

West Exmoor Federation



Educating with Love for Life in all its Fullness

Relational Learning (Behaviour) Policy

Revised November 20251

West Exmoor Federation – Relational Learning (Behaviour) Policy

Parents/carers are expected to read and support this policy and associated procedures as their supporting role will be essential in promoting the behaviour policy.

Policy Aims

To promote a safe, calm, orderly, caring and co-operative environment for all, ensuring a positive, enabling environment for all.

To ensure that good behaviour will be maintained through the agreed procedure of rewards and sanctions and relationships between all staff and children.

To inform all parents/carers of the policy, its principles and the agreed procedures for rewards and sanctions.

To use and display the principles of CARIS, with a specific focus on Respect and Support, in each classroom, to promote positive relationships and behavior through class discussion, Collective Worship and PSHRE.

To use the Relational Learning approach, as a universal approach for all, as well as a targeted approach for those who are most in need and require more intensive support, ensuring appropriate behaviour management strategies are implemented to address the needs of particular children identified as having special education needs.

To seek advice from outside agencies (eg the education psychologist, the Social, Emotional and Mental Health Team, Social Services etc) and the Local Authority when deemed necessary.

To ensure that all adults working in the schools within the federation are aware of the policy and are consistent in following set procedures.

To prevent bullying by educating and changing attitudes.

To deal promptly with bullying within the guidelines of the Bullying Policy.

To promote the individual child's responsibility towards positive behaviour and attitudes, as a member of the school community.

Principles Underlying Good Behaviour

A. PARENTS/CARERS, HOME AND SCHOOL

Positive attitudes and appropriate behaviour begin at home long before our children start school. The federation aims to establish and maintain high standards of behaviour in partnership with parents/carers throughout. Once a child starts school, good behaviour and progress depends very much upon the support and co-operation parents/carers give to the school and its policies. Behaviour that repeatedly causes concern and disruption will be communicated to the parent/carer and endeavours will be jointly made to address the issues.

B. SECURITY, HAPPINESS and GOOD RELATIONSHIPS

The schools within the federation will focus on the key principles of Relational Learning; those of forming good relationships within which children learn to feel safe, secure, trusting and regulated. The schools expect children to be respectful of the feelings and property of other people. Through the schools' PSHRE Programmes, our CARIS values and the relationships between all staff and children, our children will be encouraged to generate feelings of self-worth and mutual respect as they develop the necessary social skills to enable them to live and work together in a harmonious atmosphere.

C. FEDERATION ETHOS

The federations' ethos, 'to educate with love for life in all its fullness' will encourage security, happiness and good relationships and communication between all staff and children. All adults involved in the daily operation of the schools will behave as positive role models for our children. Staff will endeavour to be proactive rather than reactive in their management of behaviour. Staff training will focus on relational skills between staff and children, and encourage staff to be reflective about how they interact with our children. Standards and procedures will be focused on consideration of what helps the child to develop, rather than to focus on deficits. Through good relationships, reflective practice, ongoing learning through PHSRE and our CARIS values, relational learning will be the central

approach maintained in class and around the schools. Well understood, reflective rewards, with consideration for our CARIS ethos and the whole child will be used. Sanctions will be used consistently and fairly, in line with natural consequences to behaviour. These will be based on attachment, restorative approaches and will be solution focused. Governors, teachers and parents/carers will co-operate to support this policy.

D. REWARDS AND SANCTIONS

Children will be taught that there are positive consequences for keeping school rules and that there will be negative consequences for breaking them. There will be consistently high expectations of children's behaviour.

Rewards

All children are given the opportunity to receive rewards and recognition for good behaviour, effort, achievement, and positive attributes relating to them as a person, both inside and outside of school. The most common reward for all children for good work, positive effort and appropriate behaviour, in line with our CARIS ethos, will be the directly stated praise of the teacher or adult working with the child. Rewards for children will include praiseworthy comments during learning time and Collective Worship time which can be reinforced with the issue of House/Dojo Points from all school staff. Earning fifty House Points will result in receiving Bronze, Silver and Gold Stars badges; Bronze, Silver and Gold Headteacher's Awards; and certificate in Celebration Assembly.

Every week representatives from each class will be selected and awarded with a Celebration Assembly Certificate in recognition of their modelling of our CARIS ethos. Certificates will also be presented for specific items of high quality learning. These rewards will be shared weekly, on the Federation Class Dojo page as a whole Federation celebration.

Class teachers may adopt individualised class approaches to rewards, based on positive relationships and the CARIS ethos, alongside the use of -Dojo points. Eg. Extra playtime gained for ongoing positive behaviour. This will be focused on a whole class approach.

Sanctions

Inappropriate behaviour includes:

- Physical Aggression;
- Insolence or lack of respect for adults or children in school;
- Abusive or offensive language;
- Bullying (the willful, conscious desire or hurt, threaten or frighten someone through verbal or physical means);
- Intentional damage and misuse of property, school grounds, and learning materials;
- Repeated breaking of school, playground and classroom rules;
- Inappropriate behaviour in lavatories, cloakrooms and resource areas;
- Poor effort with attitude and application towards work.

