

Relational Behaviour Policy 2026 2027

Nothing is beyond our reach!

Policy Information

Item	Details
Policy Name	Relational Behaviour Policy
Policy Owner	Headteacher
Approved By	Governing Board
Date Approved	Autumn 2026
Review Date	Autumn 2027

Vision Statement

Nothing is beyond our reach!
Care and challenge engage and motivate us!
Praise reassures and supports us!
Successes are celebrated and built on!

At Norton Community Primary School, we are committed to providing a caring, safe, inclusive and respectful environment where every child feels valued and able to achieve their full potential.

1. Vision and relational principles

At Norton Community Primary School, we believe that learning happens best when there are strong, trusting relationships between pupils, staff, parents and carers, and the wider community. We aim to provide a calm, safe, inclusive, and supportive environment in which pupils want to attend, learn and thrive, and are explicitly taught what good behaviour looks like.

Our relational approach combines warmth, consistency and repair with clear boundaries and high expectations. Being relational does not mean an absence of consequences. Adults respond calmly and proportionately, seek to understand what behaviour may be communicating, protect the safety and learning of others, and help pupils take responsibility and repair relationships.

2. Aims

- Create a safe, predictable, and inclusive culture across Langton Road and Grove Street.
- Teach and reinforce the behaviours pupils need to succeed personally, socially and academically.
- Maintain high expectations through the simple whole-school language: Ready, Respectful, Safe.
- Recognise positive behaviour, effort and contribution.

- Respond to behaviour consistently, fairly, proportionately and relationally.
- Consider safeguarding, SEND, disability, communication, sensory, medical and mental-health needs when behaviour may communicate an unmet need.
- Work in partnership with parents and carers and, where appropriate, external agencies.
- Use suspension and permanent exclusion lawfully and only in accordance with current statutory guidance.

3. Statutory and guidance framework

This policy should be read alongside current Department for Education guidance, including Behaviour in Schools; Keeping Children Safe in Education 2026; Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026); Searching, Screening and Confiscation; and Use of Reasonable Force in Schools. It also operates alongside the Equality Act 2010 and the school's duties in relation to SEND and safeguarding.

KCSIE 2026 has been in force since 1 September 2026. Safeguarding concerns, including child-on-child abuse and harmful sexual behaviour, must be addressed through safeguarding procedures and not treated solely as behaviour incidents.

4. Our expectations: Ready, Respectful, Safe

Expectation	Pupils show this by	Adults support this by
Ready	Arriving prepared to learn; listening; following routines; engaging with learning and asking for help when needed.	Teaching routines explicitly, preparing pupils for transitions and making reasonable adjustments where needed.
Respectful	Speaking and acting with kindness; listening to others; respecting differences, property, staff and peers.	Modelling calm, respectful language; challenging prejudice and maintaining dignity during correction.
Safe	Keeping hands, feet, objects and words safe; using technology appropriately; telling an adult about concerns.	Supervising well, responding promptly to risk and safeguarding concerns, and maintaining clear boundaries.

5. Rights and responsibilities

Everyone in our school community has the right to feel safe and comfortable, to be treated with respect, to learn without unnecessary interruption, to communicate and be listened to, to have achievements recognised, and to use a well-cared-for environment. Everyone also has a responsibility to protect these rights through their words and actions, including online and outside school where behaviour affects members of the school community.

6. Roles and responsibilities

The Headteacher and senior leaders

- Establish and sustain the behaviour culture and ensure this policy is implemented consistently across both sites.

- Make decisions about suspension and permanent exclusion in accordance with statutory guidance.
- Monitor behaviour, safeguarding and equality patterns and ensure appropriate support is commissioned.
- Ensure staff receive induction, training and ongoing professional development.

Staff

- Be calm, consistent, rational and professionally curious about behaviour.
- Teach, model and reinforce **Ready, Respectful, Safe**.
- Use the stepped relational response and reasonable adjustments.
- Record persistent or serious incidents accurately on CPOMS and pass safeguarding concerns immediately to the DSL/deputy DSL.
- Avoid discussing a pupil's behaviour publicly or in front of peers.

