



Shebbear Community School

Relational Behaviour Policy

Adopted: 2nd February 2026

Reviewed: 28th September 2026

To be Reviewed: Autumn 2027

This policy is to be adopted by the Governing Board of

Shebbear Community School on Monday 28th September 2026

Signed : Andrew Goode, Chair of Governors

School Vision Statement

To build a kind and respectful community of resilient, curious and creative learners who become global citizens equipped with the skills and values to shape a better future.

Shebbear Community School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children and staff, and children with their peers.

Policy Statement & Scope

This policy is based on current best practice and includes input from staff, governors, parents, carers, and pupils. It provides a consistent, transparent approach across the entire school community. It applies to all staff, pupils, parents, governors, visitors, and partner agencies.

School staff are responsible for the behaviour of all pupils on roll while they are on the school site, representing the school, or taking part in an organised school activity.

It is explicitly recognised that for some pupils, structured variances to these procedures will be made to meet specific social, emotional, or learning needs requiring a personalised approach.

Legislation and Statutory Requirements

This policy is formulated in accordance with statutory guidance, duties, and legal powers outlined in the following frameworks:

- **Section 89 of the Education and Inspections Act 2006** (Duty to regulate pupil conduct and prevent bullying).
- **The Equality Act 2010** (Statutory duty to make "reasonable adjustments" for SEND pupils).
- **Section 175 of the Education Act 2002** (Statutory duty to safeguard and promote child welfare).
- **DfE Statutory Guidance:** *Behaviour in Schools (2024)*, *Keeping Children Safe in Education (KCSIE)*, *Searching, Screening and Confiscation at School (2023)*, and *Prohibiting the Use of Mobile Phones in Schools (2026)*.

The Golden Rules & Behavioural Expectations

To maintain a safe, orderly community where rights and responsibilities are respected, Shebbear Community School operates on three core **Golden Rules**. These apply on the school site, during off-site trips, and within the local community.

The Golden Rule	What it looks like in practice	Legal & Statutory Alignment
1. Be kind and helpful	• Using gentle hands, welcoming words, and looking after one another. • Actively supporting peers or adults who need assistance.	Promotes emotional wellbeing and directly fulfils the statutory duty to prevent bullying.
2. Be honest and respectful	• Telling the truth and taking responsibility for your choices. • Listening to others, respecting personal space, and looking after property.	Directly prevents discrimination under the Equality Act 2010 while linking to Safeguarding guidelines.

3. Be a great learner	• Showing resilience, curiosity, and deep focus in and out of the classroom. • Following adult instructions immediately to keep the learning space productive and safe.	Protects every child's statutory right to an uninterrupted education. Serious breaches trigger safety protocols.
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Celebrating Positive Behaviour

Praise, rewards, and positive role-modelling support the development of self-discipline. To celebrate children consistently demonstrating our Golden Rules, the school uses:

- **Verbal Recognition & Praise:** Clear, explicit praise detailing which Golden Rule the child exemplified. In exceptional circumstances, the child may share this success with another class or with the co-head teachers.
- **House Points/ Dojo Points:** Awarded daily for excellent learning habits, kindness, and community helpfulness.
- **Celebration Assembly:** Weekly certificates shared with parents to celebrate children following the Golden Rules

The Restorative Dialogue Approach

When a pupil struggles to meet the Golden Rules, staff use a relational, trauma-informed approach to resolve conflict and encourage accountability. Staff conduct these conversations calmly, privately, and only when the child is regulated.

Phase 1: De-escalation (Regulate, Relate, Reason)

1. **Regulate:** Help the child calm their nervous system using a variety of methods e.g. sensory tools, a quiet space, or targeted support from our **ELSA**
2. **Relate:** Reconnect with the child so they feel safe and understood, ensuring they know the behaviour is being addressed, not their character.
3. **Reason:** Transition into the script once the child is cognitively ready to reflect.

Phase 2: The Restorative Questions

Staff use these non-judgmental prompts. Reasonable adjustments (visual aids or simplified phrases) are made for younger pupils or those with SEND:

1. *"What happened?"*
2. *"What were you thinking or feeling at the time?"*
3. *"What do you think about it now?"*
4. *"Who has been affected by what happened, and how? How did it make them feel?"*
5. *"Which Golden Rules were broken?"*
6. *"What do we need to do to make things right?"*

Phase 3: Repair & Record

- **The Agreement:** The solution must be actionable (e.g., fixing broken work, writing a letter or drawing a picture to relevant people feel better again)
- **Staff Action:** If the incident involved a severe breach of safety or honesty, the teacher should log it on CPOMS and contact parents before the end of the school day.

