

Ruskington Chestnut Street C of E Primary Academy

Relational Behaviour Policy

“What shall we say the kingdom of God is like, it is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.” Mark 4:30-32

Policy Co-ordinator: Executive Headteacher/Head of School

Policy Dated: September 2025

Review Cycle: Annually

Care. Believe. Grow.

Mission Statement

At Ruskington Chestnut Street C of E Primary Academy we are committed to providing a safe learning environment in which the pupils are encouraged to treat each other with respect and kindness in every aspect of their lives. The principle aim of this policy is to ensure that good behaviour assists the school to develop the potential of all pupils. Our Christian vision of **Care, Believe, Grow** motivates us to follow in Jesus' example when we apply our behaviour policy. It is always made clear to a child that it is the behaviour we find unacceptable- not them. Our Church School Values underpin how we apply our behaviour policy and are rooted in the teaching of Jesus Christ with the message of forgiveness implicit in all we do.

Implementation and Evaluation

This policy was reviewed and evaluated by the Executive Headteacher and Head of School, before final ratification by the Joint Academy Committee. The Executive Headteacher and Head of School will monitor the implementation of this policy and update policy and practice as necessary.

Rationale

At Ruskington Chestnut Street C of E Primary Academy we believe that:

- It is essential that our school has a positive ethos;
- All members of the school community have the right to feel safe;
- All members of the school community have a right to be respected;
- Good behaviour is a necessary condition for teaching and learning to take place and that all members of the school community have the right to learn;
- It is essential that school and parents work in partnership to promote and encourage good standards of behaviour.

Our rationale is also based on our school's core values. At the start of the new academic year, staff will remind pupils of our core values and these are discussed, shared and explored with the children throughout each term.

- Humility
- Trust
- Compassion
- Respect
- Forgiveness
- Perseverance

Aims

We aim to:

- Promote our school's Christian values including Compassion, Respect, Humility, Trust, Forgiveness, and Perseverance within a caring, safe and nurturing environment.
- Create the right ethos and climate of behaviour.
- Develop in pupils a sense of making the right choices and an acceptance and responsibility for their own actions.
- Support pupils to develop further and learn from their mistakes.

- Create a supportive and safe learning environment by focussing on proactive strategies and positive reinforcement.
- Ensure that pupils behave in a responsible manner, showing consideration, courtesy and respect for others always.
- Create the conditions within our school community in which there is mutual respect between all members and proper concern for each other, property and the environment.
- Develop a supportive atmosphere, in which pupils are able to give their best and are encouraged and stimulated to fulfil their potential.
- Be compassionate towards others and demonstrate and seek forgiveness if things don't go well.
- Promote and use intrinsic motivation, to do something for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards.
- Use restorative practice as a tool for addressing behaviour which falls below acceptable standards.

Positive Regard

Our relational policy based on positive regard, creates a powerful approach to building and maintaining healthy relationships, fostering a sense of community, and resolving conflicts. We emphasise on building trust, empathy and accountability, focusing on repairing harm and rebuilding relationships rather than solely punishing individuals. This approach acknowledges the worth and potential of every individual within our school, promoting a positive behaviour and supportive environment where everyone can thrive together.

Positive regard means believing in the potential of young people as individuals, to change and improve even when they make mistakes. It involves treating them with respect, empathy and unconditional positive regard, while still holding them accountable for their actions.

Restorative questions in positive regard focus on understanding what happened, its impact and how to repair harm. Shifting the focus from to understanding and resolution. Instead of asking "*what's wrong with you?*" restorative questions explore what needs were met and what can be done for the individual moving forward.

Breakdown in three steps:

1; Understand the incident:

What happened? Simple question opens the door for the individual to share their perspective:

What were you thinking at the time? Understands thoughts and feelings, understanding motivation and potential triggers.

What have you thought about since? Understanding and investigating the individual's reflection and processing the event afterwards, revealing any potential growth or understanding.

