




**Devon Moors  
Federation**

# **BEHAVIOUR AND RELATIONAL APPROACH POLICY**

Signed by Chair of Governors  .....

Agreed at the FGB Meeting on 3<sup>rd</sup> February 2026

This policy will be reviewed annually



### **Values and Beliefs**

This policy reflects the Federation's aims, ethos and values. Everyone working in the Federation follows this clear and consistent framework. The fundamental principle underpinning our relational behaviour approach is promoting positive relationships between the members of our community (staff, pupils and families).

### **Aims of this relational behaviour approach**

- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent, positive approach to behaviour.
- To encourage pupils to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To enable staff to support children with their behaviour through providing them with a restorative approach to understand the impact their behaviour has on others.
- To reward good behaviour to develop an ethos of kindness and consideration.
- To develop respect for other people, their views and feelings and circumstances.
- To recognise, encourage and promote positive behaviour through the on-going development of pupil's emotional regulation and adult understanding of ACEs (Adverse Childhood Experiences) and their effect on pupil's ability to feel safe and self-regulate.
- To ensure reasonable steps are taken so as not to disadvantage pupils with special educational needs when setting out expectations about how to behave safely in school.

### **We plan to achieve these aims by**

- Regularly discussing acceptable models of behaviour with individuals, groups and the whole school
- Holding regular staff training and updates
- Respecting each child and what they can offer
- Applying a consistent approach
- Being a role model, including being calm and regulated
- Rewarding and praising good behaviour including through the consistent use of school agreed systems
- Sanctioning poor behaviour; including through the completion of restorative conversations and record sheets

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- Having on-going contact with parents
- Using the knowledge and expertise of professionals and outside agencies

### **Promoting Pupil Engagement and Self-Regulation**

In each school there will be one simple set of rules agreed with the Head of School and based on these core moral values.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

This prevents any confusion between classes. When discussing behaviour, choices and self-regulation teachers should refer to the rules, so their behaviour is de-personalised.

Behaviour is discussed with reference to these expectations so that children have consistency in understanding the impact of their actions on themselves and others. By approaching behaviour this way, we encourage children to learn about the impact their behaviour has, rather than them only responding to rewards or sanctions systems.

## Theory

We follow the Devon County Council model of relational practice:

<https://www.devon.gov.uk/support-schools-settings/document/quick-guide-to-developing-relational-practice-and-policy/>

(DCC 2023)

This is based on a circular model of: Developing Relationships, Responding and Calming, Repairing and Restoring. We understand that behaviour is a form of communication and often reflects an emotion or feeling. Some children are able to regulate their behaviour well and others need more support to be able to achieve this.



**Developing Relationships**

The fundamentals of building relationships are based on these four key areas as defined in the Devon County Council Relational Support Guidance:

**Protection, Connection, Understanding and Care**

*(Taken from DCC Relational Practice Guidance- 2023)*

<p><b>Protection</b></p> <p>Children need to feel safe and secure to engage socially, explore, play and learn. Children look first to the adults around them to gain a sense of safety. It is important that you let the child know that they are safe through your ‘way of being’ with the child and the way you manage the environment. We can show children they are safe by:</p> <ul style="list-style-type: none"> <li>• Being predictable, reliable and trustworthy.</li> <li>• Providing safety cues.</li> <li>• Containing their emotions.</li> <li>• Providing structure and boundaries.</li> <li>• Anticipating things that may be picked up as threat or danger.</li> </ul>	<p><b>Connection</b></p> <p>We all need opportunities for connection at all levels to feel connected to others and to develop a sense of belonging. Children need to experience connection to develop their ability to interact and form relationships. We can develop this by:</p> <ul style="list-style-type: none"> <li>• Being physically and emotionally available.</li> <li>• Attuning to the child by mirroring their tone and mood.</li> <li>• Being responsive, expressive and interactive.</li> <li>• Being playful in your interactions.</li> <li>• Showing them, you like them and are interested in them.</li> <li>• Support wider connection.</li> </ul>
<p><b>Understanding</b></p> <p>Children need to know that they are accepted and understood. Children will learn to understand themselves by being shown understanding. Understanding supports the development of the cortex and higher-level thinking skills. It enables us to engage at a cognitive level with our emotions. We can show our understanding by:</p> <ul style="list-style-type: none"> <li>• Being curious about their feelings, thoughts and behaviour.</li> <li>• Accepting their feelings and experience.</li> <li>• Thinking for them - try to work it out.</li> <li>• Expressing Empathy.</li> <li>• Helping them to process their feelings.</li> </ul>	<p><b>Care</b></p> <p>Repeated experiences of being cared for, loved and soothed enables the child to feel good about who they are, effective, worthy of attention and able to calm themselves. We can show children we care by:</p> <ul style="list-style-type: none"> <li>• Being loving and compassionate.</li> <li>• Holding them in mind.</li> <li>• Using transitional objects.</li> <li>• Showing them that you care.</li> <li>• Soothing and comforting them.</li> </ul>