Pupils

- Follow Ready, Respectful, Safe and school routines.
- Take increasing responsibility for choices and their impact.
- Engage honestly in reflection and repair where appropriate.
- Tell a trusted adult if they feel unsafe or worried.

Parents and carers

- Work in partnership with school and reinforce high expectations.
- Share information that may affect a child's wellbeing or behaviour.
- Engage with meetings, support plans and reintegration arrangements where required.

Governing Body

- Monitor the effectiveness, fairness and impact of the policy, including patterns affecting vulnerable groups.
- Fulfil its statutory responsibilities in relation to suspensions and permanent exclusions.

7. Teaching positive behaviour

Good behaviour is taught, not assumed. Staff explicitly teach routines, expectations and the language of Ready, Respectful, Safe. Expectations are revisited after holidays, during transitions, following incidents and when a pupil needs additional teaching or practice. PSHE/RSHE, assemblies and the wider curriculum support pupils to learn self-regulation, empathy, respect, online safety, healthy relationships and how to seek help.

8. Recognition and positive reinforcement

Positive behaviour, effort, progress and contribution are noticed frequently and specifically. Recognition aims to build intrinsic motivation while celebrating success.

- Personal Points linked to positive choices and achievement.
- House teams: Sun, Earth, Fire and Water, with points contributing to the annual House Cup.
- Specific verbal praise and positive feedback.
- Good Work certificates and opportunities to share work in assembly.
- Reading, Writing and Maths Champions.
- Stickers, Star of the Day/Week and recognition linked to Norton Values.

- Class-based recognition and occasional collective rewards, where these are inclusive and do not remove entitlement to the curriculum.

9. Responding to behaviour

Adults seek compliance, regulation, learning and resolution rather than confrontation. Corrections should normally be brief, private where possible, and delivered calmly. Pupils should be given appropriate take-up time. Responses are proportionate to the behaviour, its impact, the pupil's needs, prior support and any safeguarding considerations.

10. Norton stepped relational response

Stage	Response
1. Reminder	Privately, where possible: "I notice... This is a reminder that we need to be Ready/Respectful/Safe. You now have the chance to make a better choice. Thank you for listening." Allow take-up time.
2. Warning	Name the behaviour and the expected behaviour. Remind the pupil of a previous success where helpful. Explain the likely next step if the behaviour continues, then allow take-up time.
3. Last chance	State clearly that this is the last opportunity to reset. A brief restorative conversation or completion of missed learning may be arranged at an appropriate time.
4. Regulation/reset in class	The pupil may move to a designated place in the classroom for approximately 5–10 minutes to regulate and continue an appropriate task. The adult checks back and supports successful return.
5. Supported reset in another agreed space/class	Where disruption continues, the pupil may complete learning in an agreed supervised space/class for the remainder of the lesson. The class teacher provides work and follows up with the pupil. Parents may be informed where appropriate.
6. Senior support/removal	Where behaviour remains seriously disruptive or unsafe, a senior colleague may support removal to an appropriate supervised space. Learning must be provided as soon as reasonably possible. The incident is recorded on CPOMS where persistent or serious. A reintegration/repair conversation is arranged.

The sequence is a framework, not a requirement to progress mechanically through every stage. Serious, unsafe or safeguarding-related incidents may require immediate senior or safeguarding intervention.

11. Playtimes and lunchtimes

Ready, Respectful, Safe applies at playtime and lunchtime. Adults use the same relational language and graduated response. Where a pupil needs a short reset, this should be supervised and followed by a check-in. Serious or persistent incidents are shared with the class teacher/SLT and recorded where required. Pupils must not be left unsupervised as a behaviour consequence.

