunities. Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.

- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for pupils to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our schools (PART B) are underpinned by these core principles. Furthermore:

**A5. ESW Behaviour expectations** apply to all members of the school community. These include:

- Showing **respect** for themselves, others, and the school environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of school life.

**A6. These expectations are summarised in our three rules:**

1. Be **ready**
2. Be **respectful**
3. Be **safe**

**A7. Legislation, statutory requirements and statutory guidance**

Each of our individual school policies are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

**A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring**

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/carers and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.

## Part B: Kingsteignton School's Relational Support Policy

### Policy objectives

- To provide guidance to school staff, parents/carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a framework for our collective values, understanding and insight into human behaviour.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our values with evidence-based practice and current research.

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE), current legislation and relevant research, including:

- Tom Bennett – 'Creating a culture.'
- Rita Pierson – 'Every child deserves/needs a champion.'
- Tom Sherrington and Oliver Caviglioli – 'Walkthrus.'
- Daniel Siegal and Tina Payne Bryson – The Whole-Brain Child (2012)
- Improving Behaviour in Schools (EEF, 2019)



### Aims of the policy

- To support children to take pride in themselves and their learning to maintain disruption-free classrooms and great learning.
- To support children in maintaining a culture of working hard and being kind throughout the school and the local community.
- To provide clarity for staff, children and the community about acceptable responses to any given situation.
- To reward and encourage children to make positive choices, take responsibility for their own actions and to understand how to regulate their emotions.
- To encourage children to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages every individual to achieve their potential.

- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure all children and adults have a sense of belonging; feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure our children are intrinsically motivated to do the right thing because it is the right thing to do.

### **Key Beliefs – Principles**

At Kingsteignton School, we want our Relational Support Policy (previously Behaviour Policy) to reflect our insight and understanding of the needs of our pupils and how this contributes to their ability to self-regulate and build resilience. It will also support them to manage their behaviour in a positive manner, so that they can be ready to learn. We offer our pupils the security and positive relationships needed to meet each individual's wellbeing and mental health needs and guide them along their journey to becoming independent, resilient, life-long learners. People learn to cope with all aspects of their lives with support from others and positive relationships are imperative to achieve this.

### **Vision and Values**

As a school, we feed into the overarching Education South West vision, which is explored and expressed through our learning values: **Compassion, Courage, Perseverance, Justice and Friendship**. We provide all children with an outstanding and inspiring education within a caring and nurturing environment.

### **Behaviour and Staff Conduct**

Whilst the discipline and behaviour of the class is primarily the responsibility of the class teacher, all staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners (holding doors, table manners, giving way to adults and others, saying good morning, please and thank you etc), and to commend children for their positive actions. If pupils do have to be reprimanded as a result of inappropriate or anti-social behaviour, this should be done in a constructive, restorative manner; condemning the behaviour without humiliating or 'putting down' the child ("I really like you; I don't like what you've chosen to do"). We operate a praise in public / reprimand in private (PIP/RIP) approach.

All school adults should maintain a calm presence, ensuring that the way they deal with behaviour incidents is calm, measured and proportional. Staff should not shout at children, the only exception to this being if the child or another child is in danger. A raised voice or tone should only be used in exceptional circumstances. Quiet disappointment is a more powerful tool.

The raised hand signal (see Routines table) and count down from 5 should be used to calm and quieten the children. Raised voices and 'ssshing' should be avoided. Using the above techniques, most children will respond more co-operatively and with less resentment than if they were constantly criticised for negative behaviour.

Praise should be used as a matter of course, in conjunction with the school reward system. However, some pupils will still need to be disciplined for persistent poor behaviour. Our aim should be to teach them that

there are consequences if they deliberately ignore the code of good behaviour. On occasions, staff may need to give a consequence. All staff must read this Relational Support Policy and follow it.

At lunchtimes, class teachers and meal time assistants (MTAs) should keep a record of when a behaviour incident occurs. Any incident that contravenes our school mantra or routines will be recorded on the electronic CPOMS system and marked with the appropriate behaviour category. The Key Stage Leader for the child's year group should be informed, alongside the Assistant Headteacher and, if necessary, the Headteacher, in the case of major incidents, even if they are resolved, in order for them to keep an overview of the situation.

