

Relationship and Behaviour Policy



Igniting a passion for learning in all; emboldening a community of high aspiration and fulfilment.

'I can do all things through him who gives me strength'. (Philippians 4.13)

#thischildcan

Approved by:	Julia Waites	Date: 28.9.25
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1. Aims

As an inclusive Christian community, we work towards inspiring a passion for life-long learning. We aim to embolden a community of active citizens who have high aspirations for themselves and others and who are personally fulfilled. We seek to achieve this by providing a safe, caring and inspiring environment where all can reach their full potential, academically and personally.

This policy aims to:

- › Provide a consistent approach to behaviour
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline our expectations of all in our school community
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour

2. Legislation and statutory requirements

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](#)
- › [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

This policy complies with our funding agreement and articles of association.

3. Relationships and Behaviour at Rauceby

At Rauceby Church of England Primary School, we aim to create a safe, stimulating and inclusive environment in which our whole school community can thrive. By placing positive relationships at the centre of all we do, we aspire to work alongside parents to support and inspire every child to reach their maximum potential.

This policy aims to establish excellent behaviour through a culture of empathy, compassion, and a consideration of others. We want children to understand that excellent behaviour is not about following rules to avoid getting into trouble; it is about self-regulation – being able to make the right choices about our own behaviour and understanding how our behaviour impacts others. It is our belief that behaviour should be embedded through a whole school ethos and relational approach which places positive relationships at its core.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships, resolve disagreements and problems independently and make better and more informed choices in the future.

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful.

Our Values

Our approach to relationships and behaviour is driven by our school vision and shared Christian values which underpin everything that we do. The high expectations we have for behaviour at Rauceby are linked directly to these values, which are taught and celebrated daily.



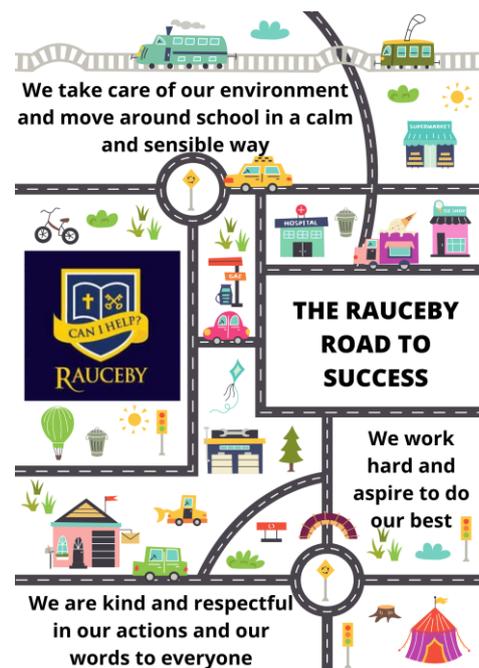
The Rauceby Road to Success

Alongside our values, our Rauceby Road to Success outlines the positive actions we take daily to ensure that every member of our school community has a successful learning journey through school.

4. Roles and responsibilities

Promoting excellent behaviour amongst the pupils is a shared responsibility involving all members of the school community. Teaching and non-teaching staff, parents, pupils and governors, all have a vital role to play and work towards the school's aims by:

- Working as a team, supporting and encouraging each other at all times
- Fostering positive relationships and a sense of belonging within the school community
- Upholding our school values and promoting excellent behaviour
- Providing a calm, safe environment in which all are fully aware of behavioural expectations
- Treating everyone equally and respecting their rights, values and beliefs,
- Communicating any changes in circumstances that may affect behaviour
- Listening to any concerns raised by any member of the school community
- Encouraging, praising and reinforcing positive relationships, behaviours and work
- Caring for, and taking pride in, the physical environment of the school



5. Supporting Behaviour Regulation

At Rauceby, we have high expectations for behaviour and learning and are committed to supporting every child to achieve their best. Ways in which we support pupils to regulate their behaviour include:

- Building strong relationships with pupils based on mutual respect
- Taking the time to get to know pupils and their individual needs
- Greeting pupils positively in the morning/at the start of lessons
- Establishing clear routines and boundaries
- Communicating expectations of behaviour in ways that are accessible to all
- Recognising and celebrating good behaviour
- Concluding each day positively and starting the next day afresh

