Behaviour, Relationships and Respect Policy

Building Relationships and an Emotionally Healthy School

Issue Date: February 2018
Reviewed: September 2026
Adopted by Governing Body: October 2026
Next review date: September 2027

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As a school, we are committed to fostering the academic, social and emotional development of all children. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that Rushcombe First School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The purpose of this policy is to provide a whole school framework for positive relationships and behaviour. We aim that every member of the school community feels valued and respected, and that each person is treated fairly and equally. We are a caring community and the school's Behaviour, Relationships and Respect Policy is designed to promote the way in which all members of the school can live, learn and work together in a friendly, safe and supportive school environment. It aims to help children to become positive, responsible and independent members of the community.

Our policy is called a 'Behaviour, Relationships and Respect Policy' because we recognise the central role that positive relationships play in developing a school based on respect for all and where positive behaviour is fostered and becomes the everyday norm. It is our belief that the smallest positive interaction represented within the relationships of any participants (child, teacher, parent) within the school community has the power to contribute to the development of our shared school culture and the behaviours adopted by all.

We also believe that the centrality of relationships within our behaviour policy builds on the ethos and approaches of our pedagogy and curriculum, which asserts the child's voice as a key component within the learning journey. In this respect, our approach to developing positive behaviour doesn't view behaviour as separate from teaching and learning, but part of the same endeavour. We believe that teaching and learning which respects the child's voice and models egalitarian relationships between learners and teachers is at the heart of fostering positive behaviour. The school's commitment to positive relationships is therefore present within every action of our school day, being present both within the child's learning experiences and through other aspects of their school experience.

The role of respect within our Behaviour, Relationships and Respect Policy is also there to promote the importance of respecting the rights of the child within any approaches to behaviour management that are adopted. As a school, we reject approaches that overtly embarrass or belittle, or which treat the child unfairly. In formulating our approaches to fostering positive behaviour, we refer to Article 3 of the United Nations Convention of the Rights of the Child (1989), which states that 'the best interests of the child must be a top priority in all decisions and actions that affect children'. In doing so, we seek to evaluate our behaviour approaches through the lens of the rights of the child, including ensuring that the child's views on the school's policy and approaches are heard regularly.

We believe that an embedded approach to positive relationships across all aspects of school life is the foundational action for fostering positive behaviour, but we also recognise that children may also require individual support and interventions to help support their behaviour. The staff have therefore agreed the best practice for promoting a positive approach to behaviour. Our approach is based on good communication and language that encourages and reinforces appropriate behaviour allowing children to take responsibility for their own actions and to make appropriate choices. It is the responsibility of all our staff to follow the Behaviour, Relationships and Respect Policy and work to agreed procedures using rewards and consequences effectively.

At Rushcombe First School we aim to:

- support children to develop consistently high standards of behaviour, including showing respect to all members of the school community
- develop a school ethos based upon positive relationships between all members of the school community
- provide a well-structured, calm and supportive environment
- be consistent and fair
- use praise and positive reinforcement
- encourage prevention rather than reaction
- give clear instructions, listen and keep calm
- address the unwanted behaviour and not reject the child
- solve problems that arise through therapeutic approaches based upon reparation
- ensure that principles of respect and positive relationships are modelled and reinforced through every aspect of school life, including through pedagogical approaches.

We actively promote, teach and support positive relations and behaviour through a range of activities and events including the curriculum [PSHE], philosophy, circle time, assemblies, Children's Council and special responsibilities. We believe that emphasising positive behaviour will marginalise and reduce inappropriate behaviour. We acknowledge that our success is achieved not by the absence of problems, but through a combination of our proactive approach towards the development of positive behaviour, coupled with the strategies that we use to deal with concerns, if and when they do arise.

