



'Let your Light Shine' Matthew 5:16

Northleaze Church of England Primary School Behaviour and Relationships Policy 2025

Written by	Headteacher
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Our Christian Values:

Responsibility, Creativity, Respect, Compassion, Resilience, Friendship

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Northleaze CofE Primary School

Behaviour and Relationships Policy



Our vision, 'Let Your Light Shine', underpins our approach to behaviour and relationships at Northleaze CofE Primary School. We believe that every child is uniquely created and valued, and we are committed to helping them grow in wisdom, kindness, and self-worth

We believe that for each child to truly shine—academically, socially, and emotionally—it is essential that behaviour across our school consistently supports this aim.

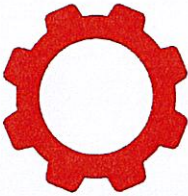
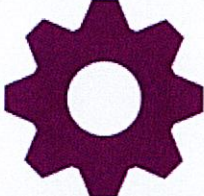



There is a strong link between how children engage with their learning and their overall outcomes. As a nurturing school, we place the development of positive social, emotional, and learning behaviours at the heart of our approach, guided by the six Principles of Nurture.

We recognise the importance of building strong, positive relationships, setting clear expectations, and creating a safe, welcoming environment for all. These foundations are key to developing a positive behaviour ethos in our classrooms, enabling every child to flourish and let their light shine.

We also ensure that our approach to behaviour promotes wellbeing and encourages close collaboration between home and school. Positive behaviour is built on strong, trusting relationships between staff and pupils. Our staff care deeply about each individual child and take time to build nurturing connections. These relationships allow us to talk openly with children about their experiences, worries, or concerns—often preventing issues before they arise.

In turn, our children trust that adults are there to help and support them. We understand that all behaviour is a form of communication and always seek to uncover the reasons behind it. For some children, this may involve exploring a single incident or upset; for others, it may mean understanding more complex needs. Whatever the situation, we are committed to working together to help every child let their light shine.

The 5 Behaviour Principles of our Practice

				
Calm, Consistent Adult Behaviour	First Attention to Best Conduct	Relentless Routines	Scripting Conversations	Restorative Follow-up and Reflection

Our Three Golden Rules

At Northleaze, our three Golden Rules—**Be Ready, Be Safe, Be Kind**—are at the heart of our behaviour policy and daily school life. These simple, memorable principles guide the choices and actions of everyone in our community.

- **Be Ready:** We encourage children to approach each day with a positive attitude, prepared to learn and participate fully in school life.
- **Be Safe:** We teach children to make safe choices for themselves and others, both in and out of the classroom, creating an environment where everyone feels secure and valued.
- **Be Kind:** We nurture a culture of kindness, respect, and empathy, where every child is encouraged to look after one another and celebrate differences.

By consistently modelling and reinforcing these rules, we help children develop the self-awareness and responsibility needed to let their light shine—both at school and beyond.



How We Teach Our Behaviour Expectations

At Northleaze CofE Primary School, we recognise that every child arrives with their own understanding of what it means to behave and interact positively with others. To help every child grow, flourish, and truly *let their light shine*, we explicitly teach and practise our behaviour expectations so that all children understand what positive behaviour looks like and how to interact respectfully with others.

We are committed to teaching and reinforcing positive behaviour throughout the school day. The more children see these expectations modelled by adults and peers in every aspect of school life, the more naturally they will adopt them themselves.

We maintain high standards of behaviour by:

- **Explaining expectations** clearly in worship, class sessions, and daily interactions.
- **Modelling positive behaviour** through the way staff interact with children and with each other.
- **Addressing and correcting** inappropriate behaviours promptly and supportively.
- **Reinforcing routines and positive interactions** consistently, so they become embedded in our school culture.

Collective Worship




Collective worship is a key part of how we teach and reinforce our behaviour expectations. During collective worship, we explore and celebrate our six Christian Values—**responsibility, creativity, compassion, respect, resilience, and friendship**—and link these values to our daily actions and choices. Through stories, reflection, and shared experiences, children learn how these values guide their behaviour and relationships, both in school and beyond. Collective worship provides a regular opportunity for the whole school community to come together, reflect on our values, and consider how we can let our light shine in all that we do.

Zones of Regulation

Alongside teaching expected behaviours, we also support children in recognising and managing their feelings. We use the Zones of Regulation programme to help children identify their emotions and take positive action—such as asking for support or using a calm space—before their feelings impact their learning or the learning of others. Stories and discussions are also used to help children understand and manage difficult emotions and experiences.

We recognise that some children may need more reminders or additional one-to-one support to help them meet our expectations. Our approach is always nurturing and tailored to the needs of each individual, ensuring every child has the opportunity to let their light shine.

Zones of Regulation

BLUE	GREEN	YELLOW	RED
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

The 'Northleaze Way'

At Northleaze CofE Primary School, our routines are a key part of 'The Northleaze Way'—helping everyone to feel safe, respected, and ready to learn. These routines are explicitly taught, modelled, and practised so that they become second nature to all members of our school community.

