

# **Rossett Acre Primary School**

## **Relational Behaviour Policy**



**Member of staff responsible: Kate Woodcock**

**Date of Policy: September 2025**

**Next Review Date: September 2026 (Review Annually)**

## **At Rossett Acre, our school rules are: RRS**

**Ready**  
**Respectful**  
**Safe**

### **Our golden rule is:**

*'Treat others the way you would want to be treated.'*

#### **Introduction**

At Rossett Acre Primary School, we aim to create a welcoming, happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules to a minimum, following just three rules of Ready, Respectful and Safe (RRS) and our Golden Rule 'Treat others the way you would want to be treated.' Promoting good behaviour amongst the children is a shared responsibility. We believe that learning happens best when there are strong relationships between our staff, children, within the learning spaces and beyond, with parents and carers and with our wider community. Everyone has a vital role to play. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Rossett Acre.

Implementing the principles of Relational 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 a sense of belonging because they are listened to, valued and respected. We support children in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our children to understand how their behaviour affects and impacts on others. Children are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching children that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

Our Relational Approach is promoted throughout our school, including in our PSHCEe curriculum and is part of our Personal Development offer.

#### **Aims:**

- To develop positive relationships through a relational approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively.
- By creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. Governors are also kept informed via regular Local Governing Body meetings throughout the year and SEND and Behaviour is also an agenda item in our half-termly Safeguarding meetings, which are attended by our Safeguarding Governor.

### **The Rossett Acre Curriculum and One Life Concept**

ONE LIFE has been designed to develop *physical, social* and *mental* fitness in children. Our young people are growing up in an increasingly challenging world and now, more than ever, we need to ensure that they know how to build their physical, mental and social fitness, so that they can live their 'ONE LIFE' well.

There are three elements to the programme:

A daily Morning Routine which takes place as soon as the children arrive every morning

A Monday morning One Life assembly, each week to share the One Life focus for the week

A weekly lesson that focuses upon different aspects of physical, social and emotional fitness

The Personal Development of children is a high priority at Rossett Acre where across the curriculum and in our everyday interactions, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated. Please [click here](#) to see our Personal Development offer.

Children are introduced to our behaviour systems when they start school and children are reminded about our rules and routines regularly in everyday school life with adults often refer to the school rules. Children's rights are covered extensively at the beginning of the school year each September when class teachers and the children work together to create their own objectives/aims/expectations for their class through developing their class charter.

## **Relational Practice**

Relational Practice focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour and all behaviours are understood to be communicative of an individual's needs. A curious approach to understanding behaviour is essential. Needs must be understood and met in a compassionate and in an informed way rather than seeking to manage and contain behaviours alone.

The Relational framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. Staff are trained in the key principles of Relational Practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and children. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships. All staff are trained in the Relational Approach.

When working with children in Early Years, our focus is on the initial stages of the Relational Approach: helping them to grasp the concept of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and pictures are all used to support the children's understanding and development of empathy. EYFS use their sunshine rules to support this. (Appendix 2)

This approach is also adapted for other children throughout the school. Children with low levels of emotional maturity, Adverse Childhood Experiences (ACEs) and Attachment or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Children are supported in developing their understanding of the Relational Approach using tailored resources, lessons and nurture sessions, where required. Every pupil is different, and some may take longer to understand this approach than others. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the children involved to determine how best to implement this approach and who to involve.

## **Positive Behaviours**

Our children and staff are considerate of each other and our surroundings and behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through a variety of rewards.

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

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach at the end of the school day or contact parents/carers by Class Dojo/Tapestry which are used to send non-urgent messages home or into school.
- The Parents' Consultation Evenings provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for supporting their child's behaviour at school.
- Certificates given in class and school assemblies, celebrating behaviour and achievements.
- Other certificates and stickers that children take home, for example.

As part of promoting positive behaviour and providing positive role models, children are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- House Captains (Year 6)
- Pupil Voice Ambassadors (PVA)
- Sports leaders (Upper KS2)
- Classroom and schoolwide monitor jobs
- KS2 Reading Ambassadors
- Members of the Eco Committee
- Our Trust Youth Board (Year 5)

## **The Relational Approach – Building a positive community; high expectations.**

### **Our 3C's:**

The ethos of our school is underpinned by our 3C's: **Curiosity, Challenge and Community**. Building a community that work together to support one another is very important to us. Adults in school model good behaviour and set clear expectations of behaviour for children, whether that is in the classroom, around school or when representing our school e.g. school trips and competitions. Connections and relationships are built within each class through a range of activities. All stakeholders are expected to show respect towards one another and be great ambassadors for our school; being warm and welcoming to visitors in school is an expectation. At Rossett Acre, we have strong links with a range of external agencies that visit our school, which we value greatly. Visitors from these agencies help us to support children and families to build positive relationships with others. E.g. PCSO (Police Community Support Officer), Early Help, Counsellors and SENDHub.