### **School Systems**

Our school mantra is: Ready, Respectful, Safe.

All children will be:

**Ready** – to learn; to help; for next steps; to respond.

**Respectful** – to all pupils; to all staff; to family members; to all property; to all resources; to members of the public.

**Safe** – in the classroom; in shared areas; moving around the school; on the playground; online; walking to and from school.

We will follow the Devon model for relational practice. We recognise that behaviour is a form of communication, and not all behaviours are a matter of 'choice'. We recognise that most children self-regulate their behaviour, behave very well every day and never need reminding about how to behave properly. We want to encourage these children, as well as supporting the children who may not behave appropriately at times, to manage their behaviour positively.



Through protection, connection, understanding and care, we will follow an authoritative with restoration approach that allows us to be firm and kind, clear and calm and assertive and passionate.

## **Protection**

- People – faces, voices, body language
- Routine, rhythms, flows

## **Connection**

- Know the child
- Experience togetherness – time and rhythm, songs and games, turn taking, joint activity

## **Understanding**

- Adults understanding children
- Help the child to understand themselves

## **Care**

- Let pupils know that they are enough
- Repair with/for them

## **Praise and Rewards**

We aim to remind the children that they are doing well, working hard, making a positive contribution to the class and their peers etc., regularly. To do this, verbal reinforcement is a key tool. In addition, **house points** may be awarded. We should be expecting great things as a matter of course so house points should be used to praise behaviour that is over and above the norm. As a school, we keep a record of how many house points children receive, giving coloured badges at each 1000 house point interval. House points also get totalled each week for each House Team across the school (Teign, Taw, Exe and Dart), showing the children who is in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> place each week. The team who gets the most 1<sup>st</sup> places in a half-term is rewarded with a non-school uniform day at the beginning of the next half-term.

Children can also be rewarded in several other ways at Kingsteignton School:

- Verbal or written praise – for example, “Well done for..... . Can you see how that will help you in the future to... ?”
- Being asked to share their work with other staff or children.
- Class flowers earned by the whole class that work towards a class treat.
- A praise phone call made by the class teacher to inform parents of the excellent behaviour or learning demonstrated by their child.
- Receipt of a ‘School Values’ certificate, which is awarded to a child in each class and celebrated during assembly on a Friday afternoon.
- Receipt of an end of half term Headteacher’s certificate.
- Receipt of a TTRS (Times Table Rock Stars) or Numbots certificate, which are shared and celebrated during assembly on a Friday afternoon.
- Handwriting licenses are provided to those children who are consistently joining their handwriting. These are given out during Friday Celebration assemblies.



High self-efficacy leads to children having a go. Self-regulation is the way we can control and direct actions; it is goal orientated. Bandura (1977) believes in promoting self-regulation by teaching an individual to reward themselves after doing a needed behaviour.

We want our children to be intrinsically motivated to achieve and to understand how their learning now (be that academic, behavioural or emotional learning) can help them in the future. Through work linked to Growth Mindset, The Learning Challenge and The Zones of Regulation, our children will build their resilience, along with their own toolkit of strategies, to help them become self-disciplined, aspirational and independent adults.



## Routines

Routine	Learners will...	Which enables...	Which prevents...
Walking around the school safely.	walk around the school slowly and quietly on the left-hand side.	children to move safely around the school without disruption.	children and adults from getting hurt; other learners being disrupted.
Lining up at the start of the day, lunchtime and breaktime.	notice 'Team Stop', stop, stand still and listen when the bell is rung.	all children and adults to hear the instructions being given.	missed learning opportunities, children being hurt, pushing and running. It also prevents adults having to shout to be heard.
Adult show of hand and a count down from 5*.	stop what they are doing, show whole body listening and be responsive.	all children to hear the instructions given and demonstrate respect towards the adult.	missed learning opportunities, instructions not being heard and adults not feeling listened to.
Entrance and exit of classrooms	line up, in register order, silently inside or outside of the classroom to exit and enter.	children to enter and exit the classroom in a safe, orderly manner and ensure an adult is present before transitioning to another space.	children from transitioning between different spaces safely and entering a space that is not supervised by adult.