**Whole Staff Responsibility**

Developing supportive relationships with pupils is the responsibility of all staff. Staff will seek to understand the pupil’s perspective of the situation, strive to understand the pupil’s feelings whilst maintaining firm but fair limits of behaviour. Staff will help and support pupils to develop a range of strategies to manage expectations and to self-regulate when required. Staff will be regulated when speaking to children. For pupils with additional needs or SEND, Class teachers, with the support of the SENDCo, may co-produce a Co-Regulation and/or a Relational Support Plan to identify specific

relational approaches to support a child in their class. Staff are responsible for recording information on CPOMs so that senior leaders can identify patterns. They are also responsible for liaising with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour so that school and home can work together to support the child. Where behaviour is not settled and this impacts on learning, staff must ask the child to reflect on their choices and to complete any learning that has been missed.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher in adhering to these guidelines. The Executive Headteacher has the day-to-day authority to implement the school's policy on behaviour and self-regulation.

### **The role of the Head of School**

It is the responsibility of the Head of School, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school. The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. They keep and monitor, records of all reported serious incidents of misbehaviour using CPOMS. They have the responsibility for initiating fixed term suspensions for individual children for serious acts of misbehaviour following local authority guidelines, which must be approved by the Executive Headteacher.

For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. These actions are taken only after the Local Authority and Governors have been notified.

The Head of School and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. (e.g. mobile phones)

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to

items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

### **Mobile phones and smart watches**

Mobile phones and watches or smart technology items which are internet enabled, are not permitted in school. However, we understand that sometimes parents may wish their child to have their phone for after school. In this case the phone must be handed in and collected from the school office at the start and end of the day. Mobile phones must not be used on the school bus, as this is considered an extension of the school day, and other children are present on the bus.

Mobile phones which are provided to support pupils with a medical condition, e.g. blood sugar monitoring are allowed and will be set up with agreement between the parent and the school.

### **The Role of Parents, Carers and Families**

Parents/carers agree and sign a Home School Agreement (see appendix 2) when their child starts school. The expectation is that parents adhere to the Home School Agreement and support the actions of the school. Parents can address any queries with the class teacher, or the Head of School at a suitable time. We aim to work with parents to achieve a shared, collaborative and consistent approach to self-regulation and behaviour. We believe that communication between school and home is key to supporting the pupil's emotional and behavioural development.

If the school must use reasonable sanctions to deter a child from behaving in an irresponsible way, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If these discussions cannot resolve the problem, a formal grievance process can be implemented.

### **Behaviour outside of school premises**

Our children are role models outside of the school premises and as such, we wish them to behave in an appropriate way. We will act on misbehaviour outside of the school premises to such an extent as is reasonable. We will collaborate with the local authority to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;

- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

### **Rewards**

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise
- Dojo points
- Phone calls of praise made homes
- Presentation of certificates in assembly
- Stickers and badges
- The school acknowledges all the efforts and achievements of children, both in and out of school. Assemblies celebrate children's achievement out of school, for example, music or swimming certificates.

### **Agreed responses to unacceptable behaviour**

Sadly, there will be times when children do not behave in the manner that we expect them to. Children need to know where the boundaries of acceptable behaviour lie.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding the age/stage or needs of the child. Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Agreed responses can include a verbal reprimand and reminder of expected behaviour, completion of an age-appropriate restoration sheet, loss of some free time, moving to an alternative space to help with regulation, sending work home or completing it in free time, making an apology and loss of responsibility or privileges. Sanctions should be proportionate. Each school in the Federation has the freedom to decide on these agreed responses and steps, which may be different for different age groups.

Sometimes, a combination of these agreed responses will be applied. If issues are persistent or recurring, children then may be placed on a daily or weekly report to monitor their behaviour with parent or carer support.

Major breaches of discipline include for example: physical assault, deliberate damage to property, stealing, leaving the premises without permission, verbal abuse, child on child abuse, refusal to work and disruptive behaviour in class. This type of behaviour is rare, and it is the responsibility of the class teacher and Head of School to address this in an appropriate way which could include:

1. Verbal discussion/reminders with Head of School or another appropriate senior teacher.
2. Phone call or discussion in person with parents/carers
3. Removal from classroom to a place of safety with supervision by school staff
4. Internal suspension
5. Fixed term suspension in line with DCC policy, and which includes a reintegration meeting on return to school.