The Escalation Pathway

Level 1: Low-Level Disruption

Verbal reminder targeting a specific Golden Rule (e.g., "How can we be a great learner right now?").

Level 2: Repeated Breaches / Distress

Restorative Dialogue facilitated by an adult to repair the issue.

Level 3: Safety Risk / Prohibited Items

Relational strategies paused. Legal statutory powers triggered immediately to protect the school community.

Statutory Powers of School Staff

While Shebbear Community School prioritises a relational approach, the law grants staff specific statutory powers to ensure absolute safety.

1. Regulating Conduct Outside the School Gates

Teachers have the statutory power to discipline pupils for misbehaviour outside school premises when the child is:

- Travelling to or from school.
- Wearing school uniform or is otherwise identifiable as a Shebbear pupil.
- Taking part in an organised school activity or trip.
- Behaving in a way that poses a threat to the public, impacts school order, or damages the school's reputation.

2. Power to Use Reasonable Force

All staff members have a statutory power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or causing severe property damage.

- **Strict Last Resort:** Physical intervention is only deployed when all non-physical de-escalation strategies have failed.
- **Proportionality:** Any force used must be the minimum required to re-establish safety.
- **Recording:** All physical interventions must be formally logged and reported directly to parents/carers on the same day.

3. Searching, Screening, and Confiscation

The Co-Head teacher and authorised staff have a statutory right to search a pupil or their possessions if they suspect a prohibited item is present.

- **Prohibited Items:** Knives/weapons, alcohol, illegal drugs, stolen property, tobacco/vapes, fireworks, pornographic material, or any item likely to cause injury or commit an offence.
- **School-Banned Items:** Chewing gum, energy drinks, and personal electronic devices/smartwatches are not permitted.
- **Confiscation Protocol:** Staff may seize, retain, or safely dispose of property as a disciplinary penalty. Confiscated items are held in the school office. Banned everyday items will be returned to parents at the end of the day; illegal or hazardous items will be handed directly to the police.
- **Mobile Phones:** The school operates a strict mobile phone-free environment for children. Unauthorised phones will be confiscated instantly and held in the school safe until the end of the school day.

The Equality Act 2010 and SEND

The school acknowledges its legal duties under the **Equality Act 2010**. When responding to behavioural difficulties from a pupil with identified or suspected SEND, the school will:

- Formally evaluate whether the pupil's SEND or medical condition directly contributed to the incident.
- Apply **reasonable adjustments** to ensure the pupil is not placed at a disadvantage compared to peers.
- Partner closely with the SEND Co-ordinator (SENDCO) and our ELSA to implement personalized pastoral or behavioural plans.

Suspensions and Permanent Exclusions

The school operates strictly under DfE statutory exclusion guidance.

- **Only the Co-Headteachers** (or the designated acting Headteacher) hold the legal authority to suspend or permanently exclude a pupil.
- Permanent exclusion is the ultimate sanction and will only be used in response to severe or persistent breaches of this policy, and where allowing the pupil to remain would compromise the education, safety, or welfare of the wider school community.

Roles and Responsibilities

- **All Staff:** Responsible for supporting children's needs across the school with respect, understanding, and consistent application of this policy.
- **Teachers:** Ensure parents are contacted immediately for ongoing issues or significant 'one-off' incidents.
- **ELSA:** Provide specific support in class, at break times, and via 1:1 or group mindfulness and emotional health sessions.
- **Co-Head teachers:** Lead the policy's implementation, preserve the school ethos, and manage exclusions.
- **Parents/Carers:** Keep an open dialogue with the school and cooperate with interventions.
- **Governors:** Set general guidelines, monitor effectiveness, and review the policy annually.

Staff Wellbeing and Reflection

We acknowledge the clear link between emotions and teaching/learning. The school provides emotional support to protect staff from secondary trauma and burnout.

Policy Review

This policy will be formally reviewed annually in light of school needs and updated best practices