Assembly	enter the hall silently and calmly; remain silent throughout, unless asked to participate verbally; leave the hall silently and calmly.	children to safely enter and leave the hall, children to feel comfortable around a large group of people, adults to be heard and respect to be shown.	children becoming overwhelmed, children being hurt, adults and/or other children not feeling respected.
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\* 5 – stop what you are doing, 4 – if there is anything in your hands, this needs to be put down, 3 - eyes on the adult, 2 – no talking, 1 - full attention on adult.

### **Managing unacceptable behaviour**

We do understand that occasionally children will behave inappropriately for a variety of reasons. When children display this behaviour, there are several layers of reflection in place to encourage them to manage their behaviour in a positive way. As practitioners, we are always thinking ‘all behaviour is communication’ and ‘what is the child trying to communicate?’. We realise that sometimes this can be different for every child, who all have their own unique needs; as a result, support may look different in each individual case.

Staff log incidents on CPOMS (Child Protection Online Management System), which is seen by the Senior Leadership Team (SLT). The SLT will monitor CPOMS behaviour entries. In addition, they will also analyse behaviour entries across the school at the end of each half term. Entries on CPOMS should clearly, and descriptively, record the incident to avoid misinterpretation. Unless the action is not entered at the point of writing and is added at a later date, a line should be left and a clear demarcation made using ‘ACTION: .....’. Entries should identify who spoke with parents and what the outcome was. If a lunchtime or internal reflection was issued, the appropriate sub-category should be ticked. For serious cases where the child may now “be at risk of suspension”, it should be recorded that this was discussed with parents. Where appropriate, the parents will be invited to discuss their child’s behaviour and therefore it is essential that records are kept, and parents informed.

Where we feel there may be issues with behaviour developing, class teachers will be proactive in their approach. It may be appropriate to discuss things with parents first or call a meeting with other leaders in school to identify a clear strategy for support prior to meeting with parents. It might be appropriate to do this early in the year to extend or review strategies as children move classes. Transition meetings with the child's previous teacher may trigger this process. For some children, ABC (Antecedent, Behaviour, Consequence) records are completed for short periods of time to enable the SLT to support the class teacher in identifying trends and/or triggers;

**ABC Chart** to record instances of challenging behaviour.

- Choose 1 or 2 target behaviours to track, such as 'shouting out' or 'biting', although you can track more if you wish.
- After collecting enough data over a few sessions (use multiple sheets), review it to look for any patterns which could help you design more effective intervention strategies. For example, ask yourself: What are the common triggers? How are the consequences reinforcing the behaviour? Could you develop new consequences to encourage a more positive behaviour?

Name of child:			Name of adult:			
Date	Time	Class/Environment (e.g. Maths/ Playground)	A: Antecedent (Trigger) What happened directly before the behaviour occurred?	B: Behaviour Describe the behaviour objectively	C: Consequence What happened directly after the behaviour occurred?	Possible function Fill this out later for analysis

Children needing additional support may have immediate, informal support based on their current needs or may have intervention support, which will be reviewed on a 6-weekly basis, planned by the class teacher. Children may have an additional learning plan or a Relational Support Plan that is written in conjunction with all adults that support the child, the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and the child's family. Some children, whose behaviour choices put themselves or others at risk, will require a risk assessment. This will also be shared with the child's family. This is then shared with all staff so that there is awareness within the team. The context of the situation is always considered as well as any Special Educational Needs that a child may have.

Time is made for a restorative conversation to take place with the child and with any other child or adult directly affected by the incident – this will take place when the child is emotionally regulated: this may be within the lesson, during playtime or lunchtime.

All parties will have the opportunity to be listened to respectfully during the restorative process. This will be followed by consequences and actions that will repair the situation.

There are various stages (see diagram below) to our responses to unacceptable behaviour that is not in keeping with our 'Ready, Respectful, Safe' mantra:

**Stage 1:** An adult will discreetly positively remind the child of the expected behaviour: "Let's move to this seat so that you are ready for your learning,"; "I know you can make the right choices,".

**Stage 2:** An adult will discreetly inform the child that they have moved on to the next stage. "You are not demonstrating **respect**; I'm now giving you the '**chance**' to make the right choices. I know that you can show me...". A restorative conversation will be held to remind the child of the positive behaviours they have previously demonstrated and the encouragement to display these from this moment on.