Our Behaviour Code

Our Behaviour Code is based upon the school's Learning Heroes and is consistent across the school. The Learning Heroes encapsulate the attributes of successful learners and responsible citizens:

- Thoughtful Theo (Responsible) - we show respect, walk calmly around our school and listen well
- Curious Croc (Resourceful) - we ask questions and always try to learn new things
- Teamwork Tiger (Reciprocal) - we help and support others when we work together in our school
- Keep-Going Kanga (Resilient) - we try our best and never give up
- Adaptable Armadillo (Reflective) - we think of ways to enhance our learning and behaviour

The Learning Heroes are used in weekly assemblies to lead whole school focuses upon developing the attributes of successful learners. In addition, they are used within the classroom to develop these attributes in all curriculum areas including PSHE/circle time sessions. The Learning Heroes are also the basis of our reward system in school. The school has developed a progression of skills for the Learning Heroes which supports children to develop their skills progressively across their time at the school.

Our Behaviour Code was created by the school community and is shared regularly with the children. It is displayed prominently in classrooms and shared areas around school. We treat all children fairly and apply the behaviour code in a consistent way and expect every member of the school community to behave in a considerate way towards others. All adults within the school community are expected to model the attributes of positive relationships and behaviour that we expect all the children to demonstrate.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. The Behaviour Code is designed to promote positive behaviour, rather than merely deter inappropriate behaviour. We praise and reward the children for positive behaviour in a variety of ways. These positive consequences include:

- Praise
- Sharing success / showing learning
- Mystery Person
- Name on the WOW board (star stickers)
- Maths, Reading and Writing Superstars of the Week
- Learning Hero postcards
- Learning Hero stickers, certificates and badges
- Headteacher Awards and name recorded in the Celebration Book
- Letter home for 6 Headteacher Awards

Everyone at Rushcombe recognises that on occasions there will be examples of negative behaviour and these will always be discouraged. All unacceptable behaviour will be dealt with promptly and effectively to ensure a safe and positive learning environment. We utilise a range of sanctions and employ each sanction appropriately to each individual situation. These negative consequences include:

- Reminder (Encouragement and guidance)
- Warning (Specific)
- Reflection Time with the teacher
- Loss of privilege
- Teacher discusses with parents
- Time with the Headteacher / Deputy Headteacher
- Meeting with parents
- Specific monitoring and support

Our Playtime Code

In addition to our Behaviour Code, the school also has a Playtime Code, which was developed by the school community. The code aims to support children to develop the required behaviours to play effectively with their peers at playtime. The Playtime Code is linked to our Rushcombe Learning Heroes and consists of the following points:

1. Choose a fun and safe game or activity. (Curious Croc)
2. Agree with others how to play your game. (Teamwork Tiger)
3. Show kindness and respect to others at all times. (Thoughtful Theo)
4. Share, take turns and try to include others. (Teamwork Tiger)
5. Make changes to your game if you need to. (Adaptable Armadillo)
6. Look after our environment and equipment. (Thoughtful Theo)
7. Try your best and ask for help if you need it. (Keep Going Kanga)

The Playtime Code is displayed prominently within classrooms and is reflected upon regularly within school assemblies and PSHE sessions.

In order to promote the positive behaviours of the Playtime Code, the school has put in place a reward system specifically for playtimes, where children earn tickets to work towards a class reward in the form of a special whole class celebration session which they can plan collaboratively. The session will include activities building upon areas of the curriculum, for example, arts activities, sports, games and outdoor sessions. Through this approach we aim to further enhance children's skills and dispositions to support positive play, whilst also promoting the value of working as team with their class.

Trauma Informed and Therapeutic Thinking Practices

By basing the school's approach to behaviour on trauma informed practice and therapeutic thinking, we aim to shift our policy away from traditional, compliance-driven punishment and toward a relational, restorative, and neurobiologically grounded approach.

Through adopting these practices, we aim for the following:

- Building safe, supportive relationships as the basis for developing positive behaviour.
- Looking to understand the underlying causes of behaviour by reframing behaviour as communication, for example, 'What is this behaviour communicating?' Based upon neuroscience, behaviours can be viewed as a survival or stress response rather than wilful defiance. By looking to understand the root of the behaviour, we aim to be able to put in place approaches that will be most effective in supporting the child.
- Helping children to make sense of their experiences so they have the support and tools to develop and flourish.
- Creating environments where everyone can feel safe, supported and able to learn.