Wonderful Walking

We teach and expect "Wonderful Walking" throughout the school. This means:

- Walking calmly and quietly, with hands by sides or behind backs (not in pockets, not touching walls or other people).
- Moving in a single file, especially when walking through corridors or the playground.
- Being aware of others and showing respect for our shared spaces.

3-2-1 Listening

At Northleaze, we use clear, consistent strategies across the whole school to gain everyone's attention quickly and calmly. These routines are part of the Northleaze 'Way' and help create a positive, focused learning environment.

When an adult needs the attention of the whole class or group, they use the "3-2-1" countdown. As the adult counts down, children know to stop what they are doing, face the adult, and show they are ready to listen. This routine helps transitions happen smoothly and ensures everyone is focused together.

When an adult says "Listening," all children are expected to:

- Stop what they are doing
- Face the adult
- **Raise one hand** to show they are ready to listen
- Keep voices off and bodies still

This visual signal helps staff quickly and calmly check that everyone is focused and ready. It also reinforces our shared expectations and supports our three Golden Rules: **Be Ready, Be Safe, Be Kind**. These whole-school strategies are used consistently by all staff in classrooms, corridors, and shared spaces, helping every child to feel secure, respected, and ready to learn

Active Listening

We teach children what it means to actively listen and engage with learning. We use the acronym **STAR** to help embed these behaviours across the school:

- **S – Sit up and engage:** Children sit upright, showing they are ready to learn.
- **T – Track the speaker:** Eyes are on the teacher or the person speaking.
- **A – Ask and answer questions.** Children are encouraged to ask thoughtful questions, respond respectfully, and show appreciation for others' contributions.
- **R – Respect those around you:** Listening without interrupting, valuing others' ideas, and maintaining a calm, focused environment.

Teachers and teaching assistants model and reinforce STAR behaviours consistently using both verbal and non-verbal cues. These expectations are introduced explicitly, practised regularly, and revisited throughout the year to ensure they are embedded in daily classroom life.

By teaching these behaviours clearly and consistently, we help children develop the self-regulation, focus, and respect needed to succeed—both in school and beyond.

Active Engagement and Participation

At Northleaze, we believe every child should be actively involved in their learning. We teach and model what active engagement looks like, using consistent methods and symbols across the school so that expectations are clear for everyone.

Our teachers use a wide range of evidence-based approaches to ensure all children are included and engaged in every lesson. These include strategies drawn from:

- **Rosenshine's Principles of Instruction**
- **Doug Lemov's Teach Like a Champion (TLAC)**
- **Tom Sherrington's Walkthrus**

These frameworks support high-quality teaching and learning by providing practical techniques for checking understanding, promoting participation, and ensuring that every child is involved—opting out is not an option.

All of this is underpinned by the Northleaze 'Way' and our three Golden Rules: **Be Ready, Be Safe, Be Kind**. These values help children understand what is expected, how to show it in practice, and how it prepares them to be active, respectful members of our school and wider community.

Using Rewards and Sanctions to Support Positive Learning Behaviours

At Northleaze, rewards and sanctions are an important part of our approach to supporting positive learning behaviours. We believe that rewards should always be sincere, targeted, and proportionate, while sanctions must be consistent, fair, and predictable.

All staff use our agreed rewards and sanctions at each stage of our behaviour approach, so children experience the same expectations and responses throughout the school. In addition, teachers may use whole-class reward systems to encourage teamwork and collective achievement towards a shared goal.

We value strong partnerships with parents and carers, and we make every effort to communicate with families about their child's positive behaviour and achievements, as well as any concerns. Visible rewards, such as class certificates, values stars, Headteacher's awards, are given in collective worship to recognise and celebrate children who consistently demonstrate our values and positive behaviours.

By using rewards and sanctions thoughtfully and consistently, we help every child understand what is expected, feel motivated to do their best, and know that they are supported to make positive choices—helping them to let their light shine.

Positive Rewards at Northleaze may include:

- Verbal praise
- Emails home to parents
- Smiling and positive body language
- Written comments in books (e.g. through AFL techniques)
- Feedback to parents (verbal or written)
- Certificates - in class and during celebration service
- Values stars awarded in celebration service
- House points
- Marble in the jar
- Visiting another class, teacher, or the Headteacher to share excellent work
- Stickers
- Class mascot being sent home with a child
- Celebrating success in weekly and special services (including internal and external awards)
- Singing *Bravo Bravissimo*
- Displaying work in the classroom or around school
- Surprise 'Star Postcard' sent home to families
- Individual class rewards
- Stars of the Week Tea party with the Headteacher
- Golden Time (to reward individual or class effort and efficiency)
- Whole class or group rewards/treats to celebrate collective endeavour

Responding to Behaviour That Falls Below Expectations

At Northleaze, we believe that all children are capable of excellent behaviour. However, we recognise that there may be times when children make poor choices or find it difficult to meet expectations. For some, consistently being ready, being safe, and being kind can be a challenge.

