



# **Norbriggs Primary School**

***Where Every Child Counts***

## *Behaviour and Relationship Policy*

**Agreed by Headteacher:**

*Arran Tasker*

**Agreed by Governing Body:**

*Karl Richardson*

**Date:**

*September 2025*

**Next Review Date:**

*September 2026*

## **Glossary:**

<b>Statutory:</b>	We are required by law to do this
<b>SEND:</b>	Special Education Needs and Disabilities
<b>Intrinsically:</b>	Doing something because it internally feels right to do so
<b>Extrinsically:</b>	Doing something because of an external reward
<b>SLT</b>	Senior Leadership Team
<b>Internal Exclusion</b>	Separated from the class within school
<b>External Exclusion</b>	Separated from the class outside of school
<b>Prohibited</b>	Not allowed under any circumstances in school
<b>MyConcern</b>	Reporting tool used by staff to track safeguarding issues

## **Section 1: Aims, Responsibilities and Expectations**

Maintaining outstanding levels of behaviour and conduct is of prime importance to Norbriggs Primary School. It is our aim that every member of our school community feels valued and respected. Therefore, our behaviour and relationship policy is designed to support our ability to live and work together harmoniously. Strong relationships are the foundation of behaviour. This aligns with our statutory duty to provide a safe environment in which all students can learn in a calm, positive and orderly way, founded upon boundaries and logical consequences. As such, we act swiftly and decisively when the safety of, or a students' ability to learn, is compromised.

### **School**

Expected standards of behaviour are modelled by example. This means that all staff, volunteers, parents and adults who come into the school must act responsibly and professionally. We work hard to ensure that boundaries and consequences are clear, consistent and applied fairly and proportionately for all. This includes taking into account SEND, as well as the additional challenges that some vulnerable students may face.

Expected standards of behaviour are promoted throughout the school curriculum. Students are reminded of school rules and our expectations daily. We recognise that where individual pupils are engaging in continuing disruptive behaviour, this can be as a result of a variety of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support, within the remit of our school's boundaries, rules and expectations.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff, and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. Please see our **Anti Bullying Policy** for more information.

## **Students**

The school expects all of its students to embody our school values. Incidents of bullying or bringing intentional harm to other students, or staff, will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly.

The school asks that pupils carefully read and then sign a home-school agreement (**Appendix 1**) to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

### **Expected Standards of Behaviour:**

- We do not intentionally hurt other people and their feelings.
- We are honest and truthful and seek to repair relationships.
- We work hard in class and to create an environment where everyone feels safe and included.
- We respect others by listening, seeking to understand and accepting differences.
- We are responsible for our emotions and choices, our school and property.
- We are kind.
- We are polite.

### **Misbehaviour includes:**

- Disruption in or out of the classroom.
- Poor attitude to learning and resilience.
- Intentionally not following instructions.
- Undermining the expectations and values of the school.
- Using a mobile phone on the school site.

For most children the measures outlined in the behaviour and relationship policy will be successful in managing behaviour. However, there will always be a small minority who continue to display inappropriate behaviour.

For these children there will be an additional system in place (**Appendix 1**) which will form a structure for future support and consequences. This will help all concerned to ensure that behaviour is improved quickly and successfully.

The following behaviours are regarded as completely unacceptable and will result in our **stepped approach** being used, and possible exclusion, depending on the circumstances:

- Intentionally repeated behaviours which have previously been reported and for which consequences, interventions or additional provision has not been successful in changing the student's behaviour.
- Bullying.
- Use of discriminatory behaviour or language such as racism, homophobia, transphobia, sexism, hate speech, and support for violent and extreme ideologies.
- Verbal abuse of students, staff and others.
- Physical assaults of students, staff and others.
- Unwanted sexual behaviour, violence or harassment that causes humiliation, pain, fear or intimidation.
- Vandalism, theft or arson.
- Possession of an offensive weapon or prohibited items, including drugs or other substances.
- False or malicious allegations against staff.
- Deliberate activation of the fire alarm.

## **Parents**

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We work with parents to understand their children and their behaviour. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it.

We ask that parents build school life into a natural routine ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to follow the school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. This will allow school to apply the behaviour and relationships policy proportionately.

We ask that parents be prepared to attend meetings at the school with staff or the Head Teacher to discuss their child's behaviour and to follow any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time if they are externally excluded from school and, if invited, to attend a reintegration interview at the school with their child.

We ask that parents sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff.

## **Staff**

All staff have responsibility for establishing and maintaining a calm, positive, structured, safe, and secure learning environment. Staff must set a good example to students and promptly challenge poor conduct. This includes:

- Meeting and greeting students at the start of the day.

- Establishing clear routines during the day.
- Communicating behaviour expectations.
- Rewarding students in accordance with school systems.
- Manage incidents in accordance with school policies.
- Avoid humiliating, overly punitive, or 'blanket' punishments which unfairly include all students.
- Remove students who persistently disrupt lessons in accordance with school policies.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour we expect in our school.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of the child with the pastoral care manager, education social worker or LA Behaviour support service.

## **Headteacher**

It is the responsibility of the Head Teacher to implement the school behaviour and relationships policy consistently throughout the school, and to report to governors on the effectiveness of the policy.

It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children and staff in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The school records incidents of misbehaviour on Arbor. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Head Teacher has the responsibility for giving fixed-term internal or external exclusions to individual children for serious acts of misbehaviour and informs the Chair of Governors. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Governors would be actively involved at this stage.

## Section 2: Rewards and Consequences

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour as well as deterring anti-social behaviour. We aim to do this intrinsically and extrinsically.