2: Exploring impact:

Who has been affected by what you have done? Exploring the impact on others, fostering empathy and sense of responsibility.

In what way have they been affected? This delves deeper into the specific consequences of the action on those involved.

What has been hardest thing for you?

Promoting understanding rather than judgement, the individual acknowledges own experience and potential struggles related to the situation.

3: Facilitating repair and moving forward

What do you think needs to happen to make things right? This empowers the individual to take ownership and participate in finding solutions with support.

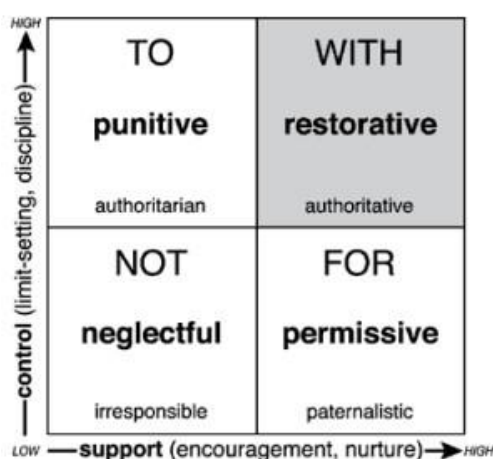
What do you think you need to do to find closure / to move forwards / for things to be better? This focuses on the individual needs for healing and resolution

What needs to happen now? This prompts action, a plan moving forwards and ensures a sense of closure and progress.

The Social Discipline Window:

The Social Discipline Window is a framework used in restorative practices to improve interactions. It emphasises a balance of high challenge and high support, promoting collaborative "doing with" rather than "doing to" or "doing for" approaches.

Doing things with - this is the ideal state. Where adults work collaboratively with the individual, involving them in problem solving and decision making. Where restorative approaches are set in the top right 'WITH' box we get there by having high expectations for individuals and the right level of support needed for the each individual to thrive.



Management

The Governing Body and Senior Leadership team will ensure that decisions on the curriculum, organisation and timetabling are aimed at enhancing positive behaviours in school. They believe that:

- Effective communication is vital between the management and the teachers to ensure clarity of expectation.
- The Senior Leadership team should be available to support teachers when behavioural difficulties arise.
- The principle that good relationships are the pre-requisite of good behaviour is established throughout school.
- All staff in the school should accept responsibility for maintaining good behaviour in the classroom and elsewhere.

Responsibilities

Children's responsibilities:

- To work to the best of our abilities;
- To learn from mistakes
- To contribute to a positive learning environment
- To allow others to do the same;
- To treat others with respect;
- To follow instructions from school staff and cooperate equally
- To take care of property and the school environment;
- To co-operate with others;
- To act with self-discipline and reflect on actions

Staff Responsibilities:

- To have high expectations for all pupils;
- To treat all children fairly and with respect;
- To use restorative and reflective practice.
- To understand that all behaviour is communication.
- To raise children's self-esteem and develop their full potential;
- To use rules and sanctions clearly and consistently;
- To praise positive and address unacceptable behaviour
- To provide a challenging and relevant curriculum;
- To create a safe and pleasant learning environment;
- To be a good role model – modelling positive behaviour
- To form a good relationship with parents so that children can see that the key adults in their lives share a common aim;
- To recognise each child as a unique individual.
- To commit and provide early intervention – identifying and addressing potential behaviour issues early on

Parents' Responsibilities:

- To make children aware of appropriate behaviour in different situations;
- To foster good relationships with the school;
- To encourage independence and self-discipline;
- To show an interest in school activities;
- To support the school rules and expectations and reinforce positive behaviour at home;
- To respond to invitations from the school to discuss their child's behaviour as this helps to break down barriers between school and home and makes the acceptance of a combined responsibility more likely.
- To support the school in the implementation of this Behaviour Policy.

Volunteer and Visitor Responsibilities

- To treat all children fairly and with respect;
- To work with school staff to support pupils in school;
- To demonstrate respect towards others and be good role models to the children.