Engagement with learning is always the primary aim and for the vast majority of our pupils a gentle reminder or a 'nudge' in the right direction is all that is needed. We aim to have consistent procedures and stepped consequences. All pupils must be given 'take up time' in between steps, which should always be gone through with care and consideration, taking individual needs into account where necessary. When behaviour falls below the standard that can reasonably be expected, staff respond calmly and consistently to restore a safe and purposeful learning environment and to prevent further disruption.

We aim to create a predictable and supportive environment where children know that behaviour matters and that misbehaviour will always be addressed fairly. Staff use consistent language, routines, and responses so that children understand boundaries and feel secure. We follow the principle of **certainty over severity**—sanctions are proportionate, consistent, and focused on helping children learn from their actions.

Low-level incidents are managed swiftly using effective behaviour strategies to prevent escalation and keep learning on track. Staff follow the guidance: **praise in public, reprimand in private**, ensuring dignity and respect are maintained.

Sanctions serve two key purposes:

1. To help children understand that their actions have consequences and to encourage reflection and positive change.
2. To reinforce boundaries within the school community and ensure that expectations are upheld.

Sanctions are most effective when they are:

- Immediate and timely
- Certain and predictable
- Action-oriented
- Fair and consistent

Sanctions are never severe or disproportionate. They are always focused on the behaviour, not the child, and are delivered professionally.

Restorative conversations (see appendix) are an important part of our approach. These take place after a sanction and are designed to help children reflect, take responsibility, and make better choices in the future.

Behaviours That Show We Are Not Ready to Learn

At Northleaze, we encourage every child to take responsibility for their own behaviour and learning. Being 'Ready' to learn means making positive choices that help you and others succeed. Sometimes, our actions can show that we are not ready. Examples include:

- Calling out instead of waiting for your turn to speak
- Talking or chatting when you should be listening or working
- Distracting yourself or others from learning
- Answering back, mimicking, or showing disrespect to adults or peers
- Swinging on chairs or not sitting safely
- Using equipment inappropriately (fiddling or fidgeting)
- Being slow to start work or choosing not to begin the set task

- Choosing to do something different from what has been asked
- Refusing to follow instructions or not listening without explanation

We support children to recognise these behaviours, reflect on their choices, and take steps to get back on track.

Step	Example Behaviour	Why?	How?	What?
<p>A nudge in the right direction</p> <p>Or</p> <p>Whole class reminder of expectations</p>	<p>Slow to follow established routines</p> <p>Delay in responding to normal classroom instructions</p>	<p>To direct attention to the expected behaviour.</p> <p>Gentle encouragement and a nudge in the right direction.</p> <p>Positive Phrasing</p>	<p>Non-verbal redirection</p> <p>Positive group redirection, highlighting positive examples of behaviour in the classroom.</p> <p>Reminders for the whole group or class whole group or class.</p>	<p>Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the expectation, a short instruction to stop what they are doing.</p> <p>Hand gestures, eye contact, intentional break mid-sentence.</p> <p>Use of the recognition board to highlight expected behaviours.</p> <p>Non-individual re-direction (eg 'I need 2 more people to focus', 'Just waiting on two sets of eyes'. or Positive Individual redirection: 'Name, Name, looking and listening...thankyou'</p>
<p>Step 1</p> <p>Clear Reminder given to an individual child</p>	<p>Not following established routines Ignoring or not listening to instructions.</p> <p>Calling out instead of waiting their turn.</p> <p>Not following group work expectations Interrupting others or making inappropriate noises.</p>	<p>To ensure that the child is clear about the actions that they need to take / or change.</p>	<p>Individual reminder of the expected behaviour – positively framed.</p> <p>If appropriate, follow with a short explanation of reasons for the desired action.</p> <p>Name the fact that the child is being 'reminded'.</p>	<p>Private individual guidance</p> <p>'Name, this is a reminder of our class expectations. I need you to stop talking and listen, so that you are ready to learn...thankyou'</p> <p>'Name, I am going to remind you that in our class we are ready, safe and kind. Show me that you are ready by sitting in the star position, looking and listening...thankyou.'</p>
<p>Step 2</p> <p>Warning given to an individual child</p>	<p>Repeated low-level behaviour</p>	<p>To reinforce the behaviour expectations and required actions.</p> <p>To give the pupil a second opportunity to change their behaviour before any consequences.</p> <p>Clearly share with pupils the consequences for mis-behaviour.</p>	<p>Verbal feedback linked to the school rules making it clear how the behaviour can be corrected.</p> <p>A clear verbal description of the solution and purpose</p> <p>(Be aware of context - connect with the child, external factors discussed, reasoning behind behaviour.)</p> <p>Explore the bigger picture. Share alternative choices that can be made.</p>	<p>Private individual guidance</p> <p>'Name, this is a warning - you need to show me that you understand the behaviour expectations in our class by being ready, safe and kind.'</p> <p>'Name, this is a warning, please sit with empty hands, looking and listening. If you are finding that difficulty you will need to move another seat to enable you to re-set... thankyou'</p> <p>'Name, this is a warning. You have a choice- e.g. show me that you are ready to learn by stopping talking/tapping/calling out, or you will move to this space here.'</p> <p>"This is a warning – you now need to show me that you are ready to learn."</p>

