



BEHAVIOUR and RELATIONSHIPS POLICY 2025-26

Recommended by: JHI

Recommendation Date: September 2025

Ratified by: LAGB

Signed: 

Position on the Board: Chair of Governors

Ratification Date: 23rd September 2025

Next Review: September 2026

Policy Tier (School): Ipsley

Statement of Intent

Effective learning for all pupils is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging pupils to become responsible members of society. In order for us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team. We call this team 'Team Ipsley'.

Pupils at Ipsley C of E Middle School are expected to behave in a way which supports the school to be a pleasant, supportive and positive learning environment. Equally, well planned and engaging lessons are important in motivating pupils and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

Objectives of policy

The purpose of this policy is to clarify the expectations the school has for pupils' individual behaviour and conduct, and the roles and responsibilities of pupils, staff, parents and governors.

The behaviour procedures will outline how the Senior Leadership Team and other staff fulfil their responsibilities in a coherent and consistent way.

The behaviour guiding principles are outlined in detail in **Appendix A**

The behaviour expectations are outlined in detail in **Appendix B**

The behaviour procedures are outlined in **Appendix C**

The responsibilities of our different stakeholders are outlined in **Appendix D**

The procedures for investigating bullying, racist, sexist, homophobic, biphobic or transphobic incidents are outlined in **Appendix E**

The Legislation and statutory requirements of this policy are outlined in **Appendix F**

Definitions of key terms are outlined in **Appendix G**

Links with other policies are outlined in **Appendix H**

Evaluation and development of policy

The policy is developed through consultation with staff, pupils and governors. The policy should be considered in conjunction with other relevant policies such as the Anti-Bullying policy, the Child Protection and Safeguarding policy and the Exclusions policy. Pupils will be consulted about, and informed of, any changes to the policy.

Review cycle of policy

This policy will be reviewed by the Governors annually in accordance with the school's review cycle.

Appendix A: Behaviour Guiding Principles

At Ipsley C of E Middle School, we strive to create a community where we all flourish, following God's example by loving each other as He loves us. Together, we become the best versions of ourselves by being ambitious, courageous and kind, creating a community which can achieve anything we set our minds to.

We expect that pupils should always abide by three behaviour guiding principles:

- 1) Ready
- 2) Respectful
- 3) Safe

These three guiding principles encourage all pupils to conduct themselves in a way which demonstrates the best attributes and values of our school community. Pupils will actively and explicitly learn about these behaviour guiding principles throughout their time at Ipsley, and their importance to continued success in education and beyond.

The school's ethos and expectations are rooted in core Christian values. These underpin all aspects of our relationships, learning and behaviour. This behaviour policy is underpinned by the school's commitment to the Church of England's 'Vision for Education' (2016) and 'Valuing All God's Children' guidance (2019).

We are committed to fully supporting the mental health and wellbeing of pupils, and strive to be inclusive in all of our decision making. We strive to create equality of opportunity for all pupils to engage in creative, artistic, cultural and active enrichment activities.

Appendix B: Behaviour Expectations

B.1 Pupil Code of Conduct (see Home School Agreement and School Website)

I will:

- Be punctual, maintain excellent attendance, and display outstanding behaviour.
- Take pride in and wear full uniform every day. Be fully equipped every day for learning.
- Show consideration to others, my environment and community at all times.
- Co-operate with staff, pupils and visitors at all times. Participate fully in the ethos of Ipsley C of E Middle school.
- Apply myself fully to achieve or exceed my potential.
- Not stop anyone else from learning.
- Agree to attend additional sessions, including sanctions such as detentions, should my achievement, attendance or behaviour fall below agreed levels.
- Follow the Acceptable Use Policy when using ICT resources.

B.2 Off-site and online behaviour

Sanctions may be applied where a pupil has misbehaved off-site or online when representing the school, such as on a school trip or on the bus on the way to or from school. A sanction may be applied for misbehaviour where the child is wearing the school uniform or is in some other way identifiable as a pupil of the school.

Sanctions may be applied for misbehaviour at any time, including misbehaviour online, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school; or poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school.

B.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

Appendix C: Behaviour Procedures

C.1 Relationships and positive climate for learning

Relationships are key to creating positive learning environments. Teachers seek to form relationships with pupils in their care, as key emotionally-available adults within a child's life. These relationships are formed on the grounds of mutual respect, and are repaired following any ruptures where misbehaviour may have taken place.

Ipsley has five 'relentless routines' which are key to creating high levels of inclusive consistency across the school. These five routines are:

- Warm welcome
- Calm corridors
- Class countdown
- Positive praise
- Repair relationships

Ipsley has four Behaviour and Wellbeing Leaders, who are non-teaching members of staff, available throughout the school day to support positive climate for learning and support repairing relationships through positivity, proactivity and presence.

