

# North Denes Behaviour and Relationship Policy

## *Ready | Respectful | Safe*

*'The foundation of every school must be excellent behaviour.'* (Paul Dix, 2017).

At North Denes Primary School, we recognise that wellbeing and behaviour are inextricably linked. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on pupils' well-being increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school. We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We expect all stakeholders to recognise both their rights and responsibilities.

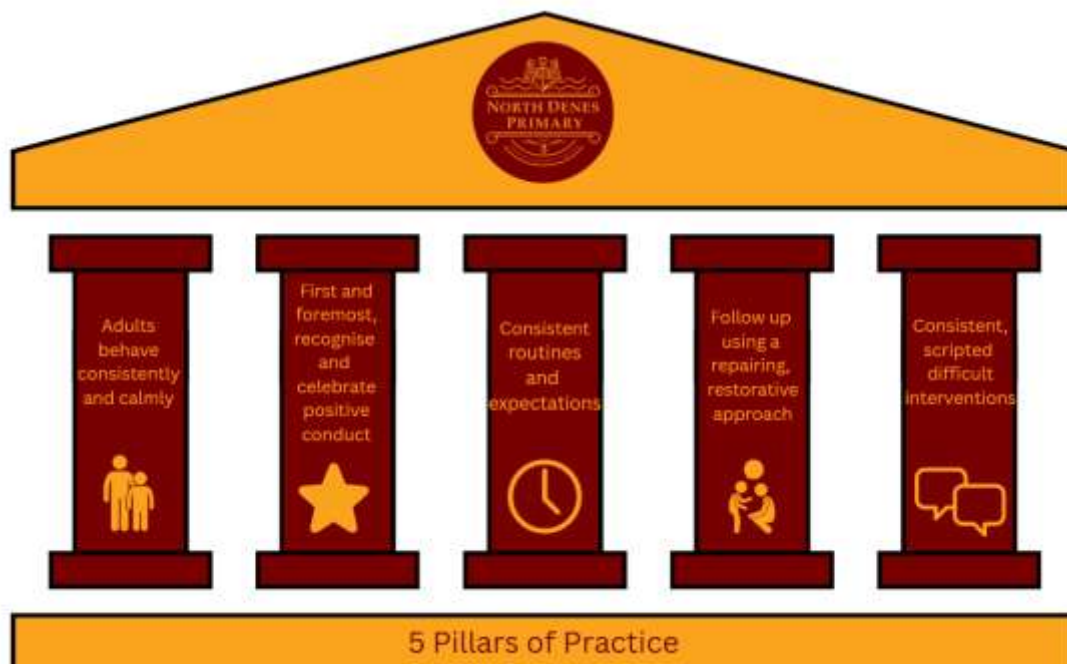
The fundamentals of our behaviour approach are to be positive, proactive, purposeful, consistent, collaborative and clear.

### **Aims:**

- To provide a clear and consistent framework for positive behaviour at North Denes Primary School which enables all pupils to thrive and reach their potential and is proactive and responsive
- To help learners take control of their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care and empathy for others
- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of our expectations.

### **Purpose:**

- To recognise behavioural norms: that we experience different emotions and these impact our behaviour
- To enable pupils to thrive and learn in an environment that is purposeful, positive and safe
- To help pupils develop self-esteem and self-discipline



- To teach positive behaviour that sets the benchmarks for success - for now and in the future. We will do this through recognising and reinforcing behaviour expectations. Clear boundaries, consistent practice and positive interventions will enable all stakeholders to meet expectations.

### Expectations and Responsibilities:

At North Denes Primary School, we will...

Children / Parents / Staff		
Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>● Be ready to learn</li> <li>● Be ready to engage</li> <li>● Be ready to be challenged</li> </ul>	<ul style="list-style-type: none"> <li>● Respect yourself</li> <li>● Respect each other</li> <li>● Respect our school and community</li> </ul>	<ul style="list-style-type: none"> <li>● Keep yourself safe</li> <li>● Keep others safe</li> <li>● Ask for help if you feel unsafe</li> </ul>

### Recognition and Reward:

Our policy aims for pupils to recognise and respect their ability to self-regulate, the need to behave appropriately and the benefits of doing so. This links directly to pupil wellbeing and the PSHE curriculum, in that it enables pupils to have the skills to reflect and modify their behaviour.

Positive approaches to behaviour are key to the success of this policy: first and foremost, we recognise and celebrate positive behaviour.

