



Northop Hall CP School

Behaviour and Relationships Policy

At Northop Hall CP School the Governing Body and Staff seek to create a school environment that consistently encourages and reinforces good behaviour. We aim to help pupils to take responsibility for their own behavior and to understand how their actions impact on others. We also aim to help children to building up resilience and to be able to deal with challenging situations, which they may experience.

Relationships

All of us need to feel safe and cared for and enjoy a sense of belonging. Schools play a vital part in developing both relationships and the sense of belonging for all children. Schools where children achieve well and enjoy their learning are those where relationships are at the centre of all they do. In these schools we see staff who are able to create an atmosphere where all feel valued, where the life chances of all children are improved and where children take with them the ability to form meaningful and caring relationships into their adult life.

Research has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term. In addition, positive adult- pupil relationships have been shown to be central to the well-being of both students and teachers.

It emphasises the need for schools to place a greater importance on inclusion and belonging through promoting positive relationships and behaviour, effective teaching and preventative responses.

The focus is on creating a positive whole school ethos and policy that promotes positive relationships and behaviour and reduces the need to consider exclusion.

Values and Beliefs

This behaviour and relationships policy is based on the following values and beliefs.

- An ethos based around inclusive and compassionate principles is beneficial to the well-being of all children.
- All children wish to belong, achieve and contribute to their school, family and community. Child centered approaches, where their voices are central and where plans utilise their strengths, resources and qualities are integral to success.
- High levels of nurture and empathy, with containment and structure, support children to feel safe. Children need clear boundaries, predictable routines, expectations and regulated responses to behaviour.
- Natural consequences that can follow certain behaviours should be made explicit, without the need to enforce sanctions that can shame and ostracize children from their peers, school community and family, leading to potentially more negative behaviour. Responses to behaviour should ensure that children feel safe and that all needs are met.

- Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing these needs.
- Children need personalised responses to supporting their personal development and well-being.

Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

Making Sense of Behaviour

All behaviour is context-related and serves a function. It is important to consider a child's environment and what function their behaviour might be communicating when making sense of the behaviour. An understanding of behaviour as communication helps us to think about what the child might be needing and how best to support them.

Functions of behaviour may include:

- seeking social interaction / affirmation (from adults or peers)
- expressing emotion / anxiety or reducing stress
- avoidance (e.g. of places, activities, people etc.)
- trying to gain some sense of control in their life (e.g. to feel safe and secure)
- increasing or reducing stimulation (e.g. a sensory need).

The aims of this policy are:

- To create an environment that encourages and reinforces good behaviour.
- To support pupils to take responsibility for their own behaviour
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled or not. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. As a school we recognise that trauma & loss in the early years of life can

have a significant impact on children's behaviour, and emotional and mental well-being. At school we work towards standards of behaviour based on our Golden Rules which are;

We are gentle; We are kind and helpful; We listen; We are honest; We work hard; We look after property

It follows that acceptable standards of behaviour are those that reflect these 'Golden Rules'.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- encourage relationships based on kindness, respect and understanding of the needs of others.
- be emotionally regulated as adults in the workplace, leaving own worries or issues at home as much as possible.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- understand how children's behaviour and well-being will be greatly affected by their experiences in their first few years of life.
- remember the importance of forming strong consistent connections with children.
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and an effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

We should therefore aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;

It follows that lessons should have clear objectives, be understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

- Classrooms should be organised to develop independence and personal initiative.
- Furniture should be arranged to provide an environment conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods should aim to be inclusive with opportunities for active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others.
- Positive feedback should be used to encourage good behaviour as well as effort and progress in pupils' work.
- Negative feedback or criticism should be avoided wherever possible as it may lead to a breakdown in trust, relationships and self-confidence. If it is necessary to talk to a child regarding their behaviour this should be carried out discreetly not in front of an audience.

Rules and Procedures

- Rules and procedures in and around school should be designed to make clear to the children how they can achieve acceptable standards of behaviour. They should also be involved in devising them.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The 'Golden Rules' are promoted in every classroom and around the school. These Golden Rules lead to Golden time activities or a whole class special event or activity when upheld.

The Golden Rules are:

We are gentle, We are kind and helpful, We listen, We are honest, We work hard, We look after property.

Praise

Our emphasis is to notice, praise and reinforce good behaviour, rather than focus on failures. We believe that praise and focus on positive attitudes and behaviours has a motivational role, helping children to see that good behaviour is valued and also to build strong connections between pupils and adults within the class. The praise can take the form of informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards, putting in effort towards the school's golden rules, as well as by particularly noteworthy achievements. This is as true for adults as for children. It is important for all adults to focus on praising and noticing the appropriate behavior, and attitudes as frequently as they do for quality and effort linked to work. **Remember to "reprimand" in private and "reward" in public.**

Sanctions for unacceptable behavior

For the majority of pupils, most instances of poor behavior are relatively minor and the practice of focusing and praising the types of behavior and attitudes which you want to see more of, or a quick reminder of the expected behavior will be adequate. It is important that on occasions when a sanction is given it is not out of proportion to the offence.