- Teaching strategies to promote good learning behaviour and behaviour regulation

6. Celebrating Excellent Behaviour

We also aim to reinforce positive behaviour with praise and recognition and through incentives such as:

- A class recognition board used to celebrate and recognise the achievements of **all** pupils
- Awarding of house points resulting in a termly reward for the winning house
- Star of the Week certificates celebrating individual successes
- Role model awards for children demonstrating our school values
- Weekly Celebration assemblies where pupil achievements are shared with families

7. Dealing with behaviours that inhibit relationships and learning

If children are displaying behaviours that inhibit relationships and learning, the following steps will be taken:

1	Pupils will be given a verbal warning and reminded of our school values and expectations
2	Pupils will be asked to 'stop and think'. An adult will talk to the child about the impact of their behaviour and they will be given a chance to change that behaviour. Behaviour is addressed calmly and discreetly where possible.
3	Occasionally, it will be necessary for children to receive a further 'warning'. In this situation, children will be asked to 'take a break' for 5 – 10 minutes to reflect on their behaviour and think carefully about their next steps. If a child's behaviour is impacting teaching and learning, they may be asked to take their break in another class where they will be supported by another adult to regulate their behaviour. The child will always be welcomed back to class once they have had chance to reflect on the impact of their behavior and are ready to learn.
4	If disruptive behaviour continues, children will be given a 'consequence'. This means that the child will be sent to a member of the Senior Leadership Team and the behaviour will be recorded on CPOMS and dealt with as appropriate. Parents will also be informed.

When giving consequences, we aim to help the children look out at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community. All incidents will be followed by a restorative conversation in which pupils will be asked:

- *What happened?*
- *What were you thinking when it happened?*
- *What needs to happen to put this right?*
- *What would you do differently next time?*

We might also say to our pupils:

- *What would you think if this happened to you?*
- *How can we put this right?*
- *What could you do differently next time?*
- *What other choice could you have made?*
- *How could you make sure this doesn't happen again?*

8. Working in Partnership with Parents

We believe that children achieve best when there is a strong partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good positive behaviour, which in turn ensures good learning. We aim to work with parents and keep them informed at each stage of the policy.

The Senior Leadership Team will be kept informed of any children whose behaviour may be coming a concern through recording incidents on CPOMS.

9. No Place at Rauceby

There are certain things that we strongly believe have no place in our school community including:

- Bullying – this can take different forms including emotional, physical, prejudice based (including racial, faith based, gender, homophobic/biphobic, transphobic, disability based), sexual, direct or indirect verbal and cyber (For more information, please refer to our Anti-bullying policy.)
- Physical violence towards other people or the school environment
- Swearing
- Racism
- Sexual Harassment and Sexual Violence - The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

Please refer to our child protection and safeguarding policy for more information

Any incidents involving these behaviours will result in an immediate 'consequence' and a formal meeting with parents.

10. Pupil Support/Behaviour Plans

Where a child is struggling to regulate their behaviour, it may be necessary to implement a pastoral support plan. This plan will seek to address trigger points, difficulties and behaviour issues through a specific set of actions and adjustments which will enable the child to continue with their learning and bring about change to their behaviour. The plan will be written with the child and parents and reviewed every 8 weeks.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the individual needs of the pupil. The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from outside agencies, medical practitioners and/or others, to identify or support specific needs. When high levels of need are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and the child to create the plan and review it on a regular basis.

11. Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them hurting themselves or others. Incidents of positive handling will:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

12. Off-site behaviour

Sanctions may be applied where a pupil has displayed negative behaviours off-site when representing the school or when they are:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

13 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

14 Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

15 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

16. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school take action in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will take action in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

17. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

18. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them

suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

19. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing board annually.

20. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy

Appendix 1: written statement of behaviour principles

- We work as a team, supporting and encouraging each other at all times
- We all foster positive relationships and a sense of belonging within the school community
- We uphold our school values and demonstrate excellent behaviour by following the Rauceby Road to Success
- We provide a calm, safe environment where we are all are fully aware of behavioural expectations
- We treat everyone equally and respect their rights, values and beliefs,
- We communicate any changes in circumstances that may affect behaviour
- We listen to any concerns raised by any member of the school community
- We encourage, praise and reinforce positive relationships, behaviours and work
- We care for, and take pride in, the physical environment of the school