**Stage 3:** Should the child continue to display inappropriate behaviours, then they will be reminded that they were given the 'chance' to rectify their behaviour, they now have a **choice** to make; this could be movement to a different space, linked to their learning, or a choice to make regarding their behaviour: "You are not being **safe** right now, you can either ..... or .....". At this point, the child will also be reminded that should this behaviour continue, there will be a consequence (Stage 4). Much like Stage 2, a restorative conversation will be held to remind the child of the positive behaviours they have previously demonstrated and the encouragement to display these from this moment on.

**Stage 4:** When a child reaches this stage, they have been given several opportunities, along with restorative guidance, to demonstrate the expected behaviours. If they are still displaying inappropriate behaviour, then they will receive a **consequence** for their actions. This will be in the form of a lunchtime reflection with a member of the SLT and a phone call home to notify parents/ carers.

- KS1 – 15 minutes
- KS2 – 20 minutes

Children in Reception will not be expected to take part in lunchtime reflection unless behaviours are significant and persistent. Instead, should they reach Stage 4, a brief reflection (of no more than five minutes) will take place in their classroom. However, consistency in language (Ready, Respectful, Safe and Chance, Choice, Consequence) will be maintained to prepare them for the transition to Key Stage 1.

During their time in reflection, children will have the opportunity to discuss the lead up to the consequence, the impact of their actions, along with their learning on what they could do differently next time. Should a child receive three lunchtime reflections within a rolling week cycle, this will be escalated to an internal reflection within another class for one hour (Stage 5). If a child receives an internal reflection, a telephone call will be made to inform the parents/ carers of the escalation in the child's behaviour.

**Stage 5:** There are situations when a behaviour displayed will automatically be escalated to an internal reflection in another class. Examples of this include:

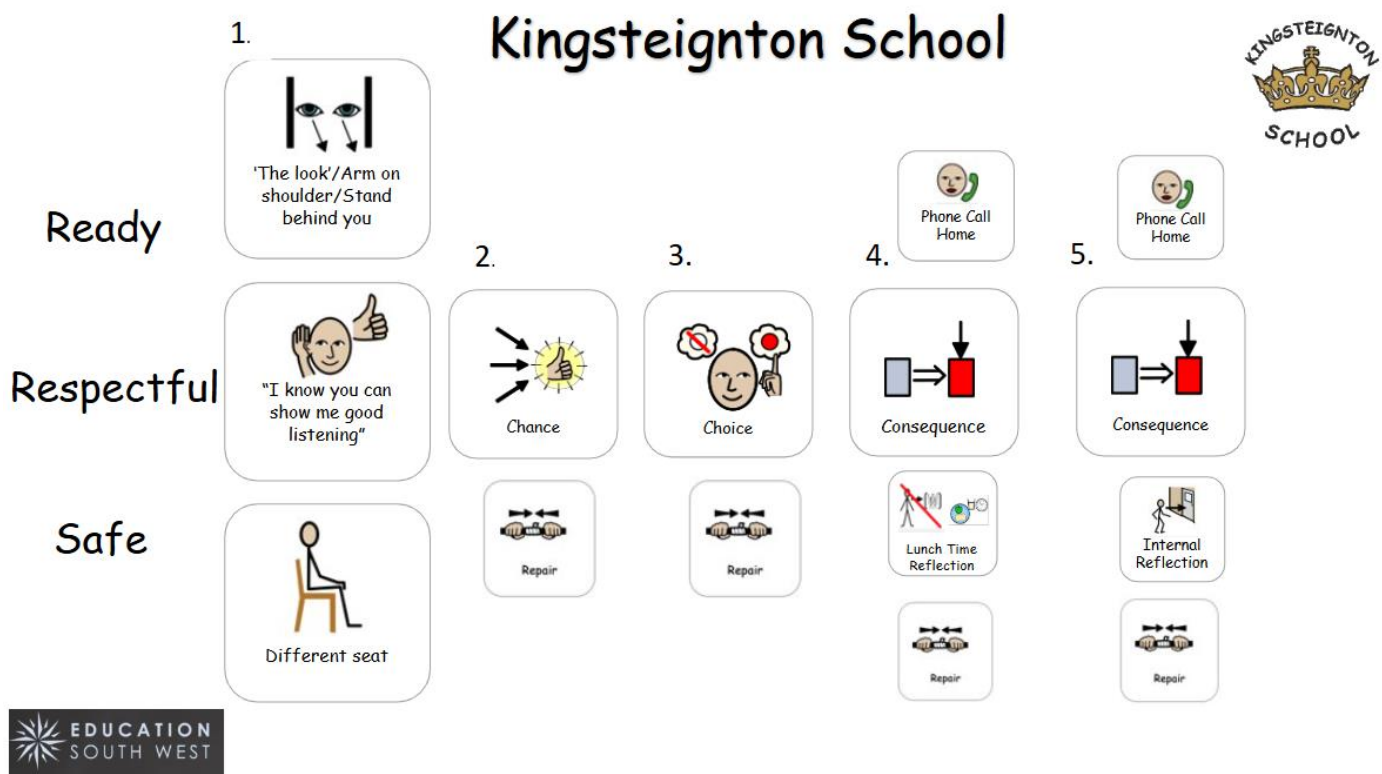
- Fighting
- Physical assault to others (both adults and children)
- Racism
- Throwing things with intent to harm
- Swearing
- Sexual harassment
- Bullying (after investigation)
- Serious damage to property
- Persistent refusal to follow an adults' instructions. This will also result in any work missed being sent home for completion