Restorative Practice is the main sanction used at Northop Hall School

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. Restorative practice, involves helping the child to think through their behaviour, its consequences and what they can do to make it better. Through using a restorative approach this will help to develop, maintain and repair relationships, and build a community based around empathy and self-learning, where children take responsibility for their behavior. As adults we cannot fix every problem, we can listen and comment but the most important role of the adult is to support children to take responsibility for their own behavior.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it. The restorative practice only takes place when all individuals involved are calm. Sometimes this may be the following day from when the incident happened.

Always ask victim if they are comfortable with other party coming in to join the meeting

Then ask the following key questions;

- What happened?
- What were you thinking about at the time?
- What have been your thoughts 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?

If a member of staff deems that another sanction should be used then:

- It must be clear why the sanction is being applied.
- The child must be encouraged to think about what changes in behaviour are required to avoid future consequences.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Where anti-social, disruptive or aggressive behaviour is frequent and the class teacher has tried to use restorative practice or possibly other sanctions the class teacher will consider adaptations to school's organisation, which can be adjusted to support the child. Additional consultation and support from the child's Parents, Additional Learning Needs Coordinator (ALNCO), and /or specialist help and advice from

the Educational Psychologist or Behaviour Support Service may be necessary. This possibility should be discussed with the Headteacher.

What happens when strategies do not work?

As a school we appreciate that when a child demonstrates frequent inappropriate or concerning behaviour this is often just the “tip of the iceberg”. The class teacher, together with the child’s parents and possibly other agencies will work towards developing a clearer understanding of the causes of the expressed behaviour.

Further steps to take include:

- Look at the **universal provision** within the classroom
- Consider what needs to change within the classroom and school environment to help the child to improve their progress
- Look at what needs to change in terms of relationships – between adult and child and child and other children
- Complete a Boxall profile and use strategies suggested in an individual’s personal Boxall plan
- Class teacher to share the Boxall and suggested strategies with other staff who are involved the child
- Discussions to take place with parents to try to understand the underlying cause of behavior and agree on next steps.
- Continue to focus on **building positive relationships** between adult and child
- Consider whether a particular intervention may be beneficial to the child such as nurture group, therapeutic play, therapeutic art, lego therapy, therapy dog, etc.
- Consider whether a referral to an external agency such as CAMHS, Educational Psychologist etc needs to be made
- Consider whether an IDP needs to be provided.

Formally arranged part-time timetables may be necessary as a temporary measure in exceptional circumstances to meet a pupil’s needs, but must not be used as a disciplinary sanction or as a long-term solution.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in understanding and dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be contacted at an early stage and encouraged to talk to the class teacher. Parental support will be sought to help the class teacher to understand any possible causes of the child's behavior and in devising a plan of action.

Behaviour at Lunchtime

Pupils are expected to follow the school's rules both in lessons and during lunchtimes. The same approach to dealing with inappropriate behavior will be taken at lunch time and break times. Whenever possible pupils will be encouraged to work through any problems or disputes with their peers by using the restorative approach. Teachers will be pro-active in supporting pupils to behave appropriately at lunch times by reminding them of acceptable behavior. Some pupils may find the lunch time period more difficult compared to time in class. It may sometimes be appropriate to provide quiet activities for some children inside school, when they are finding lunch times a challenge. Mid-day supervisors will pass on any concerns which could not be dealt with during a lunch time period to the class teacher at the end of the lunch time.

Where there has been a serious breach of the behaviour code or a repetition of poor behaviour then the pupil may need to miss their outside lunch time slot for an agreed number of days.

In what circumstances can a child be excluded?

Northop Hall School aims to use pro-active and restorative approaches towards supporting children's behaviour. Excluding a pupil would be something used in exceptional circumstances.

A pupil must only be excluded on disciplinary grounds. The decision to exclude must be:

- lawful;
- rational;
- reasonable;
- fair;
- proportionate.

A decision to exclude a pupil **permanently** should only be taken:

"in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school".

When reaching the decision to exclude a child, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities', which means it is more likely than not that a fact is true.

Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their:

- sex;
- race;
- disability;

- religion or belief;
- sexual orientation;
- because of a pregnancy / maternity; or
- because of a gender reassignment.

When a Headteacher or teacher in charge decides to exclude a pupil, the parent(s) or carer(s) should be notified immediately, usually by telephone, followed by a letter without delay. The guidance provided by Flintshire Local Authority should be followed.

Home time procedure

Children will not be able to leave school premises until a parent or named adult has arrived to collect them. Pupils in Year 6 may walk home independently if an email or letter giving permission has been received from the class teacher. Teachers and parents may sometimes need to have a short conversation at the end of the day. However, where a more in-depth discussion is required an appointment will be made to ensure a private conversation can take place.

Behaviour on excursions

Children will be expected to show appropriate behaviour at all times. Naturally it is to be expected that children may be excited on an educational day visit or residential visit. Children should be made aware of the expectations of acceptable behaviour and understand how not following the rules on an excursion may place others at risk. Parents should also reinforce these expectations to their children prior to the visit.

The following policies are seen as integral parts of our Behaviour Policy.

The Anti-bullying Policy, Behaviour Code and Home-School Agreement, Mental health and well-being and the Additional learning needs policy.

Policy Review

This policy will be reviewed every 4 years as a minimum. It is next due for review in:

January 2026