12. Urgent assistance: Red Card

The Red Card is an urgent assistance and safety mechanism, not a punishment. It may be used where there is immediate risk, serious violence, serious verbal aggression/defiance creating a safety risk, or persistent disruption that cannot safely be managed within the classroom. The office will arrange prompt assistance and alert senior staff where required. Staff should use professional judgement and prioritise the safety of all pupils and adults.

13. Restorative and relational practice

Following an incident, and only when it is safe and appropriate, staff help pupils understand what happened, who was affected, what needs to happen next and how a different choice could be made in future. Restorative work is not forced and must never place a child who has experienced harm in an uncomfortable or unsafe situation. Safeguarding decisions take priority over restorative practice.

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected and how?
- What do you need now?
- What could help put things right?
- What will you do differently next time?

14. SEND, disability and reasonable adjustments

Behaviour may be a form of communication. Staff consider whether SEND, disability, speech and language needs, sensory differences, trauma, medical needs, mental health or other contextual factors may be contributing. The school will make reasonable adjustments where required and avoid a one-size-fits-all response.

Where behaviour is persistent, the class teacher, SENCO and SLT may use observation and monitoring, pupil and parent voice, SEND Support Plan targets, regulation strategies, external advice and risk/support plans. Adjustments do not remove boundaries or the school's duty to protect others, but they may change how expectations are taught, supported and responded to.

15. Safeguarding, child-on-child abuse and harmful sexual behaviour

All staff recognise that abuse can occur between children. Sexual harassment, sexual violence, harmful sexual behaviour, bullying, prejudice-based behaviour and online abuse can be safeguarding concerns. Sexism and misogyny must be challenged early and not dismissed as banter or ordinary poor behaviour.

Reports are taken seriously, handled in a child-centred way and referred to the DSL/deputy DSL in accordance with the Child Protection and Safeguarding Policy. The wishes and safety of the child who has experienced harm are considered. Safety planning, parental involvement and referrals to Children's Social Care or the Police will be considered where appropriate. Restorative meetings are not used where they would create additional risk or distress.

16. Bullying and prejudice-related incidents

Bullying is taken seriously and investigated carefully. Friendship difficulties or one-off disagreements should not automatically be labelled bullying, but repeated or targeted harm must be addressed. Incidents involving racism, disability discrimination, homophobic, biphobic or transphobic abuse, religion or belief, sexism or misogyny and other prejudice are challenged, recorded appropriately and monitored for patterns. Safeguarding concerns are referred to the DSL.

17. Behaviour outside school and online

The school may respond to behaviour outside the premises, including online behaviour, where it is connected to school, threatens another pupil or member of staff, could adversely affect the orderly running of the school, creates safeguarding concerns, or may damage the school's reputation. Any disciplinary response will be lawful, reasonable, fair and proportionate and will take account of the individual circumstances.

18. Prohibited items, searching and confiscation

Pupils should not bring items that are unsafe, unlawful, disruptive or prohibited by school rules. This includes cigarettes/vapes, illegal substances and weapons or items intended to be used as weapons. The school also normally restricts sweets/chewing gum, fizzy/energy drinks, jewellery other than permitted watches/stud earrings, valuable possessions and mobile phones unless agreed for a specific reason.

Searching, screening and confiscation will be managed in accordance with current Department for Education guidance and safeguarding procedures. Where an item is retained, disposed of or passed to another agency, staff will follow the relevant legal and school procedures.

19. Reasonable force and physical intervention

There are circumstances in which reasonable force may be used to prevent harm, disorder or serious damage. Any force used must be no more than is necessary and proportionate to the circumstances. Staff consider carefully the additional vulnerability of pupils with SEND, disabilities or medical conditions and any reasonable adjustments.

Where practicable, trained staff should lead planned restrictive interventions. In an emergency, the law does not require a member of staff to hold a particular qualification before using reasonable force to prevent immediate harm. Physical intervention is recorded and reviewed in accordance with school procedures, parents/carers are informed where appropriate, and safeguarding concerns are reported to the DSL.