At its core, it is about creating a culture where relationships, compassion and understanding support healing and development.

Trauma Informed and Therapeutic Thinking Approach for Reparation

The school recognises that there will be times when it will be necessary to address instances of negative behaviour. When these instances arise, the school adopts an approach informed by trauma informed and therapeutic thinking, where an emphasis is placed upon the following key principles:

- The child engages in thinking time with the teacher at an appropriate time.
- Problems are discussed with an aim to understand what has happened and why.
- Emotions are recognised and talked about.
- Possible solutions for future actions / behaviour are agreed upon.
- Apologies and reparations with other children are carried out where appropriate.
- Problems are discussed as near to the time as possible and are not carried over into subsequent days wherever possible (unless in more serious behaviours).
- Reparations with adults are carried out where appropriate and positive relationships reinforced between child and adult.

By adopting this approach we aim for children to learn from problems that arise and to effectively scaffold their personal, social and emotional development.

Fostering Positive, Respectful Relationships Through Pedagogy

As a school, we adopt co-constructive, inquiry-based pedagogies, which view learning as a joint endeavour between the teacher and child. Such approaches include the use of the Mantle of the Expert approach and Reggio based approaches. Drawing upon constructivist psychology, we view the child as a central protagonist within their own learning and development.

A key underlying principle of our pedagogical approaches belongs to the redefining of the power relationship between teacher and learner. Within the Rushcombe pedagogy, the power relationship between teacher and child is redefined, based on a more egalitarian relationship where the voice of both child and adult are equally important. In doing so, we seek to build on the most up to date research in the field of the sociology of childhood, where children's positioning within the generational order are questioned and their rights as individuals recognised.

The Rushcombe pedagogy fosters positive behaviour by valuing the child as an individual, placing trust in the child and fostering their individual expressions. In doing so, a relationship of mutual respect is modelled through teaching and learning, encouraging children to reciprocate with similar behaviours. This is achieved in the following way:

- Children have a voice in the direction of their curriculum projects, ensuring that they feel valued within the learning process. In this sense, the Rushcombe pedagogy can be termed a pedagogy of listening.
- Taught sessions involve high levels of child participation, including through discussion, child demonstration and looking at examples of children's learning.
- Opportunities to engage in studio approaches (Reggio inspired) foster the child as an artist in their own right, enabling them to plan and develop their own art works and to communicate the things that are important to them.
- A commitment to fostering children's multiple languages of expression across the curriculum.
- Developing learner self-awareness, for example, enabling children to take responsibility for monitoring their own learning against the success criteria and providing frequent opportunities for self-assessment.

Our aim is to ensure that positive relationships denote the primary aspect of the child's time in school, namely, their learning time. By viewing behaviour through this lens, we therefore aim to develop a fully embedded ethos of positive relationships, which permeates every aspect of the child's life at school.

Bullying

The school does not tolerate bullying of any kind. Through assemblies and PSHE/circle time sessions, children are taught what bullying is and what to do if they are being bullied or if they feel someone else is being bullied. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See separate anti-bullying policy for further details.)

Behaviour and Inclusion

Staff will endeavour to treat all children in the same way, and we acknowledge that a consistently positive approach will be successful for the vast majority of children. There will, however, be times when the behaviour of an individual is cause for concern. In such cases, it is important to discuss concerns with the Inclusion Leader/Deputy Headteacher/Headteacher, as it may be that an individual behaviour plan or more specific professional intervention is required.

The Role of the Class Teacher

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and utilises the Behaviour Code consistently. The teachers treat all children in their classes with respect and understanding. If a child repeatedly demonstrates that they are not following the Behaviour Code, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself through reference to the steps outlined in the Behaviour, Relationships and Respect Policy. However, if the behaviours continue or become a concern, the class teacher seeks help and advice from the Leadership Team.

