Positive Relationships and Behaviour Policy

Northfield Road Primary School

Approved by:	Gareth Ludlam
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At Northfield Road Primary School, we have an **overwhelmingly positive** and **deliberately calm** approach to behaviour which ensures all children can thrive in a safe, calm and happy learning environment. High standards of behaviour are promoted in every moment of every day, in every aspect of school life.

All staff are role models of positive behaviour and should always demonstrate high standards of readiness, respectfulness and safety. We know that the relationships we build with children are central to positive behaviour. All staff go out of their way to foster positive relationships with children and families to provide the foundations for good behaviour.

In order to promote these high standards of behaviour and ensure consistency, it is important we have a shared language that all staff use with our children.

Roles and Responsibilities

School Leaders:

- Be visible throughout the school day, including at the start and end, routinely engaging with pupils, parents and staff, setting and maintaining the behaviour culture so that everyone feels safe and supported.
- Ensure all staff understand the behavioural expectations and the importance of maintaining them.
- Ensure effective training for all staff to meet their duties and functions within the Behaviour Policy
- Collect, monitor and analyse behaviour data observing and acting on whole school, cohort and vulnerable group patterns and trends.
- Regularly review support and provision for vulnerable individuals.
- Ensure new staff are inducted and supported.
- Governors will regularly review the policy.

Pupils:

- Know and follow the School Rules of being Ready, Respectful and Safe.
- Follow the expectations of the Behaviour Policy.
- Adhere to our school values that are taught, modelled, reinforced and shared regularly, reflecting on their own behaviour.

Staff:

- To create a culture of exceptionally good behaviour through role modelling, explicitly teaching what positive behaviour looks like and ensuring the use of relentless routines.
- Regularly communicate and reinforce the different elements of a positive behaviour culture

- Respond promptly, predictably and with confidence to behaviours, to maintain a safe learning environment.
- Ensure the Behaviour Policy is followed consistently.
- Treat all children fairly and consistently, showing respect and promoting positive relationships.
- Ensure inclusivity, following positive coping plans to meet the needs of vulnerable pupils.
- Support pupils with the taking of responsibility for their own behaviour and any subsequent consequences.
- Immediately address and support, in line with school policy, any child who is demonstrating unwanted behaviours.
- Liaise with the Behaviour Lead for guidance regarding a pupil who may need support
- Liaise with external agencies as required.
- Keep behaviour records up to date, including CPOMS entries.
- Keep positive coping plans updated.
- To communicate with parents where necessary.

Parents/Carers:

- Take responsibility for the behaviour of their child both inside and outside of school.
- Work in partnership with the school to assist in the maintaining of high standards of behaviour.
- Have the opportunity to share any concerns directly with the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour in and out of school, including Adverse Childhood Experiences, for example domestic violence, substance misuse and bereavement, so that school can support.
- Attend parent meetings with their child's class teacher and/or Senior Leader
- Support school with any actions following any behavioural incidents or positive coping plans set by school, or in conjunction with external agencies.

Our School Rules

We are ready to learn and participate in school life.	✓ We are **ready** to listen, learn, work and play	**Why?** We know that being ready enhances our ability to make progress and experience success.
We are respectful to ourselves, others and the school.	✓ We are polite and **respectful** to everyone in our school community in our words and actions	**Why?** We know the importance of celebrating the difference in other children and treating them fairly.
We are safe in our actions and behaviours towards ourselves and others, both in and out of school.	✓ We think about the **safety** of ourselves and others in all our actions	**Why?** We know that being unsafe can cause danger that may hurt ourselves or others.

Visible Consistencies

At NRPS we use visible consistencies to promote safety and security; support routine and self-regulation; reinforce learning and skills; foster independence; enhance behaviour management and improve communication and understanding.

Meet and Greet	Children are greeted positively on the threshold by their teacher and/or teaching assistant.
Wonderful Walking	Children move around school in single file, facing forward, no talking, with purposeful walking (no gaps in line)
Legendary Lines	Children line up with everyone facing the front, with no talking
Super Sitting	If on the floor: legs crossed, hands resting on knees and facing the front. If on a chair: sitting upright, with all four feet of the chair on the floor, six feet including child's feet.
Active Listening	Focussing attention on the speaker and listening with the intent of understanding them fully. Giving full attention, making eye contact and stopping other things that you are doing.

Our Values

At Northfield Road, we have high aspirations for all our children and are committed to providing them with the opportunities, experiences and support they need to thrive socially, morally, personally and culturally. To develop pupils' character and prepare them for their future, we teach and encourage our children to become Aspirational Learners, Resilient Individuals and Positive Citizens. These values are at the heart of our school ethos and guide the way we learn, behave and treat one another.

