



RELATIONSHIPS AND BEHAVIOUR POLICY

This policy should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School.

Rationale:

School should be a place where we 'encourage each other to be all that we can be' by following three simple school rules (be ready, be safe, be kind) and living by our school's Christian values (responsibility, creativity, respect, compassion and resilience). This relationships and behaviour policy is based upon social learning theories and references Paul Dix's book 'When the Adults Change Everything Changes'. It is also rooted in a distinctively Christian understanding of the effects of human behaviour on individuals and communities, and the desire of a loving God for reconciliation and relationship:

- individually, we are called to strive to grow in holiness and the fruits of the spirit - 'to be the best we can be'.
- as a community, relationships flourish when we recognise we are all connected and valued for the part we play - and so our behaviour affects the ability of others to learn well
- the things we get wrong don't define us forever; we can be restored to wholeness of relationship with God and with each other through honest 'restorative conversations'.

First and foremost, our goal is to nurture positive relationships between staff and pupils so that optimum learning takes place.

Aims:

- To form strong, positive relationships between staff and pupils
- For all children to feel valued and to know that staff have their best interests at heart
- For everyone to know and use our three school rules
- For all members of our school community to know what is expected of them
- To have clear 'behaviour steps' (see below) to support children to learn how to behave well and to understand how their behaviour affects everyone
- To have consistency across the school with regard to the use of the three school rules and the behaviour 'steps'

When and how is behaviour taught and learned?

Behaviour is taught and learned every day. All staff are aware that they have a shared responsibility in role modelling and promoting positive behaviour in school and invest time in building positive relationships with individual children. Consistency is vital throughout the building of these relationships and central to the success of this work.

What happens for pupils with SEND at Northleaze?

The Children and Families Act 2014 defines a Special Educational Needs and Disability (SEND) in the following way:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child or young person of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At Northleaze:

- We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- Our SENDCo will 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.
- We will liaise with external agencies and plan support programmes for a child for whom acute needs have been identified. We will work with parents to create the plan and review it on a regular basis.

What does our relationships and behaviour policy look like at Northleaze, on a day-to-day basis?

Pupils can expect staff to:

- Be positive role models and teach them how to behave through demonstrating and modelling
- Value them as individuals
- Pay first attention to the behaviours they want to see and reward good behaviour through positive verbal comments and praise
- Consistently follow our 'behaviour steps' (see below), using their discretion to repeat steps 1 – 6 as appropriate or to 'jump' steps if a behaviour requires this
- Display our values, rules and 'behaviour steps' clearly in each classroom
- Use our pre-agreed stem sentences with the 'behaviour steps' to enable a consistent approach across the school
- Establish clear routines so that learning can take place
- Celebrate children who go the 'extra mile' in terms of their behaviour and efforts using our 'above and beyond' board
- Ensure they have a safe environment by trying to prevent any bullying and potentially harmful situations, dealing with these swiftly and robustly if they do occur in line with our Anti-Bullying policy
- Respond swiftly and proportionately to reports of sexual harassment and/or violence, ensuring these are never ignored and that the pupil making the report feels listened to and valued. (See the separate section below for more information on this.)
- Log all incidences of concern regarding behaviour on the online behaviour record keeping system. These will be incidences where parents have been contacted or further action is required.

School expects pupils to:

- Follow our three school rules: 'be ready, be safe, be kind.'
- Try to be all that they can be
- Learn from any mistakes they make and consider how to improve their behaviour in the future
- Reflect on their behaviour during 'thinking time'
- Understand how their behaviour might affect the learning of others
- Have respect for themselves and others
- Report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Sexism, sexual violence and sexual harassment

At Northleaze, we take very seriously any incidents or reports of sexual harassment or violence and have a separate ['Peer-on-peer abuse' procedure](#) to manage these. Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for our pupils. We recognise the gendered nature of peer-on-peer abuse, however, all peer-on-peer abuse is unacceptable and will be taken seriously at our school.

We recognise the different forms peer-on-peer abuse can take, such as:

- Bullying (including cyber-bullying)
- Sexual violence and sexual harassment
- Upskirting
- Physical abuse
- Sexting
- Initiation/hazing-type violence and rituals

We also recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents. As part of our positive relationships and behaviour policy, PSHE curriculum and Christian values work, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers
- Be vigilant to issues that particularly affect different genders
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using the class ‘bubble box’ or by talking to any trusted adult at school
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff maintain an attitude of ‘it could happen here’

Where there has been a report of **sexual violence**, the DSL (or a deputy) will make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- The alleged perpetrator
- All other children (and staff) at the school, especially any actions that are appropriate to protect them

Where there has been a report of **sexual harassment**, the need for a risk assessment should be considered on a case-by-case basis.

All incidents and reports of sexual violence or harassment will be recorded on CPOMS and parents will be informed. See our [Safeguarding and Child Protection Policy](#) for more information.