				Discuss with the child contributing factors.
<p>Step 3</p> <p>Move within class</p> <p>+ reflection time (5mins)</p>	<p>Repeated low-level behaviour</p> <p>OR</p> <p>Irresponsible behaviour (eg speaking disrespectfully, answering back or walking away)</p>	<p>To give pupil a chance to reflect away from peers (to re-set).</p> <p>Deflection and distraction</p> <p>Refer to the Zones of Regulation for strategies</p> <p>Calm space to calm down and discussion with adults about how we can turn situations around and make good choices.</p> <p>Time to talk – children’s voice, child led and positive</p>	<p>If a child has been moved, a follow-up restorative conversation will need to take place (eg at breaktime/lunchtime) to address the behaviour and consider reasons/triggers.</p> <p>Pupil will miss playtime if appropriate to make up for lost learning time and complete a restorative conversation.</p> <p>The restorative conversation can take place in the classroom or with the adult or on the playground.</p> <p>Opportunity to use Zones of Regulation</p>	<p>Child is directed to move seats to another area within the classroom (eg nearer to the teacher).</p> <p>‘Name, I would like you to move to sit here, so that you can try again to follow our class behaviour expectations.’</p> <p>‘Name, please move to this seat here, so that you can re-set and engage with your learning task.’</p> <p>‘Name, I can see that you are finding it tricky to focus on your learning, come and sit here, please so that I can help you to follow our classroom rules.’</p> <p>‘Do you remember last week when you...? That is who I need to see today...’</p>
<p>Step 4</p> <p>Move to another class</p> <p>(10mins)</p> <p>+ reflection time (10mins)</p>	<p>Repeated low-level behaviour after being moved.</p> <p>OR</p> <p>More significant behaviours</p>	<p>To give pupil a chance to reflect away from class group (to re-set).</p>	<p>The pupil will go to their partner classroom to complete the piece of work they are engaged in.</p> <p>For children with a behaviour plan, the plan will state where they will be sent (e.g. to the phase leader).</p> <p>At lunchtime the child will be asked to go to another zone to have a 5-10-minute timeout with another member of lunchtime staff.</p>	<p>Child is accompanied by another child to another ‘partner’ class in school.</p> <p>‘I noticed you are still... It is the expectation that we are kind/ready/safe - you are continuing not to show this. Therefore you have chosen to spend time in another classroom to complete your work...’</p> <p>If the child refuses to go..... ‘If you don’t follow these instructions, then you will need to spend time with SLT in your breaktime.’</p> <p>Restorative conversation with Behaviour Reflection Sheet completed with class teacher – (10mins a breaktime). <i>(Adaptations for children with SEND)</i></p> <p>Log on CPOMS</p> <p>Parents informed – and if there has been repeated incidents of this situation, they will be asked to come in regularly to monitor behaviour.</p>
<p>Step 5</p> <p>Time with SLT</p> <p>(at break/lunch – 15mins)</p>	<p>Repeated low-level behaviour after being moved.</p> <p>OR</p> <p>Repeated Irresponsible behaviour after time being moved.</p>	<p>To give pupil a chance to reflect away from class group (to re-set).</p>	<p>Pupil has time to reflect and discuss their behaviour choices with SLT.</p> <p>For repeated incidents, consideration will be given as to whether a behaviour plan is needed.</p>	<p>Restorative conversation completed with SLT</p> <p>Restorative conversation with Behaviour Reflection Sheet completed with SLT. <i>(Adaptations for children with SEND)</i></p> <p>Log on CPOMS</p>

	OR Continuation of poor behaviour choices on following day.		This is an opportunity to celebrate and reinforce positive behaviour choices.	Parents informed – and consideration will be given as to whether regular behaviour update meetings are needed. For repeated incidents, consideration as to whether the child is 'put on report' - Child reports to class teacher at the end of every lesson, which is then shared with SLT.
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Parental involvement in behaviour monitoring

If a class teacher has ongoing concerns about a pupil's behaviour, parents will be contacted to discuss the situation. In some cases, parents may be invited to meet regularly with the class teacher—such as on a Friday afternoon—to review the week, monitor progress, and agree on next steps to support the child effectively.