Our values are introduced and reinforced through assemblies and are embedded throughout everyday school life - in classrooms, corridors, on the playground and in the dinner hall. We encourage our children to believe in themselves, embrace opportunities and strive to achieve their very best; face challenges with courage, determination and confidence; and show kindness, contribute to their community and make a positive difference wherever they go.







Recognition and Rewards

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

At Northfield Road, we believe that praise, positive actions and reward best promote good behaviour.

Verbal Praise	The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition.
Recognition Boards	Children's names will be moved onto recognition boards when they have exhibited target behaviours. The aim should always be for the whole class to get on the board to create the feeling of a team effort

	with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on.
Stickers	Stickers will be given out to children for following our school rules or displaying our values. **All** staff members can give these out so that children understand their good behaviour extends beyond the classroom.
Good News Notes	Good news notes will be sent home regularly to share positive messages. **All** staff members can give these out so that children understand their good behaviour extends beyond the classroom.
Awards Assembly	Certificates are awarded to children during Friday's House assembly. The children are selected for a 'Recognition Award', and an 'Above and Beyond Award'. The 'Above and Beyond Award' needs to be sincere in order to keep its value, therefore they are not always allocated on a weekly basis.
Mega Massive Monday	Children nominated for the 'Above and Beyond' award will be invited to have juice and biscuits with the Headteacher/Deputy Headteacher/ Behaviour Lead following the Awards Assembly on Friday.
House Points (Class Dojos)	House Points will be awarded to children who demonstrate our school values. All staff members can award House Points to recognise positive behaviour, effort, resilience, kindness and contribution to the school community. To ensure a consistent currency across the school, House Points must be awarded in line with the agreed criteria and thresholds set out in the House Point Currency Appendix (Appendix X). Staff should make clear to children which school value and behaviour is being recognised when points are awarded. House Points contribute towards each child's House total, encouraging children to take pride in their individual achievements while contributing positively to their wider House team.

Our Behaviour Pathway

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Consequences need to be immediate, short and appropriate for the behaviour. It should be aimed only at the behaviour and not the child.

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

When managing behaviours in the classroom, staff should always use a measured, gentle approach (emotion coaching); referring to the child by name; lowering themselves to the child's physical level; making eye contact when appropriate to do so; delivering the required message; and then leaving the conversation to allow the child 'take up time'.

Adults must not be drawn into and/or respond to secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Our 'Default' Approach

In the first instance of unwanted behaviour (failure to follow our school rules), an adult will remind the child of the expected behaviour using positive reinforcement and non-verbal clues. E.g. I am expecting everyone to be showing me their active listening. (Then praise other children who are modelling the expected behaviour to reinforce this). Where appropriate staff may need to use visual cues or model the expected behaviour. We should aim to follow this 'Default Approach' for as long as possible before moving to Step 1.

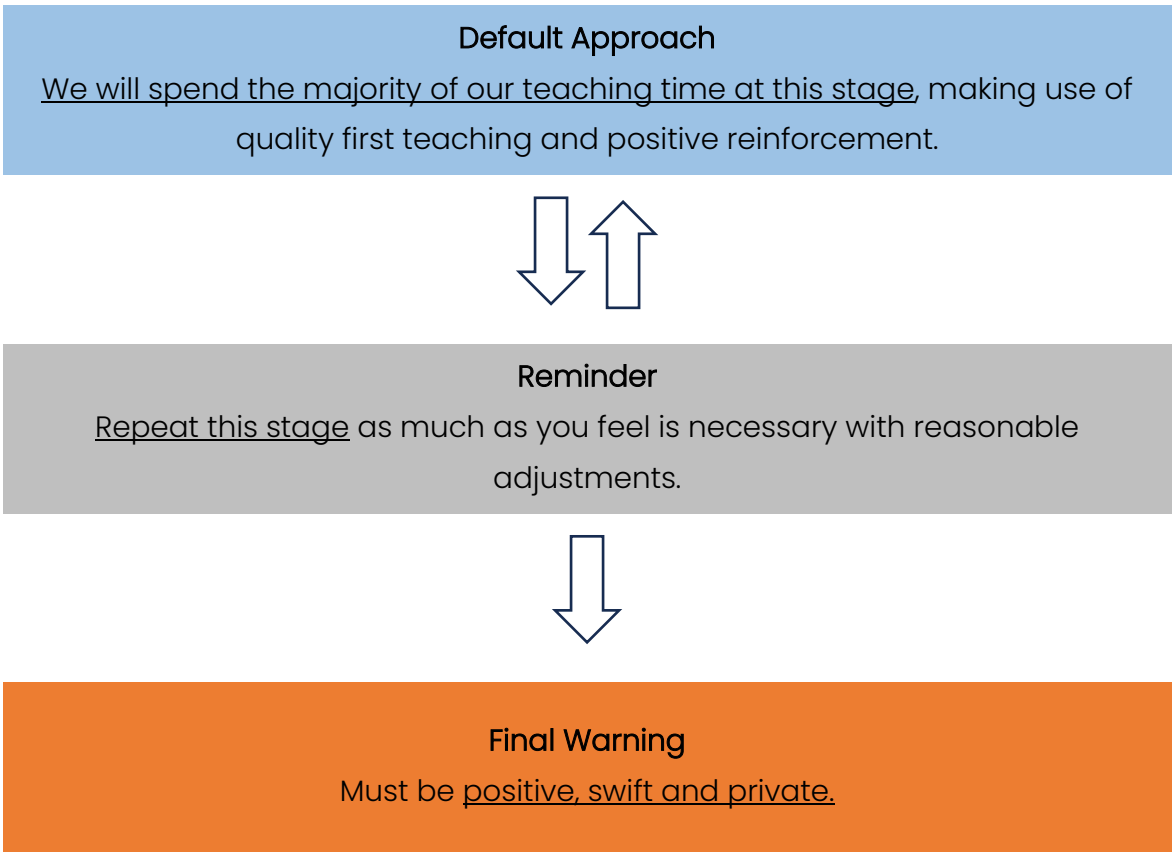
On some occasions our 'Default Approach' may not work. When that is the case staff can use the following steps. It is important to remember that these steps are not a flow chart. If Step 1 is required, we should always aim to revert to the 'Default Approach'. E.g. after a child has received a Reminder, they may not then require a Final Warning, instead praising another child for the expected behaviour may be enough to refocus that child. Our 'Default Approach' should be used in between steps.