<p>Northleaze Behaviour Steps (See Appendix One for a flowchart version)</p> <p><i>Pay first attention to the behaviours you want to see.</i></p> <p>1) Remember</p> <ul style="list-style-type: none"> • Quietly to one child • Could be non-verbal • “Remember that you need to ...” • “Yesterday, I really liked that ... I want to see ...” <p>2) Warning</p> <ul style="list-style-type: none"> • Get in and get out – short and clear • As privately as possible • State expectations and consequences • “I can see that you are finding this difficult... however, I need you to...this is your reminder...if you continue to ...then you will need to take some thinking time.” <p>3) Last chance</p> <ul style="list-style-type: none"> • Look at the child and say clearly, “Last chance.” <p>4) Thinking Time</p> <p>Child is asked to sit or stand in the doorway or just outside in the corridor. “You still haven’t done as I have asked, please can you sit in the and think about what you have done.”</p> <p>5) Restorative conversation</p> <ul style="list-style-type: none"> • Straight after their time out (call HT or DHT if you need an extra person to supervise the class). • Discuss what they did and what they should have done. “What happened?” “What were you thinking at the time?” “How has this made people feel?” 	<p>Social learning theory</p> <p>Reminding them of previous success - “I believe in you.”</p> <p>-Validation that they are finding something challenging -Expectation -Consequence</p> <p>Mild, brief and immediate</p> <p>Time for them to calm down and reflect</p> <p>Help them to think about who was affected by their behaviour</p>
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Monitoring and Evaluation

- This policy will be reviewed annually to monitor and check its effectiveness.
- Summary reports from the online behaviour record keeping system will be presented to the LGB (Local Governing Body) three times a year.

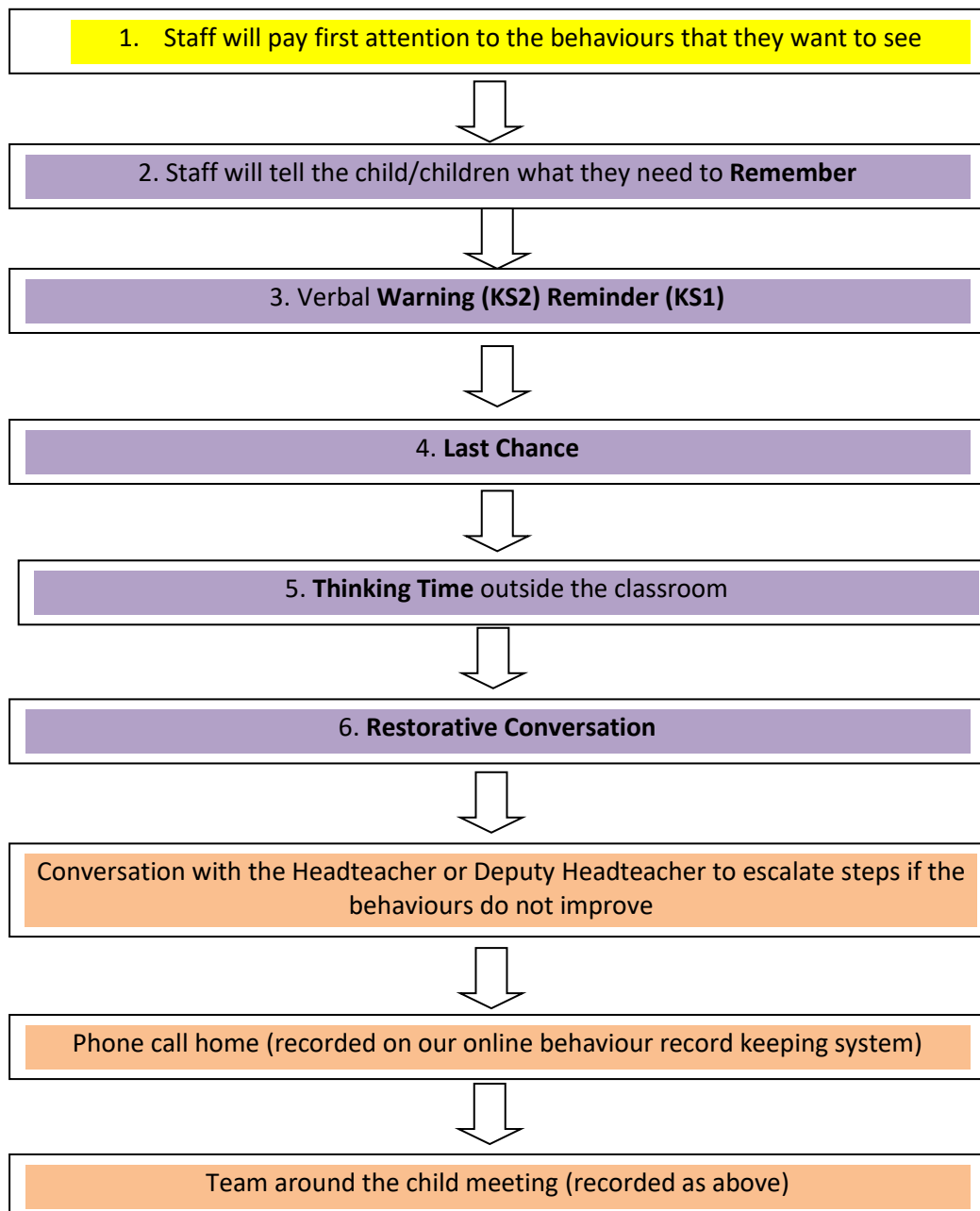
Policy rewritten: January 2021

Date of next review: January 2023

APPENDIX ONE

BEHAVIOUR FLOW CHART

Throughout this, our aim is for consistent, calm adult behaviour that is always positive, pleasant and professional and based on the needs of individual children.



Note:

steps can be jumped depending on severity of incident and ongoing behaviour.

Serious incidents or incidents that result in communication with parents or further action, are logged by teachers using the online behaviour record keeping system.

Steps 1 – 6 can be repeated several times, at the discretion of the teacher.