

Norton Community Primary School

Relational Behaviour Policy

February 2025 – August 2026



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!

Behaviour in school

At Norton CP we believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm, safe and supportive environment where pupils want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the social context of school is vital for pupils to succeed personally.

What is important in establishing this learning environment are our six fundamental rights, which are supported by our individual responsibilities and actions to safeguard these rights. Everyone within the community has a responsibility to safeguard these rights and to seek through their actions to ensure they are understood and embraced by all. This responsibility applies to all of us within the community at all times. Pupils should be taught explicitly what good behaviour looks like.

To feel safe and comfortable we must

take care that our actions and words do not upset others or make them feel unsafe, including how we use information technologies within and outside school.

To be treated with respect we must

look after each other's feelings in what we say and what we do.

To learn without interruption, we must

ensure our behaviours and actions do not interfere with the learning of others.

To communicate and be listened to, we must

make contributions ourselves and value and respect others' ideas and opinions.

To be valued for our achievements we must

recognise and celebrate the achievements of ourselves and others.

To use, share and care for the school facilities

take care of our school environment and equipment we must through disposing of litter appropriately, looking after school equipment, and respecting the school premises and facilities.

These rights also apply to staff and we should not suffer in silence if we feel these are not met. To look after each other we must support each other.

At Norton C P School pupils are expected to be:

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

Staff are expected to be:

- **Calm**
- **Unshockable**
- **Rational**

We promote good behaviour by celebrating success. Children are rewarded for following the School Rules, making the right decisions and working hard. The children are praised for being good role models and are encouraged to take responsibility for their own actions.

Staff are encouraged to regularly employ opportunities to reinforce positive behaviour and promote social, moral and cultural awareness.

Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of Personal Points and Good Work Assemblies.

We have a whole school initiative of a Personal Point system to reward good behaviour. Each child is placed into a house team (Sun, Earth, Fire or Water) and earns Personal Points for achievements which can be exchanged for prizes. They are also collected in houses to build a team ethos throughout the school. These house points are reviewed weekly to keep a running total for the end of the school year house cup winner.

Each class teacher may run an additional scheme within their classroom to encourage and promote positive behaviour at a lower level.

Listed below are some of the suggestions used and recommended by staff:

- Individual praise is given through adult feedback, positive marking and giving a verbal response to good behaviour.
- Each week children are chosen from each class to receive a 'Good Work' certificate which is presented in an assembly to which parents are invited. The children also present their work.
- Each week children are chosen from their class to be Reading, Writing or Maths champions.
- Golden Time (approximately each half term) – children accrue stars/points/tokens towards class Golden Time reward, which may consist of extra playtime/activity afternoon/watching DVD. This is rewarded if a class has consistently achieved a Class Target which they have agreed at the start of the half term.
- Stickers
- Star of the Day/Week.
- Use of Norton Values

Managing misbehaviour

At Norton CP we have a whole school approach to managing behaviour. We have categorised behaviour into low- and high-level misbehaviour which have clear sanctions for incidents of each category.

Low-level misbehaviour – shouting out, disturbing other children, throwing equipment, poking, making noises, getting out of seat, refusal to work.

High-level misbehaviour – physically hurting someone, being disrespectful to a child or adult, swearing, racial incidents and harmful sexual behaviour.

Stepped Sanctions

Restorative approach > uses child's name > down to child's level/ side by side > deliver message > walk away!

1. Reminder (*reinforce the 3 rules, privately if possible*)

I notice you chose to ... (state the noticed behaviour).

This is a reminder that we need to **Be** ... (state the relevant rule: Ready, Respectful, Safe)

You now have the chance to make a better choice.

Thank you for listening (Give the child 'take up time' and DO NOT respond).

2. Give warning

I notice you chose to (state the noticed behaviour).

This is the second time I have spoken to you. You need to ... (state the relevant rule: Ready, Respectful, Safe)

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to .../ go to the XXX area/ thinking time. Etc.

Do you remember when ... (model of previous good behaviour)? This is the behaviour I expect of you. Think carefully. I know that you can make good choices.

Thank you for listening (give child 'take up time' and DO NOT respond).

Example, 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You need to (e.g. state what they need to do). Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you for listening.'

3. Last chance

I notice you chose to (state the noticed behaviour).

This is the third time I have spoken to you.

You need to speak to me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to .../ go to the XXX area/ thinking time. Etc.