Step 1	Reminder	A reminder of our school rules. *I've noticed that…* *It's our school rule about being ready/respectful/safe that you've broken.* *Please show me…* *Thank you for listening.* *E.g. 'I've noticed that you're running in school. It's our school rule about being safe that you've broken. Please show me 'fantastic walking'. Thank you for listening.* Repeat reminders if reasonable adjustments are necessary.

Step 2	Final Warning	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second micro-script. *I've noticed that…* *It's our school rule about being ready/respectful/safe that you've broken.* *This is the second time I have spoken to you/had to remind you.* *(Insert child's name) if you choose to break our school rules again, I will ask you to move to/go to the reflection area/another classroom.* *Remember last week/yesterday/last lesson when you… (discuss and frame positive behaviour)* *That's the (active listening/fantastic walking etc.) I need to see. Thank you for listening.* *E.g. I've noticed that you are not ready to do your work. It's our school rule about being ready that you've broken. This is the second time I have spoken to you. (Insert child's name) if you choose to break our school rules again, I will ask you to move to the reflection area. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.*
Step 3	Reflection Time (Record on CPOMS)	Reflection time is a short time (in the reflection area/another classroom) for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Each class will have a box in its reflection area with tools to support the child in re-regulating. *I've noticed that…* *It's our school rule about being ready/respectful/safe that you've broken.* *You need to move to/go to the reflection area/another classroom.* *I'll come and speak with you when we are both ready.* *E.g. I've noticed that you are continuing to use rude words. It's our school rule about being respectful that you've broken. You need to move to the reflection area. I will come and speak with you when we are both ready.*
Step 4	Restorative Conversation (Record on CPOMS)	Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with the tools they need to avoid similar incidents occurring in the future. Restorative questions are used to support post-incident meetings and conversations. Pupils are coached and encouraged to take responsibility for their behaviours. They work with a member of staff to understand why their behaviours are not positive, then decide how the pupil can put things right and react differently the next time.

		School staff use the restorative conversation book (Learning from Mistakes)

Remember: Our approach to behaviour is not a one-way flowchart.



'It is not the severity of the sanction that is important; it is the certainty that this follow-up will take place.' Paul Dix

When the child returns for the next session or from the reflection time, they return to the reminder stage.

For dangerous or severe behaviour (which you don't feel can be handled at class teacher level):

Step 5	SLT Consequence (Record on CPOMS)	Persistent defiance, Physical aggression to peers/staff, Swearing, Racial/Sexual/Homophobic Language, Theft, Bullying. *Most children demonstrating these behaviours will have a Positive Coping Plan and staff should follow this in the first instance.* Possible sanctions at this step include: SLT member meeting with parents, Time out in isolation for AM/PM/Lunch,

		Behaviour record, Lunchtime suspension, Fixed term suspension.

Positive Coping Plans

Some children may require a Positive Coping Plan. This is a long-term supportive measure. Positive Coping Plans are created when patterns of behaviour are identified. The plan is created collaboratively with key adults and wherever possible the child. A Positive Coping Plan focusses on identifying triggers and recognising signs that the child is becoming dysregulated. Agreed actions are put in place to support the child to return to a calm state. As these plans focus on recognising behaviours they are often used alongside the Zones of Regulation – this enables the pupil to learn to self-regulate.