Behaviour support plans

For pupils who are causing concern due to persistent poor choices, a Behaviour Support Plan may be implemented. This plan outlines clear expectations for the child and details the consequences of continued inappropriate behaviour. Reward charts may also be introduced to help encourage and manage positive behaviour. Behaviour Support Plans are developed collaboratively with the child and with input from key adults involved in their care and education.



At this stage, it will be made clear that the behaviour is unacceptable and that further incidents may result in more serious consequences, including the possibility of a Fixed Term Exclusion.

Actions that may be implemented include:

- A behaviour contract
- Use of a timer to monitor engagement with learning
- Daily contact with parents/carers
- Structured lunchtime timetable
- Daily behaviour diary and analysis
- Referral to external support services
- Team Around the Child meetings
- A personalised support plan led by the SENDCo or Learning Mentor
- Internal suspension or time in a partner class

Our approach remains rooted in nurture, consistency, and fairness. We aim to help every child understand the impact of their behaviour, take ownership of their choices, and move forward positively—so they can continue to *let their light shine*.

Challenging behaviours which require escalation

At Northleaze, we expect all children to meet our high standards of behaviour in the classroom, around school, and on the playground. While most behaviour can be addressed through reminders and supportive strategies, there are times when behaviour falls significantly below expectations and requires escalation.

Adults will always remind children of the reasons behind our expectations and encourage them to make positive choices. However, when behaviour does not improve or when serious incidents occur, there must be a clear and proportionate consequence.

There are certain behaviours that will not be tolerated at Northleaze. These incidents are always discussed with the Headteacher, and parents or carers will be informed by the class teacher or Headteacher.

Examples of behaviours that require escalation include, but are not limited to:

- Physical aggression or violence
- Bullying or targeted unkindness
- Persistent defiance or refusal to follow instructions
- Serious disrespect towards staff or peers
- Deliberate damage to property
- Unsafe behaviour that puts self or others at risk
- Bringing prohibited items onto school premises (eg knives)

When such behaviours occur, a range of strategies may be used as consequences to demonstrate that the behaviour was unacceptable and must change. These may include:

- Missing break or lunchtime
- Working in a partner class for an extended period
- Internal suspension or a period of close monitoring
- In more serious cases, suspension or exclusion from school

When this happens, staff will work in partnership with parents and carers to support the child. A meeting will be arranged to discuss concerns, agree on initial actions, and inform the senior leadership team. The aim is always to understand the underlying causes, provide appropriate support, and help the child make more positive choices.

If the behaviour continues or escalates, the school may hold a Team Around the Child (TAC) meeting involving relevant staff, such as the class teacher, a senior leader and the SENDCo. Parents will be invited to attend this meeting to review progress, clarify expectations, and agree on next steps.

Classroom and playground behaviour expectations

Interactions during classroom learning differ significantly from those during playtime. Playtime allows children the freedom to move, play games, and engage in a wider range of social activities. Naturally, outdoor voices tend to be louder than indoor voices. It is important that children are explicitly taught the difference between these settings and supported by adults in understanding and following the appropriate social norms.

While behaviour outside the classroom may look different, it should still be managed with the same fairness and consistency. Adults on duty during break and lunchtime are responsible for addressing both positive and inappropriate behaviour in the moment. Any incidents of concern should be communicated to the class teacher to ensure continuity and awareness.

Rewards

- Stickers for positive behaviour
- Verbal praise from adults
- Communication to the class teacher or support staff highlighting specific examples of excellent behaviour
- Lunchtime Award presented in collective worship.

Sanctions

- Asked to leave the game or area and find a new place to play
- Standing next to an adult for 5 minutes to reflect
- Sitting on the wall for 5 minutes (using agreed scripts)

- Communication to the class teacher or teaching assistant detailing specific behaviours that do not reflect school values
- For extreme behaviours: follow the school's escalation procedures

Recording incidents on CPOMS

Serious behaviour incidents must be recorded on CPOMS. Teachers should log any incidents that are considered significant for the individual child. Below is a guide to the types of incidents that should be logged on CPOMS (this list is not exhaustive):

- Intending to cause or causing physical harm to another person
- Persistent name-calling or bullying
- Swearing
- Refusal to participate in learning for a significant period
- Repeatedly disobeying a member of staff

If a child is able to quickly recognise their inappropriate behaviour and make amends—such as apologising immediately after a minor incident—there is no requirement to log the incident. For example, if a child flicks a rubber across the classroom and promptly apologises, this would not need to be recorded

Restorative conversations and reflection

At Northleaze, we believe that behaviour is a form of communication and that children benefit from opportunities to reflect on their actions in a calm and supportive environment. Following a sanction or incident, staff will lead a **restorative conversation** with the child to help them understand the impact of their behaviour, take responsibility, and consider how they can make more positive choices in the future.

As part of this process, children may be invited to complete a **behaviour reflection sheet** with an adult. This provides a structured opportunity to talk through what happened, how they felt, how others may have felt, and what they could do differently next time.