### **Restoration/Restoration sheets (See Appendix 1)**

Children reflect on their behaviours by responding to a series of questions which make them think about their choices and who they have affected. For behaviour which has had an impact on others the child could complete a sheet with reasonable support according to age/development. These sheets are then collated by the Head of School who speaks to the child / children about their behaviours and what they should have done differently as well as what they need to do to put it right. These sheets can be kept and brought out to show children in the future if these issues arise again.

If a suspension has been applied as a sanction, then a reintegration meeting will be held with the parents (and the child where appropriate) and the Head of School on the return to school. This meeting must be recorded and should focus on restorative measures.

### **Power to use Reasonable Force**

Members of staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves, others or damaging property and to maintain good order and discipline in the classroom.

Further information about this is contained in the Devon Moors Federation Passive Intervention and Prevention Strategies Policy.

Any incidents during which restraint is used must be recorded immediately on CPOMS and the Head of School alerted. Parents must be informed as soon as possible.

The Head of School will also enter this information in the bound and numbered book which is to be countersigned by the parent and Executive Headteacher at the earliest opportunity.

Information must contain:

- The name of the child and linked pupils
- Time
- Place
- All de-escalation techniques applied prior to the physical intervention
- The physical intervention and the reasons why it was applied

The Head of School will then de-brief with those involved and will take appropriate actions in relation to the behaviour strategies outlined within this policy. Records relating to behaviour would be kept in line with GDPR policy guidelines.

### **Monitoring and review**

The Executive Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Each school keeps records concerning incidents in CPOMS. The school keeps a record of any child who is suspended/excluded. It is the responsibility of the governing body to monitor exclusions and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy biannually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with the following Devon Moors Federation policy documents which can be found on the federation website:

- Child Protection and Safeguarding Policy
- Anti-Bullying and Cyber Bullying Policy
- Passive Intervention and Prevention Strategies Policy

### **References & Linked Documents**

We use these resources from DCC to guide our work with children:

- [Relational Support Guidance DCC](#)
- [Responsive co-regulation plan](#)
- [Relational support plan from DCC](#)

### **Legislation, statutory requirements and statutory guidance**




This policy is 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](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Appendix 1 – possible template for schools to use/adapt as necessary.

<h2>Behaviour Reflection</h2>		
Name: Date:		
1. What happened? 2. Which of the Golden Rules was broken?		
3. Think of the people who have been affected and how did it make them feel		
4. What are you going to do now? And next time?		

## Appendix 2 – home/school agreement

### **Home-School Agreement: Relational Partnership**

#### **Our Vision**

We believe that **behaviour is a form of communication**. Our approach moves beyond traditional compliance to prioritise **Developing Relationships, Responding and Calming, and Repairing and Restoring**. We aim to ensure all members of our community feel a sense of belonging.

#### **The School's Commitment**

**To provide Protection, Connection, Understanding, and Care, we will:**

- **Create Safety (Protection):** Provide a predictable and reliable environment with clear boundaries so every child feels safe to explore and learn.
- **Prioritise Relationships (Connection):** Be emotionally available and interactive, showing genuine interest in every child to foster a sense of belonging.
- **Show Empathy (Understanding):** Be curious about the feelings behind a child's behaviour and help them process their emotions
- **Provide Compassion (Care):** Use a restorative approach to help children understand the impact of their actions and how to "put things right."
- **Support Regulation:** Remain calm and regulated as adults.

#### **The Family's Commitment**

**To support this relational approach, I/we will strive to:**

- **Work in Partnership:** Maintain ongoing contact with the school and trust the staff to act in the child's best interests.

- **Share Insights:** Inform the school of any changes or worries at home that may affect my child's ability to feel safe or self-regulate.
- **Model Our Values:** Demonstrate respectful, calm, and regulated behaviour in all interactions with the school community.
- **Support Learning:** Help my child arrive ready to engage by supporting healthy routines and attendance.

## The Pupil's Commitment

I will strive to follow our golden rules:

1. **We are gentle:** I will keep myself and others safe.
2. **We are kind and helpful:** I will think about the feelings of others.
3. **We listen:** I will respect the views and feelings of those around me.
4. **We are honest:** I will be truthful and take responsibility for my choices.
5. **We work hard:** I will develop positive behaviour for learning.
6. **We look after property:** I will respect our school building and equipment.

## Signatures

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Pupil: \_\_\_\_\_ Date: \_\_\_\_\_