### **What are our expectations for children and adults around school?**

We are proud that we have created a well-organised, attractive and stimulating learning environment. Maintaining clear boundaries and expectations around behaviour, with predictable routines, enables our children to feel safe.

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

The school environment should be calm. Children should walk around school quietly and communal areas (such as the Activity area and the lunch hall) be calm and a pleasant environment for children to be in and appropriate to the activity they are doing (e.g. assembly / PE lessons / learning / eating lunch).

Children should be respectful to all adults in school, regardless of role. All children should feel safe at all times, including breaks and lunchtimes, and follow RRS and our Golden Rule; it is important that children inform an adult if they have been hurt, are being bullied or harassed. At breaktimes and lunchtimes, adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with, using the relational approach. Serious behaviour incidents should be reported to a member of the Senior Leadership Team.

Children should not bring possessions from home (including cards, toys or footballs etc.) which may get damaged or cause upset. Such items will be confiscated and returned at the end of the day to then stay at home.

All children are expected to follow our [uniform policy](#) which is available on our website.

### **The Relational Approach – Dealing with inappropriate behaviour.**

At Rossett Acre, we recognise that sometimes things will go wrong. Even when there are strong relationships, clear boundaries and good co-regulation, there will be occasions when conflict emerges or harm is caused. Incidents will be dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done. Our relational approach will support children to be able to repair, rebuild and restore relationships and to learn from the mistakes made. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly. Responses to incidents are specific to the needs of the children involved and, in order to be fair, we need to be responsive to the need, meaning that not everyone is treated the same but that the specific needs of the children involved are met.

When there have been incidents between children, we will use teachable moments to ask key questions, facilitate face to face restorative conversations, to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

#### **Restorative Questions to ask:**

**What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.

**Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

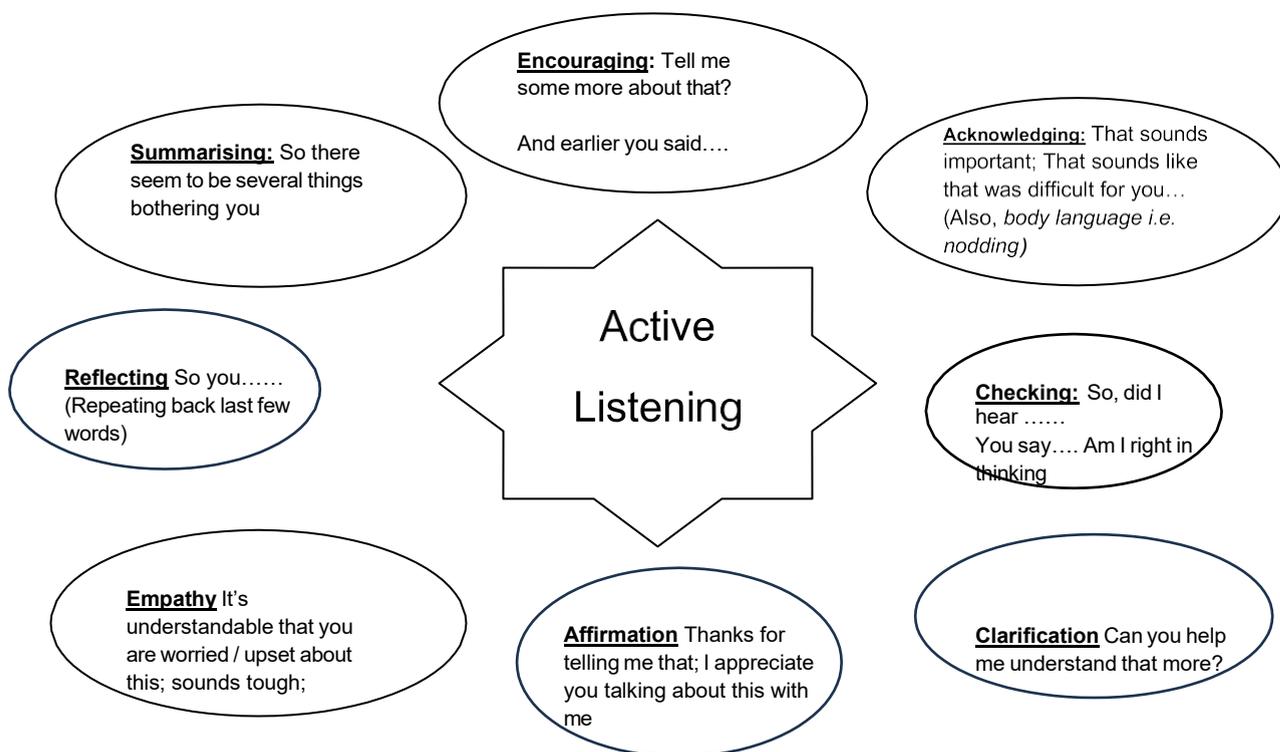
**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support children in this process but try to ensure the children form their own agreement when possible. The children can refer to the Community Fix its to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving children this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if children reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the