Restorative conversations are guided by simple, consistent scripts to help children feel safe and supported. Examples of opening prompts include:

- *"Can you help me understand what happened?"*
- *"What were you thinking/feeling at the time?"*
- *"How do you think your actions affected others?"*
- *"What do you need to do now to make it right?"*
- *"What could you do differently next time?"*

These conversations are not about punishment—they are about learning, growth, and helping every child to *let their light shine*.

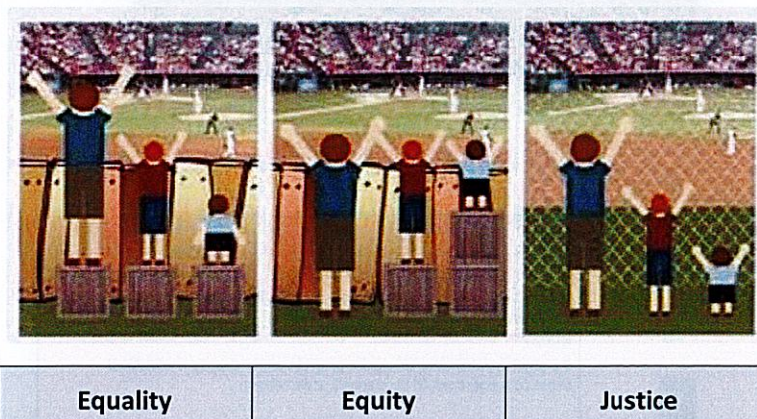


Pupils with identified needs

As a nurturing school, we recognise that all behaviour is a form of communication. Understanding the underlying causes of challenging behaviour does not excuse it, nor does it mean we accept it—but it does allow us to support children more effectively, helping them resolve difficulties and become ready to learn. For some pupils, this process may be more complex and require additional support.

We believe that fairness is not about everyone receiving the same (equality), but about everyone receiving what they need to thrive (equity), based on their age and stage of development.

Where a pupil has an identified need—agreed in partnership between home and school—a personalised support plan will be in place. This may include reasonable adjustments to the behaviour policy, providing clarity around expectations, rewards, and consequences tailored to the individual. Pupils with additional needs are still expected to meet adapted expectations, follow instructions, and remain safe in school, with support aligned to their provision plan.



Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, we will take into account:

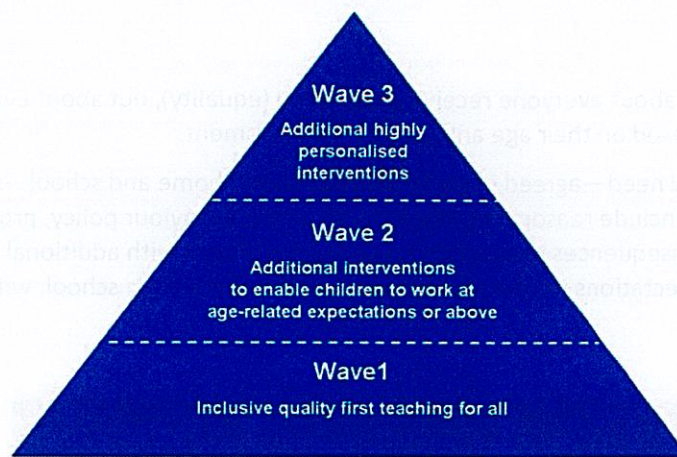
- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?



If the answer to any of these questions is yes, it may be unlawful for the school to give the pupil a consequence for the behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made. For example, for some children, repairing the relationship will be carried out through an activity/game that is a known calming tool for the child.

The SENDCO may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

Behaviour and Social Interaction: Tiers of Support

At Northleaze, we use a tiered approach to support all children in meeting expectations and achieving success throughout their time with us. Our graduated response enables staff and parents to identify where children are thriving and where additional support may be needed, using an evidence-informed approach tailored to each pupil's needs.



Pre-SEND support		
Universal Provision (Wave 1) 	This is the provision on offer to all pupils. This includes high quality teaching and some reasonable adjustments. Each school should have an outline of the universal provision on offer within their school. If a pupil is not making adequate progress under this then additional targeted support would be planned. (see below)	
Additional targeted support (Wave 2) 	Pupils making slower than expected progress receive a form of targeted support. This may be pre-teaching or post-teaching or could be an additional targeted intervention for a specified time. These pupils will be monitored closely by the school. If a pupil is not making adequate progress under this then a discussion would take place between the school and family and child regarding the need to access provision from the SEND register.	
SEND Register Provision	Key features	Shared features
Pupils receiving SEND support without an EHCP (Wave 3)	Some pupils may have been supported by specialist agencies.	Pupils will receive specific intervention to support learning and accelerate their progress. Pupils' details and provision will be recorded on the SEND register.
Pupils receiving SEND support through an Education, Health and Care Plan (EHCP)	An annual review of progress will be held. Specialist agencies will be involved.	Small numbers of pupils will receive additional funding as a result of an EHCP from the local authority. <i>Nb: If child a Bristol Child this may be called 'Top Up.'</i>

Positive Handling

Positive Handling is an approach that prioritises de-escalation strategies to manage challenging behaviour and ensure calm, safe outcomes. When necessary, trained staff may intervene to prevent violence or injury, which can include the use of physical intervention as a reasonable response to immediate threats. In some situations, this may involve holding a child in a prescribed manner to ensure everyone's safety.