C.2 List of rewards and sanctions

Positive behaviour will be rewarded through the following non-exhaustive list:

- Verbal Praise
- Team Ipsley Points (TIPs)
- PRIDE points
- Letters, ePraise messages or phone calls home to parents/carers
- Special responsibilities/privileges
- Special rewards and trips
- Celebration assemblies

Poor behaviour will be sanctioned through the following non-exhaustive list:

- Classroom behaviour management techniques
- Behaviour demerit
- Restorative action
- Detention at break, lunchtime, or after school
- Pastoral detention
- Senior Leadership Team detentions
- Letters, phone calls home and/or meeting with parents/carers
- Parking
- Refocus
- Alternative Provision
- Offsite direction
- Suspension
- Exclusion

In KS2, parents will be notified of an afterschool detention via a phone call. In KS3, parents will be notified of a same day afterschool detention of 20 mins via Edulink. Parents will be notified of Pastoral detentions of 30 mins after school and Senior Leadership detentions of 45 mins-60 mins after school, 24 hours in advance, via a phone call.

Parents are expected to support detention processes and understand that their children will attend after school detentions if issued by the school. Where there is an agreed safeguarding concern which means a child could not safely be collected or make their own way home from school, the detention may be rescheduled to an appropriate day where this can be facilitated.

We may use the parking and/or refocus system in response to serious or persistent breaches of this policy. Pupils may be sent to parking/refocus during lessons if they are disruptive, and they will be expected to complete work during this time. Parents are expected to support parking and/or refocus processes and understand that their children will be parked and/or refocused if issued by the school.

Pupils who do not comply with sanctions for poor behaviour will be escalated through the behaviour system.

C.2 Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others (including pupils, staff or visitors)
- Damaging property

Incidents of physical restraint must:

- **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

C.4 Prohibited and Banned Items

Prohibited items, as determined by the Department for Education, include:

- Knives or weapons, including imitation weapons (such as BB guns or toys)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters or other smoking paraphernalia
- E-cigarettes, vapes or associated paraphernalia
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any prohibited items believed to be in pupils' possession will be managed in line with search and screen procedures. These items may not be returned to pupils but either disposed of, given to the police or returned to parents.

If mobile phones are brought to school, pupils will be required to hand their phone in at the beginning of the school day to their class teacher/tutor. They will be handed back to pupils at the end of the school day. Pupils will not be permitted to access their mobile phones on school premises, unless in extenuating circumstances and they have permission and supervision from a member of staff.

Banned items, as determined by the school, include:

- Laser pens
- Chewing gum
- Make up
- Aerosols
- Large quantities of sweets
- Fizzy drinks, hot drinks and energy drinks
- Toys not issued by staff at the school

These items may be confiscated from pupils and returned to pupils when school deems appropriate.

We will also confiscate any item which could disrupt learning. These items may be held by the school and will be returned to pupils when school deems appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

C.5 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 team, Safeguarding team and/or Behaviour and Wellbeing Team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs, including mental health needs, or external circumstances which could be adversely impacting their behaviour.

Where necessary, support and advice will also be sought from external agencies, medical practitioners and/or others, to identify or support specific needs.

Appendix D: Responsibilities of our different stakeholders (see also the Home-School Agreement)

D.1 The Local Academy Governing Board

The Local Academy Governing Board is responsible for reviewing and approving the written statement of behaviour expectations.

The Local Academy Governing Board will also review this behaviour and relationships policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

D.2 The Principal

The Principal is responsible for reviewing this behaviour and relationships policy in conjunction with the Local Academy Governing Board giving due consideration to the school's written statement of behaviour expectations.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

D.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Rewarding good behaviour

The middle and senior leadership team will support staff in responding to behaviour incidents and effective implementation of the policy.

D.4 Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school with the application of this behaviour and relationships policy, including agreeing pupils' attendance to after school detentions and SLT detentions
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Appendix E: Procedures for reporting bullying, racist, sexual, homophobic, biphobic and transphobic, incidents.

We aim to create a friendly, caring, Christian environment where each individual appreciates his/her positive part in the school and wider community.

E.1 Definition of Bullying

Bullying is an abuse of power – that is, a more powerful person or group will be intentionally causing harm, physically, emotionally, or psychologically, to a less powerful person or group. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying – there needs to be evidence of persistent victimisation over a period of time.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

E.2 Statement of Intent

At Ipsley C of E Middle School we are committed to providing a caring, friendly and safe Christian environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying, racism and homophobic issues of any kind will not be tolerated in our school. We are a reporting school. This means that anyone who knows of any incident or anything happening is expected to report and tell school staff. All children have an absolute right to be educated in a safe and secure environment. All pupils must be aware of the distress these incidents can cause and not be mere bystanders.