children in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



## The Relational Approach and use of consequences

When using consequences at Rossett Acre Primary School, the child(ren) should always be involved in a restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-regulation skills. 'Time outs' can be offered to children before an incident is dealt with. Appendix 1 (Community Fix-its Ladder) shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

On rare occasions, there are incidences where behaviours severely compromise the safety of our children and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges to reporting to the Assistant Headteacher, Deputy Headteacher or Headteacher; this may include internal/external suspension (see Suspension/Exclusion section below). External agencies may need to become involved for behaviour monitoring and support. However, in all situations children will be treated within the Relational Framework so that when they are calm their views and feelings are heard, and they have the opportunity to take responsibility and repair harm caused.

### Behaviour and Safeguarding – Child on Child Abuse:

[rossettacreprimary.co.uk/seecmsfile/?id=4776](https://rossettacreprimary.co.uk/seecmsfile/?id=4776)

[rossettacreprimary.co.uk/seecmsfile/?id=2480](https://rossettacreprimary.co.uk/seecmsfile/?id=2480)

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of child-on-child abuse, the procedures and guidance in Item 12 (ii) of the RKLTL Safeguarding Policy (School procedures to ensure children are safe at school and at home) will be followed.

Concerns or allegations of all forms of child-on-child abuse must be reported to the DSL, and where required, recorded on CPOMs, who will have regard to the NYSCP child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature the DSL will have regard to the NYSCP guidance 'Children and Young People Who Display Sexualised Behaviour':

[NYSCP \(safeguardingchildren.co.uk\)](https://www.nyscp.org.uk/safeguardingchildren.co.uk)

Rossett Acre Primary School, as part of RKLTL, will have regard to DfE guidance Searching, Screening and Confiscation when considering where they may need to search for and/or seize items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/428242/Searching_Screening_and_Confiscation.pdf)

### Behaviour and Safeguarding - Mobile phones and technology

Children are not permitted to have mobile phones in school or in the playground at any time. We appreciate that some parents of children, who walk to and from school without parental supervision (Y5 & Y6), may want their child to carry a mobile phone for safety.

Any children who bring mobile phones to school must give them to their teachers first thing in the morning and collect them at 3.30pm. They are not to be used in school or within the school grounds both before and after school. Children seen using their phones will be asked to put them back in their bags until they have left the school grounds completely. Mobile phones which are found in school will be taken to the main school office.

Devices such as iPhone/smart watches - those that can make phone calls, take photos, play games or record others are not permitted in school. If these are seen, teachers will ask the child to remove the device and the teacher will return it to the child at the end of the day.

School accepts no responsibility for mobile phones/other devices in school. They are brought in at the owners/parents/carers risk.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will follow our Safeguarding and Child Protection Policy and make referrals to the Police and Children's Social Care, where appropriate.

[Overview of Sexting Guidance.pdf \(publishing.service.gov.uk\)](#)  
[UK Council for Internet Safety - GOV.UK \(www.gov.uk\)](#)

### **Suspension/Exclusions Guidance**

At Rossett Acre we want our children to benefit from all the experiences and opportunities that are provided in our curriculum and wider school life. Our behaviour expectations are high so that we can achieve this and maintain the safety of our children, staff and environment. We believe our children and staff are entitled to learn in a safe and calm environment protected from disruption. To help us achieve this, we use a wide range of tools and strategies to support positive behaviour, however, sometimes, it is necessary, as a last resort, to implement suspensions and permanent exclusions. This decision is made by the Headteacher, parents/carers will be informed, and this will be followed up in writing. The Headteacher will also inform other relevant personnel as appropriate, e.g. social worker, virtual headteacher, local authority, governing body, CEO of our Trust.

The decision letter will also inform the parent/carer of their duties, rights and other relevant information.