Our School is a place where...

- We **care** about others and show this through our positive words and actions
- We **believe** that everyone has a right to learn
- We **grow** alongside each other whilst respecting ourselves, others, and everything around us
- We demonstrate our core values of Compassion Respect, Humility, Trust, Forgiveness, Perseverance.

School systems for promoting positive behaviour

Rewards

We strongly believe that our greatest reward is intrinsically linked to the school ethos of *Care, Believe, Grow* and to be the best version of ourselves that we can be. 'Rewards' come from completing achieving a challenge, helping others, a thank you from others, a smile from a member of staff amongst so many others.

Examples of rewards:

- Verbal praise

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good' or it is a good or bad choice, they are however making '**that choice**'. This helps to build a dialogue for the child to learn or understand when a restorative approach is used.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising.

Positive language focuses on how much individuals have improved rather than expecting perfection. Verbal praise is a recognised way of promoting good behaviour, encouraging repetition and communicates the school's expectations and values to all individuals.

Praise will be used in the following ways:

- Communicating praise to parents
- Certificates and special assemblies/collective worship
- Focus on positive reinforcement
- Praising specific actions
- Verbal encouragement and support
- Providing opportunities for positive choices
- Creating a positive and inclusive classroom environment

Celebration Collective Worship

On Friday Afternoons we hold Collective Worship with a theme of Celebration. There are several types of rewards that are shared here:

- Star of the week certificates
- Additional certificates (for example for sporting achievements) may also be awarded, including those received outside of school.
- Headteacher star certificate.

Responding to misbehaviour: Sanctions

Responding to incidents with sanctions while upholding a positive regard for individuals involves a balanced approach. When a range of sanctions is used to manage behaviour, it will be reasonable, appropriate and proportionate:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- Loss of a dojo point
- Loss of or controlled social times
- Being placed on short-term behaviour report cards or longer-term behaviour plans
- Fixed term exclusion (suspension)
- Permanent exclusion

This will at times follow an individualised approach which is focussed on deterrence and improvements. Support will be targeted to incorporate restorative practices with proportionate consequences and tailed to every individual.

By combining clear expectations, restorative practises, targeted support and positive reinforcement schools can use sanctions as a tool for promoting positive behaviour change while maintaining a positive regard for all individuals. Using consequences for misbehaviour is opportunity for our school to learn and grow.

Appendix 1:

The table below details a non-exhaustive list of types of behaviour leading to specific sanctions.

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction
Stage 1	Verbal warning, change of seating/space/area.	Low level unwanted single event behaviour e.g not listening, , poor manners etc.
A second verbal warning can also be given if needed before stage 2.		
Stage 2	Time out within the classroom, or time out with lunchtime supervisor.	Continued low level unwanted behaviours. Refusal to follow reasonable instructions.
Stage 3	Time out within another classroom.	Rudeness. Lack of respect shown. Use of inappropriate language. Lack of effort towards class tasks. Unwanted persistent low-level behaviour or a single more serious event. Refusal to follow reasonable instructions.
Stage 4	Withdrawal from break time or lunchtime with peers.	Continued behaviours as above. Single more serious event. Parents/ Carers informed by class teacher.
Stage 5	Send to Head of School and/or possible withdrawal of privileges.	Continuing behaviours as above. Violence. Repeated events of unwanted behaviour. Parents/ Carers informed by class teacher.
Stage 6	Send to Head of School or Executive Head Teacher, parents contacted and/or possible withdrawal of privileges. <i>* This stage could lead to the stages below following the outcomes of meetings and reviews of evidence.</i>	Bullying. Cyber-bullying in school. Serious single event. Persistent low-level behaviours. Damage to school property. Stealing.
Internal Exclusion		Serious single event. Continuing persistent behaviours over a period of time.
Fixed Term Exclusion (suspension) <i>*Fixed term exclusions could lead to permanent exclusions following reviews of evidence and advice taken.</i>		Persistent disruptive behaviour. Serious single event usually where the physical or emotional safety of other children or staff is a concern. Evidence of bullying. Evidence of in school cyberbullying. Evidence of behaviours of a homophobic or racist nature.
Permanent Exclusion (expelled)		In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Incidents, actions and sanctions are recorded on CPOMS.