Physical intervention can range from gently guiding a pupil to safety by the arm, to more serious actions such as breaking up a fight or restraining a pupil to prevent harm.

Reasonable force may be used to:

- Remove disruptive children from the classroom when they refuse to follow instructions
- Prevent a pupil from disrupting a school event, trip, or visit
- Stop a pupil from leaving the classroom if their departure would risk their safety or disrupt others
- Prevent a pupil from attacking another pupil or member of staff, or to break up a fight

- Restrain a pupil at risk of harming themselves during a physical outburst

All interventions are carried out with the child's safety and dignity in mind, and are always a last resort after other strategies have been attempted.

Suspension and Exclusion

Suspension or exclusion is always a last resort at Northleaze. The decision to suspend or exclude a pupil can only be made by the Headteacher (or their designate) and will follow the latest Department for Education (DfE) guidance: *Exclusion from maintained schools, Academies and pupil referral units in England*. This guidance is underpinned by the following legislation:

- The Education Act 2002 (as amended by the Education Act 2011)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

A decision to exclude a pupil permanently will 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.

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Searching, Screening, and Confiscation

If there is reason to believe a pupil may have a prohibited item, the school will follow the DfE guidance on 'Searching, screening and confiscation'. School leaders and authorised staff have the statutory power to search pupils and their possessions, with or without consent, if there are reasonable grounds for suspicion. All searches will be conducted respectfully and in line with statutory guidance.

Review and Commitment

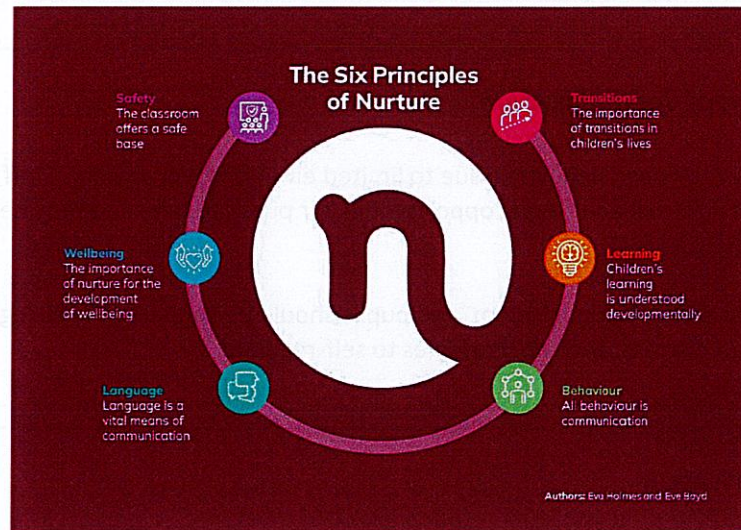
This policy reflects Northleaze Church of England Primary School's commitment to fostering a safe, respectful, and nurturing environment where positive relationships and behaviour are central to school life. It will be reviewed at least annually to ensure it remains aligned with current guidance, best practice, and the evolving needs of our school community. Any updates will be shared with staff, governors, and families.

Policy written: November 2025

Next review due: November 2026

Appendix 1: The Six Principles of Nurture

Nurture is a relational approach that supports children and young people in developing positive relationships, resilience, and improved social, emotional, and mental health. When embedded across a school, nurture practice contributes to improved attendance, behaviour, and attainment, ensuring that every pupil is ready to learn.



The following six principles underpin all nurture-based practice and should inform the behaviour policy and wider pastoral support across the school:

1. Children's Learning is Understood Developmentally

Children develop at different rates across social, emotional, physical, and intellectual domains. Staff must respond to pupils at their individual developmental level, using a non-judgemental and accepting approach. This helps children feel safe, secure, and understood.

Tools such as the Boxall Profile® can support staff in assessing and tracking developmental needs, enabling targeted interventions that promote positive growth.

2. The Classroom Offers a Safe Base

Classrooms and learning environments should be physically and emotionally safe, predictable, and nurturing. They must balance academic learning with opportunities for social and emotional development. Adults should model consistency, reliability, and emotional containment, helping pupils feel secure and ready to engage.

Predictable routines, clear expectations, and positive adult-child interactions are essential. Spaces should include quiet zones and elements that reflect the comfort and familiarity of home.

3. The Importance of Nurture for the Development of Wellbeing

Nurture involves active listening, verbalising emotions, and engaging in shared activities. Staff should notice and praise small achievements, and avoid rushing emotional development. Every child should feel valued as an individual.