Should this happen, a telephone call will be made to inform the parents/carers of the incident and consequence.

Any child who reaches Stage 5 of the behaviour process must also receive the sanction for Stage 4, This means that by reaching Stage 5, a child will have a 15/20-minute (dependent on their Key Stage) lunchtime reflection and a one-hour internal reflection. Reasonable adjustments in relation to location and length of sanctions will be made for individuals with complex SEND needs. This will be applied consistently on an individual basis.

The significant majority of consequences will take place on the day of the negative behaviour choices so that pupils can start the following day with a clean slate. There will be examples of when this cannot be the case, for example, if a child receives a lunchtime reflection (Stage 4) during the afternoon. In this case, the consequence (a 15/20-minute lunchtime reflection) will roll over to the next day. If the child were to reach Stage 4 the following morning, this would progress to an internal reflection with their Key Stage leader.

At each of the stages of the behaviour policy, restorative conversations will be held to ensure the child understands the reasons why they have moved along the relational policy. At each time, relationships will be repaired through care and understanding to ensure that the child feels supported and connected.



### **Behaviour at Breaktime**

All staff are encouraged to use techniques to avoid/reduce conflict when dealing with incidents on the playground. Any serious issues are always to be reported to the class teacher and recorded on CPOMS. The relational support policy needs to be followed at all times.

### **Behaviour at Lunchtime**

All staff are encouraged to use techniques to avoid/reduce conflict when dealing with incidents on the playground. Any serious issues are always to be reported to the class teacher and recorded on CPOMS. The Relational Support Policy needs to be followed at all times.

Pupils are expected to move carefully and talk quietly in the lunch hall. If spillage occurs, pupils are assisted by the lunch time staff. Pupils are encouraged to display good manners. In unfortunate cases of persistent poor behaviour, staff will report the incidents to the class teacher at the end of lunch (as appropriate). The incident is then expected to be followed up by the class teacher. It is important that children are not allowed to go inside at lunchtime as they are not supervised. The only exception being to use the toilet or visit the first aid room if ill or injured, to hang up or collect clothing and to collect instruments for music lessons.

A team of timetabled staff will provide the overall supervision of pupils. Staff need to circulate and interact with the children when on playground duty. All incidents need to be recorded (as previously mentioned) and necessary staff informed. The remaining school staff members are not on duty daily at lunchtime, but class teachers will be available for advice, as will SLT members.

If a child repeatedly makes poor behaviour choices whilst on the playground, they will lose the right to be out there. If this is the case, the context – and time period – will be discussed with their family.

### **More Serious Behaviours**

Certain behaviours are more serious and need to be responded to more robustly. This may result in either internal suspension (being in school but losing the right to be in class with their peers) or suspension from school for a fixed period of time. In either case, all staff need to be sure they have done everything possible, in line with the policy, before the decision will be made to take these steps. If internal suspension or suspension from school is a likely outcome, it must be discussed with the Headteacher at an appropriate time before telling the child this is the outcome. If the outcome is an internal suspension, a member of the Senior Leadership Team will have a discussion with the child about their choices and the sanction.