Exclusions both fixed term or permanent may be for a build-up of unmanageable and unacceptable behaviour, but may also be for a one-off incident.

Following a fixed term exclusion a parent must attend a reintegration meeting with either the Executive Head or Head of School along with the pupil.

See also Government guidelines:

[School discipline and exclusions: Exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-discipline-and-exclusions-exclusions)

Appendix 2:

Use of Reasonable Force

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy (The use of physical intervention). See also Government guidelines: [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

Appendix 3:

Prohibited items, searching pupils and confiscation

The Executive Head of School and Head of School and staff authorised by them have a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Appendix 4

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Appendix 5

Monitoring of Behaviour

Behaviour is monitored by the Head of School and the Executive Head Teacher using the CPOMS tracking tool. Patterns in behaviour may be identified and addressed with children and/or parents in order to best support the children. All incidences of behaviour from Stage 2 onwards is recorded using CPOMS.

Appendix 6

Additional Support

Additional support is available through the schools SEN systems and via additional interventions supported by the schools Learning Mentor. We recognise that some pupils may need more support than others to develop their skills and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

If necessary, pupils will be provided with an Individual Behaviour Plan. IBPs are reviewed termly. This supports the achievement of short, realistic targets and links to our SEN Pupil Passports. Parents are informed at every stage of this process.

For pupils with more significant difficulties with behaviour, the school will seek to work in partnership with outside agencies such as the Behaviour Outreach Support Service (BOSS) and the Educational Psychologist. This will usually take place after IBPs have been implemented. The school may also consider the involvement of Social Care and Health Services.

The Ruskington Chestnut Street C of E Primary will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with SEND and other pupils as their personal circumstances warranted it. Adjustments made and agreed would be shared with staff members in school. This may mean that there is an appearance of the policy not being adhered to at times as rewards and sanctions are applied 'differently' but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

Appendix 7

Bullying

Bullying is unacceptable and will not be tolerated in school. Please see the school 'Anti-bullying Policy' for more detailed guidance.

Appendix 8

Staff

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Supporting Supply and Cover Teachers

Supply and cover teachers should be supported by:

- All staff
- Lesson planning in an easy to follow format.
- Lessons that are reasonable for someone other than the class teacher to implement and manage.
- SEND support before the supply teacher begins with a class.
- Relevant medical information on Bromcom
- Password to laptop
- Deploying support staff to help children settle at the start of sessions where appropriate.
- Class teachers following up behavioural problems with parents when appropriate.
- Summary of the school behaviour policy.

Staff Development

The School may use external professionals to provide whole school training as required. Staffs are also signposted to relevant support and training as appropriate. In house training is provided in order to support staff development further.

Appendix 9

Uniform

We have a dress and hair style code which allows the children a sense of belonging to Ruskington Chestnut Street C of E Primary. The code is published on our school website and in the School Prospectus. We ask that all parents support us in ensuring that their children wear the correct uniform.

- All staff will ensure that children are adhering to the uniform code and question them if they are not wearing the correct uniform.
- Staff will remind children of the standard of dress we expect i.e. for them to look neat and tidy and enforce the uniform code.

References

Policy refers to;

- The Department for Education's Behaviour in Schools: Advice for headteachers and school staff (September 2022)
- The Department for Education's Mental health and behaviour in schools (November 2018)
- The Department for Education's Searching, Screening and Confiscation: advice for schools (July 2022)
- The Department for Education's Behaviour and discipline in schools: Guidance for governing bodies
- The Department for Education's use of reasonable force: Advice for headteachers, staff and governing bodies. (July 2013)