Do you remember when ... (model of previous good behaviour)? This is the behaviour expect of you. Think carefully. I know that you can make good choices.

Thank you for listening (give child 'take up time' and DO NOT respond).

Example, 'I have noticed you are still not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you for listening.'

4. Time out - In class

I noticed you chose to (state the noticed behaviour).

You need to ... (describe place in class you need them to move to)

I will come and speak to you in two minutes.

Example – 'I have noticed you chose to continue using rude words. You are breaking the school rule of Be Respectful. You have now chosen to move to the table I suggested. I will come and speak to you in two minutes. Thank you for listening.'

- Child sent to designated area of the class.
- 5-10mins sitting alone to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task
- If behaviour improves, return to seat. If not, move to Step 5.

5. Time out – in another class

I noticed you chose to (state the noticed behaviour).

You need to ... (state the classroom or space you need them to go to).

I will come and speak to you at the end of the lesson/start of play/ lunch/ etc.

***Do not describe the child's behaviour to other adults in front of the child or class.**

Example - 'I have noticed you chose to continue using rude words. You are breaking the school rule of Be Respectful. You have now chosen to go and sit in XXX

- Children escorted to designated colleague.
- Remainder of lesson working alone without causing further disturbance.
- Possible removal of privilege/ playtime.
- Teacher **MUST** provide work/ activity for the child to complete and communicate this to colleague.
- If behaviour improves, return to class. If not, or the child refuses, move to Step 6

For regular occurrences:

- Discussion with Senior Teacher at Langton Rd or Grove Street and/or SENCo: Consider behaviour intervention and/ or additional support

<p><i>classroom. I will come and speak to you at the end of this lesson. Thank you for listening’.</i></p>	<ul style="list-style-type: none"> - Class teacher to begin monitoring to identify areas of concern/ possible causes/ appropriate targets. - Parents contacted by teacher to inform them that behaviour is a cause for concern.
<p>6. Time out somewhere else I noticed you chose to (state the noticed behaviour). I will now alert ... and you will need to go to .../ with them (tell the child who you are contacting and where they will go). I will come and speak to you at the end of the lesson/start of play/ lunch/ etc. *Do not describe the child’s behaviour to other adults in front of the child or class.</p> <p><i>Example - ‘I have noticed you chose to continue using rude words. I will now contact XXX and you will need to complete your learning XXX. I will come and speak to you at the end of this lesson. Thank you.’</i></p>	<ul style="list-style-type: none"> ➤ Children escorted to/ collected by designated colleague. ➤ Remainder of lesson/ half a day working alone without causing further disturbance. ➤ Removal of lunchtime break to attend Reflection. ➤ Teacher MUST provide work/ activity for the child to complete as soon as possible after removal. ➤ Record on CPOMS. <p>For regular occurrences:</p> <ul style="list-style-type: none"> - Discussion with SENCo/ SLT/ Headteacher - Class teacher to inform parents of the withdrawal by teacher/ SLT from class and discuss possible causes/ alternative strategies and next steps. - Additional consequences may include: <i>Children who represent the school in events will have such honours removed if behaviour continues to be a problem.</i> <i>Extra-curricular rewards will be removed if children are repeatedly disruptive in lessons or show high-level misbehaviour.</i> - If there are 3 incidents recorded, parents will attend a meeting with the class teacher and a member of the Senior Leadership Team.
<p>Specific Playground Sanctions Any child misbehaving at lunchtime or playtime will be dealt with in the same way as in the classroom. Adults must follow the stepped sanctions above, adapting <i>Steps 4 – 6</i> as below You need to: 4. Stand by another staff member 5. Sit on the bench/ stand by the wall 6. Go inside to Reflection (in which case the adult must escort the pupil inside and report incident to class teacher). <i>I will come and speak to you in two minutes (ENSURE YOU DO).</i></p>	

<p>Use of Red card in case of an emergency (or persistent disruptive behaviour)</p>
<p>In an emergency (or persistently disruptive behaviour occurs) during a lesson the red card (located near the door in each classroom) should be sent to the office with a colleague or two pupils. The office will send immediate assistance and if necessary, alert the senior management team, who will come to their assistance.</p>
<p>Behavioural incidents which may result in the Red card being used:</p> <ul style="list-style-type: none"> ➤ Violence (i.e. physical contact made with the intention to harm) ➤ Defiance/ verbal rudeness towards any adult ➤ Persistently disruptive behaviour

When a behavioural incident occurs what we are seeking as a member of staff is compliance and resolution; consider how your actions and words facilitate this and seek it appropriately, giving students time and space to resolve the situation. Remember at all times that we are the adults and the pupils are still growing, learning and developing. Treat every situation as an opportunity to develop their learning and understanding further.