If staff are unable to deal with following up an incident immediately, it may be appropriate to tell the child they will discuss the fairest course of action with them later, once everyone has calmed down. This might be particularly useful in busier times such as after break or when the situation needs dealing with, but staff have a class needing their attention. If unsure of the appropriate course of action at any stage of managing behaviour, adults should explain to the child that they need to consider the fairest course of action and discuss things with an SLT member or the Headteacher.

All school adults are expected to implement the expectations of this policy and should all be viewed as equal by the children in terms of behaviour expectations, consistency and all being able to apply the rewards and sanctions. The child's class teacher is primarily responsible for the child's behaviour (over time), so actions need to be discussed with them first to check what is most appropriate.

### **Children Leaving School Grounds Without Permission**

If children run out of the school premises, school staff will ensure the child's safety first and foremost and will take the appropriate actions to reduce risks to the child and keep them safe. This may include contacting the child's parents and the police. The child's voice will be obtained to discover the reasons for their behaviour and their parents will be informed.

### **To clarify expectations:**

It is not OK for children to: leave the classroom (or space a child should be working in) without permission; use inappropriate language (swearing) - wherever they are or under their breath when angry; refuse to follow instructions; behave aggressively, including fighting; be verbally aggressive to an adult or child; deliberately damage property – it will need to be replaced or paid for.

All of the above will result in the child losing the right to be in class with their peers: 1st time = internal reflection (one hour) in another teacher's class to work (a Key Stage Leader as first choice), conversation with parents and work sent home if it is not completed during the internal reflection.

If the behaviour is repeated, the Senior Leadership Team will decide on the point at which the child is 'at risk of suspension'.

### **Suspensions and Permanent Exclusions**

DfE guidance on suspension and permanent exclusion indicates the fact that all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Guidance discusses how headteachers can use suspension and permanent exclusion in

response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

The decision to suspend from school for a fixed term is not taken lightly. Every opportunity needs to have been taken to support the child and intervene to avoid the situation occurring. Some behaviours will warrant suspension but, if all of the guidelines to support children contained within this policy have not been put in place, exclusion will not be an option. In addition, where there is a SEND (Special Educational Need and Disability) need, we will be confident that we have: developed a positive adult – child relationship; adapted learning experiences to meet the child's needs (behaviourally and educationally); provided stimulating, engaging and interesting learning experiences; followed the behaviour/reward system rigorously over time; provided a 'safe space' within the classroom.

If a suspension is decided, the child will be unable to attend school for a fixed period and work will be provided for completion at home. A conversation will be had with parents once when this decision has been made, and letters should be completed and sent to the relevant parties following the guidance. Suspension records should be logged on CPOMS. A re-integration meeting should take place with the child and their parents, on their return to school, to review future support and clarify expectations.

Senior leadership members can support to remove children from the classroom in extreme cases, but teachers and teaching assistants should manage the situation in the first instance.

### **Use of positive touch, physical intervention and reasonable force**

Schools cannot rule out the possibility that some behaviours may result in the need for staff to exercise their powers to use reasonable force in some situations. Nor can schools have a 'no-touch' policy for fear of subsequent allegations. DfE guidance allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions where reasonable, proportionate and necessary to ensure the safety of children. Furthermore, guidance states that members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

Should physical intervention be necessary to support a child, this is documented on CPOMS and parents are informed of the reason why, the technique that was used and the length of time for which it was required.

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. For example: to demonstrate exercises or techniques during PE lessons or sports coaching, in Design and Technology, giving First Aid and cleaning a young child after an accident/wetting or soiling. Young children and those with SEND can also need staff to provide physical prompts or help. This might include when a child or young person is in distress and needs comforting, when a child or young person is being congratulated or praised, when demonstrating how to use a musical instrument, holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school. Some children seek touch and may use inappropriate behaviour to find this. If this is deemed the case, and to prevent a child's behaviour escalating, healthy touch in the guise of a hug, shoulder touch, hand hold (or another appropriate touch that the teacher deems acceptable) should be used. This may be used regularly with children who suffer from attachment issues and need emotional regulation. Staff should use their

own professional judgement to decide if a child or young person needs this kind of support. Some children and young people find touch particularly unwelcome, and staff should be aware of these children.