Children with additional needs

Our positive relationships and behaviour policy has been developed with external support from Dudley SEND team. We recognise that behaviour is a form of communication that a pupil's behaviour may be impacted by a special educational need or disability (SEND). When a behaviour incident arises involving a child with SEND, we consider it in relation to the pupil's SEND, although we do recognise that not every behavioural incident will be due to their need. Each decision will be made on an individual basis. When dealing with a behavioural issue from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- Ensuring that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential (Department for Education 2015)

To meet these duties, the school will, as far as possible, anticipate likely behaviour triggers, and implement supportive intervention to prevent these from occurring. Any preventative measures will take into account the specific needs and requirements of the individual pupil, such as:

- Adjusting seating plans to allow a pupil with ADHD or ASD to be away from environmental distractions or individuals with visual or hearing impairments to be seated at the front of an environment.
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Use of breakout areas where pupils can regulate their emotions during a moment of sensory overload.
- Training for staff in understanding conditions, such as autism.

Possible adaptation of sanctions for pupils with SEND, when considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Did the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', then it would be unlawful to sanction the pupil for the behaviour. As a school we will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.
For pupils with an Education, Health and Care Plan (EHCP):

- The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Training

We understand that some pupils may exhibit challenging behaviour due to additional needs, emotional issues, or personal circumstances. As part of their induction process and Continuing Professional Development, our staff receive regular training on managing behaviour, including strategies such as Emotion Coaching, to ensure they can provide appropriate support. Behaviour management is a key aspect of ongoing professional development, with training needs identified through behaviour monitoring and staff self-assessment. Training is delivered by school leaders, educational psychologists, the Behaviour Support Team, or other relevant external agencies, depending on the situation.

Mobile Phones

At our school, we understand that some older children may need to bring a mobile phone for safety reasons when travelling to and from school. Therefore, only pupils in Year 6 are permitted to bring a mobile phone onto the school premises. Upon arrival, these phones must be handed in and securely stored in the school office for the duration of the school day. Phones will be returned to pupils at the end of the day.

Dealing with Serious Incidents

Confiscation of Banned Items

Using searching, screening and confiscation powers appropriately, as noted in the DFE guidance Searching, screening and confiscation – advice for schools, is an important way to ensure pupil and staff welfare is protected; and helps establish an environment where everyone is safe and pupils can learn and thrive. The Headteacher and any designated staff member have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession. Any searching of a pupil will be implemented in a consistent, proportionate and fair manner, with reasonable adjustment being made regarding the age or needs of the pupil. Any pupil being searched will be informed of how and why the search is taking place, giving them the opportunity to ask any questions.

At Northfield Road Primary School, the prohibited items list contains:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes/cigarette papers/vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or cause personal injury to any person (including the pupil themselves), or damage to property

This is not an exhaustive list.

Any search carried out by an authorised member of staff will be recorded on the school's safeguarding reporting system (CPOMS) including whether or not an item has been found. This will allow for the identification of any possible risks and initiate a safeguarding response if required.

Parent/carers will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as possible. They will be informed of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Child on Child Abuse

Following a reported child-on-child sexual violence or sexual harassment offline or online, Northfield Road Primary School follows the general safeguarding principles set out in Keeping Children Safe in Education 2023(DfE), particularly Part 5.

The Designated Safeguarding Lead (or deputy) will decide on the initial response, with each incident being considered on a case-by-case basis.

At Northfield Road Primary School, sexual violence and sexual harassment are never acceptable, and will not be tolerated; pupils whose behaviour falls below expectations will be sanctioned.

We will not accept and will never normalise sexually abusive language or behaviour by treating it as 'banter', as an inevitable fact of life or an expected part of growing up. We vigorously promote high standards of conduct between pupils and staff; consistently demonstrating and modelling manners, courtesy and respectful relationships.

Sexually inappropriate behaviour is assertively dealt with to prevent the behaviour potentially manifesting into more challenging, abusive and/or violent behaviour in the future. Abuse that occurs online or outside of the school will be treated equally seriously.

We believe that It is essential that all victims are listened to, reassured they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward. It is crucial that a victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

At Northfield Road Primary School, pupils are aware that there is always a trusted adult that they can speak to, with a Designated Safeguarding Lead will contact support services, such as Children's Social Care and possibly the police if appropriate.

If any reports of sexual abuse or harassment are proven to be deliberately invented or malicious, then we will consider whether disciplinary action is appropriate. As a school, if there is a need to challenge inappropriate language and behaviour between pupils, this will become a focus through assemblies and class discussion.