Behaviour Expectations for all Pupils

- **Everyone is spoken to with respect** - there is no place for prejudice of any kind in our school. Where pupils or staff feel they have been treated in a derogatory manner, the incident and perpetrator must be reported to a Senior Teacher to deal with.
- **Pupils follow adult instructions** – all adults in school should be treated with respect and any instruction given should be followed immediately by pupils.
- **Pupils work hard in lessons** – teachers plan and deliver lessons that meet the needs of all pupils within their class. All children are expected to work hard and ask for help when it is needed.
- **Everyone is treated with respect and care** – physical harm or the threat of harm will not be tolerated in school or on the journey to and from school.
- **Property is treated with respect** – all school property and the personal property of others (including bicycles or scooters) is treated with respect and not damaged deliberately.
- **Child-on-child abuse** – adults supervise children at all times. PSHE lessons educate children (using NSPCC resources) to know about safe and appropriate touch. Where there are reports of child-on-child abuse, these are fully investigated. Parents will always be informed. This may result in referrals being made to Children’s Social Care and the Police. A safety plan will be written and shared with all relevant staff to ensure there are no further incidents.
- **Banned Items** – at Norton CP, we do not allow children to bring the following into school:
 - Sweets / chewing gum*
 - Fizzy drinks / energy drinks*
 - Jewellery (Apart from a watch or stud earrings)*
 - Valuable possessions from home*
 - Mobile phones*
 - Cigarettes / Vapes*
 - Any illegal substance or*
 - Potential weapons.*

Outline of Sanctions

- **Low-level negative classroom behaviour** – the pupil will be kept in at the end of the lesson (break / lunchtime or following day) with the class teacher to talk about their behaviour and why it is unacceptable. Further support may be provided if there is an obvious remedy (moved away from certain people / sat on own / visual reminders of expected behaviour). Persistent low levels of disruption will result in Time out and / or Reflection time.
- **High-Level negative classroom behaviour** – the pupils will spend lunchtime in Reflection to talk about their behaviour and how it can be improved. This will be with a member of the School Leadership Team. Parents will be informed at the end of the day by the class teacher if this has happened.
- **Physical or Verbal harm to others** – Pupils will be brought in from outside immediately if it is during playtime. They will be red carded from a lesson if it was inside. The pupils will spend lunchtime in Reflection to

talk about their behaviour and how it can be improved. This will be with a member of the School Leadership Team. Parents will be informed at the end of the day by the class teacher if this has happened.

- **Persistent refusal or disruption to others** – Pupil will be red carded and removed from the classroom. They will work in isolation for a period of the day as appropriate. Parents will be informed at the end of the day by the class teacher. Where this behaviour regularly repeats, the pupil may receive a fixed term suspension.
- **Threatening behaviour towards an adult** – Pupil will receive a fixed term suspension.
- **Serious injury or assault to another person** – Pupil will receive a fixed term suspension or possibly a Permanent Exclusion if reintegration cannot be done safely.

The school will work closely with the local authority and SEND hubs to prevent Permanent Exclusion where possible. This may require the pupil to attend alternative provision within North Yorkshire where their needs can be better met.

Behaviour records

For incidents of **persistent** disruptive behaviour and **high-level** misbehaviour an entry on CPOMs will be logged to make senior leaders aware that there is an issue. Where 3 incidents in a half term are recorded, parents will be asked to attend a meeting with the Class Teacher and a member of the SLT to discuss any additional support that may be needed to help reduce incidents of negative behaviour.

After Reflection the Senior Leader will put any necessary actions on to CPOMs. The class teacher will be alerted if there is an action for them to complete.

Restorative / Relational Practice

As a school we seek to educate young people and develop their personal skills so they accept accountability for their actions and can construct their own solutions. Our preferred approach is one which seeks to restore relationships and change behaviours rather than punish the actions. This does not exclude the use of sanctions, but staff should seek the most appropriate way of educating our young people and developing their skills of self-control, empathy and emotional management so that they have an alternative framework by which to behave if a similar situation arises again.