The power to search without consent may also apply to prevent a pupil from: committing an offence, causing personal injury to, or damage to the property of, any person (including the pupil themselves) or engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

### **Banned items**

A member of the Senior Leadership Team, alongside a colleague, may search your child, or their bags, if they think your child has any banned items. We will always try to get the child's cooperation before a search. If the child does not cooperate, we may still search them, or their bags, if there is a risk of serious harm.

Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco goods, including vapes
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

Searches must always be carried out by someone of the same sex as the child. A witness should also be present, unless there's a risk of serious harm, if the search is not carried out urgently. A child will not be asked to remove clothes, other than outer clothing, like a coat. We will inform parents about any search for banned items and the outcome – including any consequences.

### **Child-On-Child Abuse**

The Designated Safeguarding Lead (DSL), Governing Board and the Senior Leadership Team will take due regard to KCSiE (Keeping Children Safe in Education). In most instances, the conduct of pupils towards each other will be covered by our Relational Support Policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Kingsteignton School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of child-on-child abuse are outlined in Appendix 1. A child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across the definitions outlined in Appendix 1 and capture the complex web of their experiences.

Kingsteignton School aims to reduce the likelihood of child-on-child abuse through:

- The values of **Compassion, Courage, Perseverance, Justice** and **Friendship**.
- High expectations of behaviour.



- Clear consequences for unacceptable behaviour.
- Providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.
- Systems for any pupil to raise concerns with staff, knowing they will be listened to and valued.
- Robust risk assessments and targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Further information on how we deal with any concerns, disclosures or allegations of child-on-child abuse, in any form, can be found in our Safeguarding and Child Protection policy.

### **Anti-Bullying**

This policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where there is a real or perceived imbalance of power. Children at Kingsteignton School know this as 'STOP', which stands for 'Several Times On Purpose'. The three main types of bullying are: physical (hitting, kicking, theft), verbal (name calling, prejudice or racist remarks) and indirect (spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or not wanting to come to school. Pupils must be encouraged to talk to an adult if they feel they are being bullied or know of someone else who is. All staff have a duty to deal with incidents of bullying promptly, following the guidelines within this policy. It may be appropriate to extend dealing with a single specific incident into 'circle of friends' work or, use the support of other adults to develop and strengthen positive relationships between pupils, where there have been issues.

All incidents and conversations with parents will be recorded on CPOMS. Pupils who have been bullied and pupils who have chosen to bully others will both be supported through the Restorative Approach, as appropriate, to develop and strengthen relationships and to ensure all children feel safe and comfortable in school. Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE topics, circle time, assemblies and subject areas, as appropriate, to minimise any incidents of bullying.

### **Monitoring and Evaluation of the policy**

The effectiveness of the Relational Support Policy will be diligently monitored to ensure that it meets its intended outcomes and promotes a positive educational environment. We will utilise the CPOMS system to maintain detailed records of behavioural incidents and track individual pupil progress over time. Furthermore, regular behaviour audits will be conducted to evaluate the overall efficacy of the policy and make necessary adjustments based on emerging trends.

In addition, the views of pupils will be gathered, through structured pupil voice activities, enabling us to understand their perspectives on the policy and its impact on their well-being. Feedback from staff will also be sought to gauge their experiences and observations regarding the support mechanisms in place. Lastly,

engaging with parents through surveys and discussions will provide valuable insights, ensuring the policy remains collaborative and responsive to the needs of the entire school community.

### **Appendix 1:**

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against another regardless of gender or sexuality.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying) - deliberately hurtful behaviour, repeated over a period of time, where there is a real or perceived imbalance of power
- Child sexual exploitation – children under the age 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful sexual behaviour – children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others.
- Up skirting – which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Serious youth violence – any offence of most serious violence or weapon enabled crime, where the victim is aged 0-19. ‘Youth violence’ is defined in the same way but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal those children who are at risk from, or involved with, serious crime and violence.
- Initiation/hazing type violence and rituals (this 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);
- Consensual and non-consensual sharing of nudes and semi nudes’ images and or videos (also known as sexting or youth produced sexual imagery).