Sanctions procedure based on reflective, staff team evaluation and agreed approach to any given situation:

- Positive praise, focussed on those who are working within expected behaviour;
- Staff to consider verbal and non-verbal support for the child who is needing a more targeted approach. This may include a staff member sitting next to them, a movement break, validation of what and how they are feeling, and a clear option of choices as their next step whilst being supported by a staff member;
- Discuss with the child what inappropriate behaviour they are showing - verbal reminder;
- If behaviour continues, despite support, the child will have a natural consequence explained to them e.g. they will lose 5 minutes of break time so that they can have some quiet time to consider how they might have improved the situation, and to keep them safe. Child is able to overturn the consequence, if they alter their behaviour appropriately e.g. earning back their 5 minutes;

- If the unwanted behaviour continues, a second warning is given which results in them not overturning the natural consequence e.g. Not earning time back;
- If the behaviour continues and/or is repeated a third warning is given and the natural consequence increases e.g. Rest of breaktime. NB: Within Little Berries, this may result in a child remaining beside a staff member, supported and secure, until safe play and relationships between children can be re-established;
- At each stage, the adult considers the prevention continuum, aiming to de-escalate the situation through verbal and non-verbal strategies. They validate the child's emotions and feelings, whilst explaining that the staff role is to keep the child/other children safe;
- Communication with parents occurs if behaviour is ongoing, in line with the above policy.
- In each instance, children are given time to discuss and reflect on the incident, with a staff member, to consider their emotions, validate their feelings and reaffirm the Federation expectations. Moving on, each transitional stage is met with the chance of a 'fresh start', to reaffirm the attachment, restorative approach;
- In each school, there are PiP²s trained staff who can be called on if, as part of the staff's reflective approach, it is deemed necessary. In a situation of crisis, staff may use reasonable force underpinned by the principles of Passive Intervention and Prevention strategies. See appendix A.

Further Action

For the vast majority of children, it is expected that the stages described will establish positive and appropriate relationships and therefore, behaviour in school. However, when necessary, further steps will be taken by staff. For those children needing an ongoing targeted approach, there will be a behaviour care plan in place for all staff to follow.

In exceptional circumstances, these steps would be preceded by a meeting or a letter to the parents/carers as a "final warning", issued by the Executive Headteacher.

For a small minority of children who do not respond to the aforementioned steps, the ultimate sanction is exclusion from school, either for a fixed or an indefinite period. A letter accompanies this action explaining procedures for appeal, and giving details concerning a possible return to school. In very rare cases children can be permanently excluded from school, after consultation with the governors and with the Local Authority. The purpose of exclusion is to indicate that, in these extreme cases where a child refuses to co-operate, it is the parents/carers, and not the school, who must bear the responsibility and seek a solution. In the event of an exclusion being necessary, the process outlined the DfE 'Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion - September 2017' will be followed.

E. JUSTICE

We aim to be fair and consistent in our use of the above sanctions. We investigate incidents as thoroughly as we can, seeking witnesses to check events when appropriate. Parents/carers who think a sanction has been unjustly used should contact the Executive Headteacher to investigate the incident further.

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Appendix A.

Across the West Exmoor Federation, we have members of staff who are PiPs trained (Passive Intervention and Prevention). The aim of PIPs training is to enable our schools to develop a consistent, acceptable, team approach to preventing and managing disruptive/aggressive behaviours, in a manner that maintains positive relationships and continues to care for children at a time of crisis. Physical interventions are never risk free. The decision to intervene physically, or not, will always be a professional judgement based on and on-going risk assessment. The skills are designed to reduce risk to both staff and children, should it be decided that, everything else having failed, a physical intervention is the safest option.

The principles underpinning the approach are based on:

- The safety of both children and staff are equal.
- Safety is paramount, for both.
- The skills of guiding, safe touch and holding are acts of care, which are combined with calming, diffusing and problem solving at the heart.

The PIPS strategies are designed to:

- Give the child back some control and help in calming down.
- Help children who have experienced negative touch.
- Make movement safe, not to overpower.
- All staff to act confidently at times of crisis.

To maximise safety when holding, a team approach of 2:1 would be used. The skills are child centred ie. Can be adapted to individual children/young people. Because they are based on positive touch and holding skills, they can be included as part of a behaviour care plan or IEP and shared with parents/carers.

In the instance of any form of reasonable force being used, it would be in line with our Federation ethos. Staff would be acting as a last resort, in response to crisis, in order to offer support and safety to the child, when all other modes of support have failed, or other staff or children are at risk. Staff will be undertaking on-going risk assessments within that given situation to ensure that it is deemed necessary and in the best interest of the child. Response to the situation will be reasonable and proportionate to the situation.

In line with the DfE guidance, July 2015:

“If the use of restraint/force on a child/pupil would be a reasonable step to take in order to prevent a foreseeable injury to a third party, we would expect staff to take that step with confidence that they will be acting lawfully by doing so, and we would expect this to be sufficient to avoid liability for any injury that nonetheless occurs.”

In any case of PIPS restraint being used:

- Incidents are recorded on CPOM's.
- Incidents are reported to parent's/carers.
- The incident will outline what happened, why it was necessary and how it was in the best interests of the child.
- The incident will outline what preventative measures had taken place beforehand.
- The incident will be reported to Lead Teachers and the Executive Headteacher & SENDCo notified. An evaluation will then be concluded with an agreed action as a result of the incident in line with the behaviour policy – see further action.
- The incident should inform future Behavior Care Plans.
- When recorded on CPOM's, this should be dated and timed appropriately and actioned when followed up with parents (Signed and Dated) and recorded in the incident file.