20. Suspensions and permanent exclusions

Only the Headteacher, or the person lawfully acting in that role, can suspend or permanently exclude a pupil. The school uses the statutory terms suspension and permanent exclusion.

Suspension may be considered where behaviour warrants it and other approaches are not appropriate or have been exhausted. Permanent exclusion is a last resort and will only be considered where the statutory test is met. Decisions are made on the individual facts and circumstances and must be lawful, reasonable, fair and proportionate. The pupil's views, SEND/disability, safeguarding context and relevant evidence are considered.

The school will not operate an automatic tariff in which a particular behaviour inevitably results in suspension. Serious violence, threats, persistent, serious disruption or other conduct that places people at risk may, however, lead to suspension or, in the most serious circumstances, consideration of permanent exclusion. Education will continue during suspension in accordance with statutory requirements.

21. Reintegration

After a suspension or significant removal from class, the school will support a positive return. A reintegration conversation or meeting will normally clarify expectations, consider what support or reasonable adjustments are needed, agree practical next steps, and ensure the pupil understands how relationships and learning will be restored. Parents/carers will be involved when appropriate.

22. Managed moves, off-site direction and Alternative Provision

Alternative Provision is not used simply as a punishment. Any off-site direction, managed move or alternative placement will be considered only for legitimate educational, behavioural, safeguarding or support purposes and in accordance with statutory requirements and North Yorkshire arrangements. Parents/carers and the pupil will be involved as required. Managed moves and off-site direction must not be used to circumvent the statutory exclusion process.

23. Working with parents and carers

Families are important partners. Staff communicate concerns early, listen to contextual information and agree support wherever possible. Where three significant/persistent incidents are recorded within a half term, the class teacher and a member of SLT will normally invite parents/carers to review patterns and support. Leaders may bring this meeting forward where concerns are serious or repeated.

24. Recording and monitoring

Persistent disruptive behaviour, serious incidents, safeguarding-related behaviour, bullying and prejudice-related incidents are recorded on CPOMS in a factual and proportionate way. Records should capture the behaviour, context, action taken, impact, support offered and follow-up. Safeguarding records follow the school's safeguarding procedures.

SLT and governors monitor patterns and disproportionality, including for pupils with SEND, disadvantaged pupils, children with a social worker and pupils with protected characteristics. Information is used to evaluate provision and staff practice, not simply to count incidents.

25. Professional development

Staff induction and professional development will support consistent implementation of this policy, including relational and restorative practice, de-escalation, SEND and reasonable adjustments, safeguarding, child-on-child abuse and harmful sexual behaviour, prejudice-related incidents, and statutory requirements relating to suspension, exclusion and reasonable force.

26. Linked policies

- Child Protection and Safeguarding Policy
- SEND Policy
- RSHE/PSHE Policy
- Online Safety Policy
- Anti-Bullying arrangements
- Attendance Policy
- Equality information and objectives
- Staff Code of Conduct
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy

27. Review and shared commitment

This policy applies across Norton Community Primary School and both sites. It will be made available to staff, governors, parents/carers and pupils in an accessible form. Leaders will seek pupil, staff and parent/carer voice when reviewing practice. The policy will be reviewed at least annually and sooner if legislation, statutory guidance or the needs of the school change.

Appendix 1: Quick staff script

Purpose	Example language
Notice	“I notice you have chosen to...”
Link	“We need to be Ready / Respectful / Safe.”
Direction	“I need you to...”
Confidence	“I know you can make a better choice.”
Take-up time	“Thank you for listening.” Then step away where safe to do so.
Repair	“What happened? Who was affected? What needs to happen next?”

Appendix 2: Reference points for 2026–27

- Keeping Children Safe in Education 2026, in force from 1 September 2026.
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, current version effective from 26 July 2026.
- Department for Education: Behaviour in Schools.
- Department for Education: Searching, Screening and Confiscation at School.
- Department for Education: Use of Reasonable Force in Schools.