We acknowledge that this approach can be more time consuming and require a greater emotional involvement from staff.

All staff should help our pupils find their own solutions to problems they face, learning, emotional or behavioural, rather than identify the details of a problem and resolve it for them (solution focussed approach).

All staff should work as a team to support the young people as they grow and develop, in partnership with parents and where appropriate other agencies.

All curriculum areas must provide opportunities to teach the language and skills of Social and Emotional Aspects of Learning (SEAL) within learning episodes. Pupils should also be taught explicitly what good behaviour looks like.

The commitment to developing capacity to respond in a restorative and solution focused way to all behaviour incidents, and to developing the social and emotional capacity of our pupils provides the strategies which could ultimately lead to the principle of a sanction free school. However, this policy recognises the need to provide strategies for responding to unwanted behaviours in a way that maintains standards, reinforces the messages of what is acceptable behaviour, supports all stakeholders, and provides learning opportunities.

What our actions should always seek to do is enable the young people to accept accountability and to move forward from the situation by considering how small changes in their actions can create big changes in outcome. We are not yet sanction free and the steps towards this are not quick or simple. By challenging our decision making and the reasons behind them through professional dialogue we can build our capacity to respond in a relational way. We must also recognise the need for dialogue with and within our community to increase the understanding of and support for the approaches used.

SEND

Children who are on the Register for behaviour will have their own smart targets set on their SEND Support Plan (see SEND Policy). The SENCO manages arrangements for these children.

Home/School Agreement

Parents are given a copy of our Home/School Agreement in the back of reading records. All new children to the school are given a copy and this is reviewed yearly.

Lunchtimes/Playtimes

Bullying

We take bullying seriously. If a child reports bullying to you it is important that they are listened to and their feelings accepted. We must not make judgements.

The preferred approaches for dealing with bullying are in line with the restorative narrative above. Our aim is to stop the bullying and not to allow it to become hidden or move to another victim. At all times in this process we must be mindful of safeguarding the individuals and not place them in a situation within which they feel uncomfortable. Blame is not a helpful term when dealing with bullying and tends to create greater friction. Instead, by highlighting the need for the bully to put right the impact of their actions and change accordingly we can often affect change. Working with parents is essential. All bullying incidents must be recorded on CPOMs and the Headteacher alerted. All incidents relating to racist, homophobic and disablist bullying must be highlighted as such on CPOMs. Prejudice related incident and how to intervene to change attitudes and

behaviours. It is important that friendship issues and fallouts are not labelled as bullying without proper investigation.

The Use of 'Reasonable Force' in Schools and Colleges

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully recognise the additional vulnerability of these groups.

Norton CP has a number of staff who are trained to restrain and guide pupils safely. When incidents arise, we only use those staff who are trained in the use of 'reasonable force.' A written record of any physical intervention is kept in the office.

Role of Governors

Norton CP is committed to seeking alternatives to fixed term and permanent exclusion which enable the young person to access education in a way that best meets their needs. This may result in a Managed Move to another school, a review of need leading to an EHCP / review of EHCP or a part-time timetable whilst additional support is resourced. As such the role of governors becomes one of evaluation, ensuring that these decisions are applied fairly and that all possible solutions are evaluated in conjunction with the young person and their carer(s). Where a serious breach of rules causing significant harm to a pupil occur, the school may seek to use Alternative Provision if deemed by North Yorkshire to be an appropriate sanction.

Professional Development

This policy identifies the need to provide an environment which promotes life-long learning. In addition, it highlights key behaviours which may require individuals to develop knowledge and skills in order to have a greater understanding of the psychology of relationships. There is also a need for all staff to become conversant with the philosophy and dialogues of restorative approaches in order for this to become the preferred approach in all situations.

We must also remember that all stakeholders (parents, students, governors especially) will need support and training if they are to have full confidence in this way of working. Society is focussed on a punitive system and seeks solace and comfort from it. In stepping beyond this framework, we may risk alienating our stakeholders. The relational approach requires that we do not do this to

them, rather than we co-create the reality of Norton CP as a relational school. We must therefore revisit our relational policy constantly as our shared learning and understanding develops.

Shared Commitment

For this policy to be successful, it is vital that parents, staff and pupils are aware of it and understand the expectations / consequences within it. It has been developed in line with KCSIE 2024 and will be available on our website. It will be reviewed annually to ensure it meets the needs of our stakeholders.