Work will be set for the pupil by the school for the first 5 days of suspension; this may include resources from online sources. For a suspension of more than five school days, the governing board/school must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

At Rossett Acre it is important that children who have been suspended are supported to reintegrate into school life; in order to do this a meeting will be held with the pupil and their parent(s)/carer(s) before, or at the beginning of the day when the pupil is due to return to school to discuss a way forward and a reintegration plan set up.

New statutory guidance from the DfE sets out what schools and local authorities must do to comply with the law: information can be accessed here: [Suspension and permanent exclusion guidance August 2024](#)

### **Use of Reasonable Force - Positive Handling**

At Rossett Acre we have a number of staff trained in Team Teach, a registered and accredited training provider in the UK. Positive handling/restraint will only be used when necessary for the following reasons:

- to prevent children from hurting themselves or others,
- prevent damaging property,
- or for causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and depends on the individual circumstances.

Examples of when positive handling/restraint may occur are:

- Physically separating children who may be fighting
- When a child is putting others or themselves in danger e.g. emotional outbursts, such as throwing things that could cause injury
- Damaging property
- Running into a dangerous situation where they or others could be harmed
- Preventing a child from attacking another pupil or member of staff

At Rossett Acre, de-escalation strategies are used to calm situations, wherever possible, however, physical intervention may be required, as a last resort. Physical intervention is recorded, and parents will be informed.

DfE guidance on the use of reasonable force can be accessed here: [DfE advice template \(publishing.service.gov.uk\)](#)

### **Allegations against Staff**

Allegations against staff will be investigated. Allegations of abuse will be investigated using the DfE document 'Keeping Children Safe in Education September 2025' and 'RKLT Safeguarding and Child Protection Policy' 2025/6.

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors or Director of HR or LADO.

The school will take disciplinary action against children found to have made malicious allegations against staff. The nature of this action will be in line with the severity of the allegation and the age/pastoral needs of the child. The Headteacher will act in consultation with the Chair of Governors. Possible actions may range from loss of playtime to suspension.

## **Equality**

Our School Equality information and objectives can be found here:

[rossettacreprimary.co.uk/seecmsfile/?id=4807](https://rossettacreprimary.co.uk/seecmsfile/?id=4807)

It is against the law to discriminate against someone because of age, race, sex/gender, disability, religion or belief, sexual orientation, gender reassignment, marriage or civil partnerships, pregnancy and maternity. These are the 9 protected characteristics.

At Rossett Acre, we teach our children about the 9 protected characteristics e.g. through our PSHCEe curriculum, assemblies and the resources we use. We do not tolerate discrimination and any discriminatory behaviour is treated seriously. We use our restorative approach and positive behaviour strategies to support any negative behaviour of this type. Parents and carers are also made aware, as appropriate.

# Community Fix Its



Depending on age and particular circumstances, different behaviours may warrant a combination of consequences, all of which are to be decided within the Restorative Framework. Adults should use their professional judgement when supporting a child to 'fix it', particularly with vulnerable children or children with SEND.

## EXAMPLES OF KINDS OF BEHAVIOURS

## WHAT MIGHT HAPPEN—CONSEQUENCES

- Not on task or avoiding work
- Disrupting others e.g. shouting out, tapping on table, walking around without permission
- Not following instructions
- Repeatedly disrupting others
- Inappropriate conversations or words
- Hurt someone (accident)
- Lack of respect for people/property
- Not being safe
- Swearing
- Being rude or shouting
- Constant disruption to people or learning
- Repeatedly doing above behaviours
- A one-off, serious behaviour or extreme reaction to a situation
- Hurt someone, on purpose
- Immediate danger to self or others
- Immediate danger or significant damage to property
- Bullying
- Racism

- Thinking/calming time
- Reminder of our school rules - RRS
- Support to make a better choice
- Individual working space
- Catch up on missed work, in school or at home
- Miss all/part of break for a restorative conversation
- Making amends
- Parents/carers informed

### You must talk with an adult now

- Thinking/calming time in a different room
- Miss all/part of break for a restorative conversation with teacher/SLT/staff member
- Discussion with parents or carers
- Fix any damage or tidy any mess made

### Adults will make the decisions now

- SLT support may be sought
- Discussion with parents or carers
- Positive handling/restraint
- Formal restorative conversation, which may include parents
- Thinking time out of class. Mrs Penhale or a member of SLT will choose how long this will be for (internal suspension)
- Parents may be called to pick a child up early in the case of a serious incident, or if the right choices are not made to calm down
- Suspension/Exclusion

At Rossett Acre Primary School we follow the rules of

Ready  
Respectful  
Safe

We treat others the way we would want to be treated.

## Our Early Years Sunshine Rules

-  **We are kind**
-  **We listen**
-  **We look after property**
-  **We try our best**