Provision should promote both pupil and staff wellbeing, celebrate achievements, and ensure that pupil voice is heard and respected.

4. Language is a Vital Means of Communication

Children often express emotions through behaviour due to limited emotional vocabulary. Staff must model appropriate language, provide informal and formal opportunities for pupils to talk, and teach emotional literacy explicitly.

Language should be embedded across the curriculum, and pupils should be supported to recognise and name emotions, identify early signs of distress, and use strategies to self-regulate.

5. All Behaviour is Communication

Behaviour reflects underlying emotional states and unmet needs. Staff must seek to understand what a child is communicating through their behaviour, responding calmly and consistently. This approach does not excuse poor behaviour but seeks to address its root causes.

Staff should consider environmental triggers, recent events, and developmental context when responding. Quiet spaces, time for reflection, and de-escalation strategies should be available and used proactively.

6. The Importance of Transitions in Children's Lives

Transitions—both daily and long-term—can be challenging for children, particularly those who are vulnerable. Staff must plan and support transitions carefully, involving pupils and families where appropriate.

Visual timetables, pre-warning of changes, and open discussions about feelings can help children manage transitions more effectively. Staff should be alert to behavioural changes around transition times and respond with empathy and structure.

These principles guide our whole-school approach to behaviour and wellbeing. They support the development of emotionally literate, resilient learners and form the foundation of nurture groups and inclusive classroom practice.

Appendix 2: Restorative Conversation Framework and Behaviour Reflection Sheet



Northleaze C of E Primary School

Behaviour Reflection Sheet

Restorative Conversation Framework:

	What has happened?
	What were you thinking at the time (teacher and pupils)?
	Who has been affected by the actions?
	How have they been affected?
	What needs to be done now to make things right?
	How can we do things differently in the future?

Behaviour Reflection Questions:

Q) What happened?

.....

Q) Who has been affected?.....

Q) What needs to be done now to make things better?

.....

Q) What will you do differently in the future?.....

.....

Pupil Name:

Teacher Name:

Date:

Uploaded to CPOMS?

Appendix 3 – PACE Approach

The **PACE approach** is a therapeutic model developed by clinical psychologist Dr. Dan Hughes, primarily used in **Dyadic Developmental Psychotherapy (DDP)** to support children who have experienced trauma, attachment difficulties, or challenging behaviours. It's also widely adopted to foster positive relationships and manage behaviour in a compassionate way.

Playfulness

- **Purpose:** To create a light, warm, and engaging atmosphere.
- **How it helps:** Encourages connection and reduces defensiveness. It's not about making jokes, but using a gentle tone and showing curiosity in a way that feels safe and inviting.

Scenario: A child is sulking after being told they can't go outside.

"Oh no! I think I just saw your smile run away... should we go find it together?"

(said with a gentle, light tone—not mocking)

"I bet it's hiding behind that grumpy face!"

Acceptance

- **Purpose:** To validate the child's internal experience without judgment.
- **How it helps:** Shows the child that their feelings are understood and accepted, even if their behaviour needs to be addressed. It separates the child from their actions.

Scenario: A child has thrown something in frustration.

"I can see you were really upset. It's okay to feel angry. That feeling is real and important."

"Even though throwing things isn't safe, I understand that something big was going on inside."

Curiosity

- **Purpose:** To explore the child's thoughts, feelings, and motivations without blame.
- **How it helps:** Opens up dialogue and helps the child reflect on their behaviour. It's about wondering aloud, e.g., "I wonder if you were feeling left out when that happened?"

Scenario: A child is refusing to follow instructions.

"I wonder if something felt unfair just now?"

"I'm curious about what was happening for you when I asked you to tidy up. Can you help me understand?"

Empathy

- **Purpose:** To connect emotionally and show understanding.
- **How it helps:** Builds trust and emotional safety. It communicates that the adult is alongside the child in their experience.

Scenario: A child is crying after a conflict with a peer.

"That must have felt really hard. I'm so sorry it happened."
"I can imagine you felt hurt when they said that. I'm here with you now."

Why PACE is effective for behaviour:

- It de-escalates conflict by avoiding confrontation.
- It builds secure relationships, which are foundational for behavioural change.
- It helps children feel seen and heard, which can reduce acting-out behaviours.
- It supports emotion regulation and self-awareness.

Appendix 4: Child in crisis script

When a child's behaviour has escalated beyond a point where they can control their emotions they may hit a 'crisis point'. The initial response is to ensure that all children are safe and allow the child in crisis time and space. If and when they are ready to listen adults might use some of the suggestions in this script:

Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.

"I can see something is wrong."

A phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.

"I am here to help you."

A phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).

"Talk and I will listen."

this statement provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.

"Come with me and we'll talk about it."

Quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this approach if they're in an unsafe place (e.g. on a wall or on the roadside)

Appendix 5: Class poster