E.3 The School's Approach to Bullying, Racist, Sexual, Homophobic, Biphobic and Transphobic incidents

The school recognises the importance and value in dealing with the issue of bullying, racist, sexual, homophobic, biphobic and transphobic incidents. The school expects all members of its community to be aware of any incidence and know what action to be taken. There is no justification whatsoever for this behaviour and it should not be tolerated in any form. Bullying, racist, sexual, homophobic, biphobic and transphobic incidents/behaviour is an issue for both perpetrator and the victim. Both parties will be dealt with in positive and constructive ways which provide opportunities for change and development for the perpetrator and victim alike.

The school recognises and values the home / school partnership in dealing with these incidents. Effective management of these incidents is a shared responsibility involving all adults who work in school, pupils and parents.

The school has guidelines and actions to deal effectively with the victims and those responsible for bullying, racist, sexual, homophobic, biphobic and transphobic incidents detailed in the school anti-bullying policy.

E.4 Prevention

Keeping all pupils safe is a clear priority for our school. The issue of bullying, racist, sexual, homophobic, biphobic and transphobic incidents/issues will be addressed with pupils at a number of levels.

At a whole school level – through assemblies/Collective Worship, themed weeks, school council, Happy Healthy Safe pupil team, parent engagement etc.

At classroom level – during tutor time, as opportunities arise throughout delivery of the curriculum, through the PSHE curriculum.

At an individual level – pupils who are victims of bullying, racist, sexual, homophobic, biphobic and transphobic incidents will be offered additional support and guidance. Pupils who have instigated bullying, racist, sexual, homophobic, biphobic and transphobic incidents to others will be given strategies to enable them to bring their unacceptable behaviour under control and prevent further incidents.

School recognises that there are particular times when pupils may be more vulnerable to these incidents– lunch and break times, beginning and end of the school day and on the way to and from school. Reasonable adjustments can be made to reduce the risk of bullying, racist, sexual, homophobic, biphobic and transphobic incidents.

Pupils will be positively encouraged to talk to staff about incidents of bullying, racist, sexual, homophobic, biphobic and transphobic incidents. Pupils can also report any incidents to staff using the 'report a concern' function on ePraise.

Parents who believe their children are the victims of bullying, racist, sexual, homophobic, biphobic and transphobic incidents should report their concerns to school at the earliest opportunity and be prepared to work with school to keep their children safe in the future.

Similarly, if parents believe that their children are instigating bullying, racist, sexual, homophobic, biphobic and transphobic incidents, this information should be shared with school so that steps can be taken to address this problem and to prevent further incidents occurring.

E.5 Post Incident Response for Victims of Bullying

Full details of our response to bullying incidents are detailed in our anti-bullying policy. We offer a proactive, sympathetic and supportive response to the victims of bullying, racist, sexual, homophobic, biphobic and transphobic incidents. Each case will be taken on an individual basis. The exact nature of the response will be determined by the pupil's individual needs and may include: -

- Positive reinforcement that reporting the incident was the correct thing to do
- Sympathy and empathy
- Strategies to stop future incidents
- Befriending
- Assertiveness training
- Extra supervision and monitoring
- Creation of a Support Group
- Peer mediation / mentoring
- Informing and involving parents
- Arrangements to review progress
- Parents contacted daily or weekly to update on progress

Appendix F: Legislation, statutory requirements and policies

F1 Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Appendix G: Definitions

G.1 Misbehaviour is defined as:

- Disruption of your own learning
- Disruption of the learning of others
- Disrespectful behaviour towards others, including peers, staff and visitors
- Disrespectful behaviour during social times, including before or after school
- Disrespectful behaviour online
- Disrespectful behaviour towards the school environment
- Poor corridor conduct
- Non-completion of classwork or homework
- Poor attitude
- Non-compliance
- Incorrect uniform or equipment
- Poor attendance (without reasonable excuse) or punctuality (including being in the toilets or first aid room unnecessarily)

G.2 Serious misbehaviour is defined as:

- Persistent or serious disruption of your own learning
- Persistent or serious disruption of the learning of others
- Physical assault
- Aggressive or threatening behaviour
- Intimidation
- Jeopardising the health and/or well-being of pupils or staff
- Repeated breaches of the school behaviour policy
- Bringing the school into disrepute
- Any form of bullying or harassment both in school, outside of school or online.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual violence
- Sexual harassment
- Vandalism
- Damage to school property
- Theft
- Fighting
- Smoking

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- Drug or alcohol related incident
 - Use of offensive or abusive language
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any banned items (see Appendix C)
 - Possession of any prohibited items (see Appendix C)
 - Unsafe behaviour which may result in harm to themselves or others
 - Truancy
 - Defiance towards staff
 - Inappropriate use of mobile phone
 - Non-compliance with the school's sanctions system
 - Disrupting the smooth running of the school

These lists are non-exhaustive.