Examples of recognition:

- Verbal praise / reinforcement - from all staff to all pupils
- Feedback to parents: face-to-face; email; phone calls
- ClassDojo notifications

Examples of rewards include:

- Gold Book certificate
- Star of the Week certificates
- Class reward system: bingo board; reward jar; secret student day
- Postcards home
- Use of ClassDojo to reward positive behaviour - individual or class-based

### Day-to-day management of behaviour:

Proactive and preventative	Responsive
<ul style="list-style-type: none"> <li>❖ Acknowledge the positive</li> <li>❖ Clear and consistent routines and consequences</li> <li>❖ Visual timetables</li> <li>❖ Consistent expectations and routines around the school site, e.g. walking on the left</li> <li>❖ Environmental reminders: morning boards, behaviour posters, assembly focus</li> <li>❖ Workboxes</li> <li>❖ Scaffolded / challenging tasks</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reminders of behaviour expectations</li> <li>❖ Strategic ignoring of low-level behaviour</li> <li>❖ Use of time-out / walks to regulate</li> <li>❖ Limited choices</li> <li>❖ Use of scripts</li> <li>❖ Everyday consequences e.g. time at break / lunch time; finishing work at home</li> <li>❖ Communicate with families</li> </ul>

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❖ Chunking of time: use of 'Now and Next' boards, build in breaks	
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### Managing repeated or challenging behaviour:

- Refer to Behaviour Management Procedure
- Restorative conversation between the staff member and pupil involved

All serious - red line - behaviours must be reported to SLT as soon as possible. Consequences may include internal / external or permanent exclusion, at the discretion of the Headteacher (or the deputy).

**Red line behaviours will be considered on an individual basis.** Behaviours may include persistent refusal to complete tasks; disruptive behaviour which impacts the learning of others; bullying; racism; physical assault; damage to school property or other serious offences.

### Restorative practice:

Restorative practice aims to understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious) and that staff / pupil relationships are key in supporting pupils to self-regulate.

North Denes Primary School uses restorative practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (North Denes Primary School Behaviour Blueprint) and on the back of staff lanyards. In all cases, we will speak to all those involved in order to establish the truth of a situation: a 'cooling down' period may be part of this. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the Behaviour Management Procedure.

Staff will use reflective questions with visual support to walk through situations. The key message is always on 'What impact has this had on myself and others? What can I do to put it right? What can I do differently next time?' In this way, we work together with children and parents to ensure that children thrive.

### Recording and monitoring of behaviour

- Staff record incidents on CPOMS. In the first instance, staff to follow-up in line with our Behaviour Policy, including informing families. Where more significant incidents occur, or behaviour becomes persistent, the Inclusion Team should be notified (via CPOMS). This will be monitored on a weekly basis. For **red-line behaviours**, SLT should be notified verbally and as soon as possible.
- For those children who persistently struggle to regulate their behaviour, a behaviour plan will be written by the Inclusion Team, alongside the class teacher and TA. Where appropriate, the model of Assess-Plan-Do-Review will be used.
- Families should be kept informed in a timely manner - either face-to-face, by telephone or via email / Arbor.
- Behaviour will be monitored during the weekly Wellbeing Team meeting. This will be reported to governors on a half-termly basis.

The school expects every member of the school community to behave with consideration towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible

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and increasingly independent members of the school community.

The Norfolk Steps approach - de-escalation - is used by all staff (physical intervention where necessary is used by SLt and the Inclusion Team) at North Denes Primary. All staff receive regular training to ensure that this approach is consistent.

The school is in agreement with the Norfolk County Council guidelines on Racial Equality and Inclusion and has adopted the recommended system for recording racist incidents: see the Racial Equality scheme. A log is kept on CPOMs.

**This policy will be reviewed termly for the first year and then annually.**

**Statutory guidance:**

- <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This policy references the approaches we will use and the research which underpins it, taken from Trauma Informed Schools training. These include PACE (Playfulness, Acceptance, Curiosity and Empathy); ACES (Adverse Childhood Experiences) and Norfolk Steps.

## Appendix A - Adult stakeholders expectations

### **All Staff**

We expect all staff in our school community to:

- Take ownership for the expectations of themselves and the children in their care
- Meet and greet the children in their care
- Use a consistent approach (inc scripts where necessary)
- Model positive behaviour and build relationships
- Be calm and give 'take up time' when using stepped strategies
- Follow up every time: retain ownership and engage in reflective, restorative dialogue with children
- Record all incidents including positives, on CPOMS
- Never walk past or ignore children who are presenting with challenging behaviours.

### **Senior Leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation; rather they are to stand alongside colleagues to support, guide, model and show a unified consistency for children.

Senior leaders will:

- Welcome all children and families
- Be a visible presence around the school site: either on the school gate or in 'Soft Start' in the morning; in the dinner hall at lunch times and available at the end of the day if required.
- Encourage use of consistent routines, positive notes and phone calls
- Celebrate children and staff whose effort goes above and beyond expectations
- Regularly share good practice
- Support adults in restorative conversations when required
- Ensure adult training needs are identified and targeted
- Support parents where appropriate

## **Appendix B: Restorative Practice:**

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To change behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalised. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process. The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

### **Restorative Questions**

1: To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right? How can we do things differently in the future?

2: To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?

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- How has this affected you and others?
- What has been the hardest thing for you?
- What will help you to move on from this?

#### **Appendix C: Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- The behaviour relational policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.