The class teacher liaises with the leadership team, as necessary, to support and guide the progress of each child and may also need to liaise effectively with external agencies to put in place strategies within the classroom. The class teacher will aim to provide informal positive feedback to parents at

different times across the academic year, looking to foster a positive home school relationship which fosters the child's positive behaviour. In instances of inappropriate behaviour, these will be communicated with parents in line with the steps outlined within the Behaviour Code. The class teacher reports to parents about the progress of each child in their class, in line with the school policy.

The class teacher discusses the school Behaviour Code with each class and establishes the core routines necessary for the smooth running of classroom learning. In this way, every child in the school knows the standard of behaviour that we expect in our school. The class teacher delivers the PSHE scheme of work, which provides a progressive approach to the exploration of developing friendships, playing successfully and showing respect for all. Where appropriate, additional PSHE sessions may be delivered in response to any behaviour issues that arise across the school year, which would benefit from whole class reflection.

Fostering Positive Relationships

Positive relationships can be fostered and developed through the following actions adopted by the adult:

- Engaging in a welcome / greeting with individual children at the beginning of each day, either on entry or during register time.
- Showing an interest in the lives of the children we teach / asking them how they are.
- Adopting open and welcoming body language.
- Showing that we listen carefully to every child and take the time to talk.
- Modelling respectful relationships across all aspects of the school day.
- Showing that we value each child as an individual who is unique and special.
- Demonstrating a willingness to share moments of joy, wonder and fun together.
- Taking an active interest in the child's wellbeing across all times of the school day, including playtimes / lunchtimes.
- Building trust by being consistent and fair in our actions.
- Showing that we care when the child experiences difficult times at home or if they need help with different aspects of school life, for example, forging friendships.
- Representing each child's cultural, ethnic or religious background within the content / materials we use when teaching, so that every child feels included.
- Empowering our learners to have a voice within their learning and on the matters that affect them.
- Talking openly about the challenges of learning and frequently referring to the Learning Heroes, recognising and supporting the experiences faced by the child when they are learning.
- Ensuring that all children have their achievements recognised and celebrated, so that each individual sees themselves as a valued and successful learner
- Considering the emotional or other factors that might be contributing towards a child's behaviours and using these as the starting point for planning the strategies we put in place to support them.
- Fostering children's positive identity as part of the wider school community, so that they feel proud of the school they belong to.

Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE/LA guidance. They will only intervene physically to restrain children in order to prevent injury to a child or other person, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

Further information on the Use of Reasonable Force in school can be found on the Department for Education (DfE) website: Use of reasonable force and other restrictive interventions guidance

The Role of the Leadership Team

It is the responsibility of the Leadership Team and staff to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Leadership Team with staff and governors to ensure the health, safety and welfare of all children in the school. The Leadership Team supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Leadership Team keeps records of reported serious incidents of inappropriate behaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The school governors and the local authority are notified, if these actions are taken.

Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the DfE guidance entitled *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement*, which came into force in July 2026. This identifies general guidance and essential information, exclusions procedures and protocols and relevant resources. Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion and Headteachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions. We refer to DfE guidance and other relevant information in any decision to exclude a child from school.

Only the Headteacher [or the acting Headteacher] has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

The Role of Parents

It is the responsibility of parents to support their child's positive behaviour and to foster the development of positive values. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We encourage parents to support their child's learning, and to reinforce the school's aims, values and approaches, as set out in school documentation including the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their

child's welfare or behaviour. Parents have special insight into their child and the information they provide is invaluable. Informal and positive communication between class teachers and parents is vital in supporting a child's development. Staff should think carefully about the language they choose to use when talking to parents, ensuring they are not unduly alarmed, but that the picture they are given is accurate. Parents should also be kept informed as to strategies being used with their child, in order that they are best able to support us.

As a school, we recognise that parenting is a highly important role, which brings great rewards, but can also present challenges. There may be occasions when families may benefit from support to help with their child's behaviour and in these instances we can signpost agencies and support services that may be available.

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 Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and that no child is treated unfairly because of race or ethnic background.

This policy was developed by the Senior Leadership Team, staff and school community and will be kept in a policies folder. It is accessible to all staff, governors and parents.