### Agreed Reward System:

- Team Points
- All children start on 'green' at the start of every half-term.
- Individual Class systems, such as stamps, stickers, verbal praise, to be retained provided that these complement the whole school team point system.
- Good news messages from staff sent home.
- Headteacher writes to individual parents for consistent/outstanding work/behaviour. (Governor's Award)
- Weekly 'Teacher's Award' certificates (at least one per class) "Teacher's Award"
- Team points reward – if a child is sent to partner class or if they received 3 consequence cards they will not be allowed to take part in the half termly team point reward.

### Agreed Consequences:

- Consequence card system to be used in class and at break times.
- Behaviour Tree in all classes.
- Every class has a visual display relating to behaviour. If a child behaves in an unacceptable manner, they may progress 'down' through a range of sanctions.
- Verbal warning.
- Move down the tree to Warning
- Move down the tree - miss playtime or dinnertime to catch up on your work or reflect on your behaviour through a restorative conversation.
- Move down the tree to red - Go to the partner class. If a child refuses, then send a sensible child to fetch a member of SLT.
- Continue to disrupt partner class – go to Mr Tasker and be internally excluded.
- If a child moves to red 3 or more times in a week the Head Teacher will contact parents.
- If you move down the tree to Warning, you can earn the right to move back up.
- Extreme behaviour may result in jumping straight to yellow or red without a warning.
- Time out Year 6 classroom for those who need to be removed from the playground.
- Any child who does not complete work to the expected standard will be expected to miss playtime in class to complete their work.
- If a child misbehaves at playtime or dinnertime, they will be sent to lunch club and will miss the rest of their playtime or dinnertime outside.
- Records will be kept on Arbor of children who go to partner class or who attend the time out room.

Repeat offenders will move onto Appendix 1 of the behaviour and relationships policy and have an individualised behaviour plan drawn up. This will include what they can and cannot do, and what provision will be in place moving forward.

Additional consequences can be given at the discretion of staff members linked to the nature of the incident. This could include helping to clean up, repairing any damage or losing privileges to certain rewards in school.

### **Partner Classes**

- Reception to have time out in own classroom.
- Year 1 to Year 2.
- Year 2 to be isolated in own classroom.
- Year 3 to Year 4.
- Year 4 to Year 5.
- Year 5 to Year 6.
- Year 6 to SLT.
- Specific named children to go to Mr Tasker rather than partner class.

## Section 3: Prohibited Items, Positive Handling, Searches and Confiscations

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal or banned by the school.

It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

### Prohibited Items

Prohibited items that can be search for **without consent** include:

- Knives or weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco, e-cigarettes and vapes, vape liquid
- Incendiary items such as matches, lighters, accelerants, or fuels
- Fireworks
- Pornographic material or images
- Any item, or article, the searcher reasonably suspects have been, or is likely to be, used to commit an offence, cause personal injury, or damage to property

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

### Positive Handling and Reasonable Use of Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
- causing personal injury to, or damage to the property of, any student (including him or herself)
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The degree of force used should be the minimum needed to achieve the desired result. All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the

students. Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the school.

On very rare occasions where a child's behaviour may impact on the safety of others they may be placed in a room to calm down away from other children and adults. Parents will always be informed of this and, where children are known to display violent behaviour, the parent and child will be able to discuss these arrangements as part of their behaviour plan.

## **Searches**

Searches include clothing, bags, electronic devices, or other possessions. They will be made with student consent, except when searching for prohibited items. There is no requirement to inform parents if this happens (except when searching for weapons) or obtain consent.

Parents will be informed when alcohol, illegal drugs, offensive weapons, or potentially harmful substances are found. Offensive weapons will be either passed to the police when connected with an offence, or suspected offence, or safely disposed. Searches will be recorded on MyConcern.

## **Confiscations**

Staff may confiscate any item deemed harmful or detrimental to behaviour and learning. Staff will judge whether confiscation is proportionate to the situation and personal circumstances of the student. Schools can retain or dispose of any confiscated item, being protected by statute for any loss or damage provided they acted reasonably.

Students may bring mobile phones, but these must be handed in at the beginning of the day and will be returned at the end of the day. If a mobile phone is found in possession of a student, or in any way is used, it will be confiscated and returned to a parent at a time determined by the school.

## Section 4: Miscellaneous

### Support for Pupils

Pupils who are having specific difficulties with their behaviour may be offered additional support. This may include:

- Nurture provision,
- Alternative lunchtime / break arrangements
- Home/School Link book,
- Support from outside agencies (following discussion with parents) EG: Children's Mental Health Services, Educational Psychologist, Behaviour Support, School Nurse, or Family Resource Worker.

### Off Site Visits, After School Clubs and Active lessons

Some children find it more difficult to maintain acceptable behaviour when the routine is different. This can be evident on Educational Visits including sport activities, swimming, visits to other schools, reward activities, breakfast club, after school clubs, PE, practical lessons such as science, art, D+T, music, forest schools, computing, external companies coming into school, break time and lunch time.

When these such activities are organised consideration will be given to whether children should be included:

- If the pupil is likely to behave in a way that could compromise the safety of others
- if they will require more adult support than we are able to provide to keep them safe and on task
- if they are likely to disrupt the learning and enjoyment of the other children
- if they may bring the school into disrepute and therefore be banned from any future visits then that pupil will not be included on the trip.

If a child is at risk of not being included the parents will be notified at the first opportunity so that they can reinforce our expectations in the hope that behaviour may improve and the child can attend.

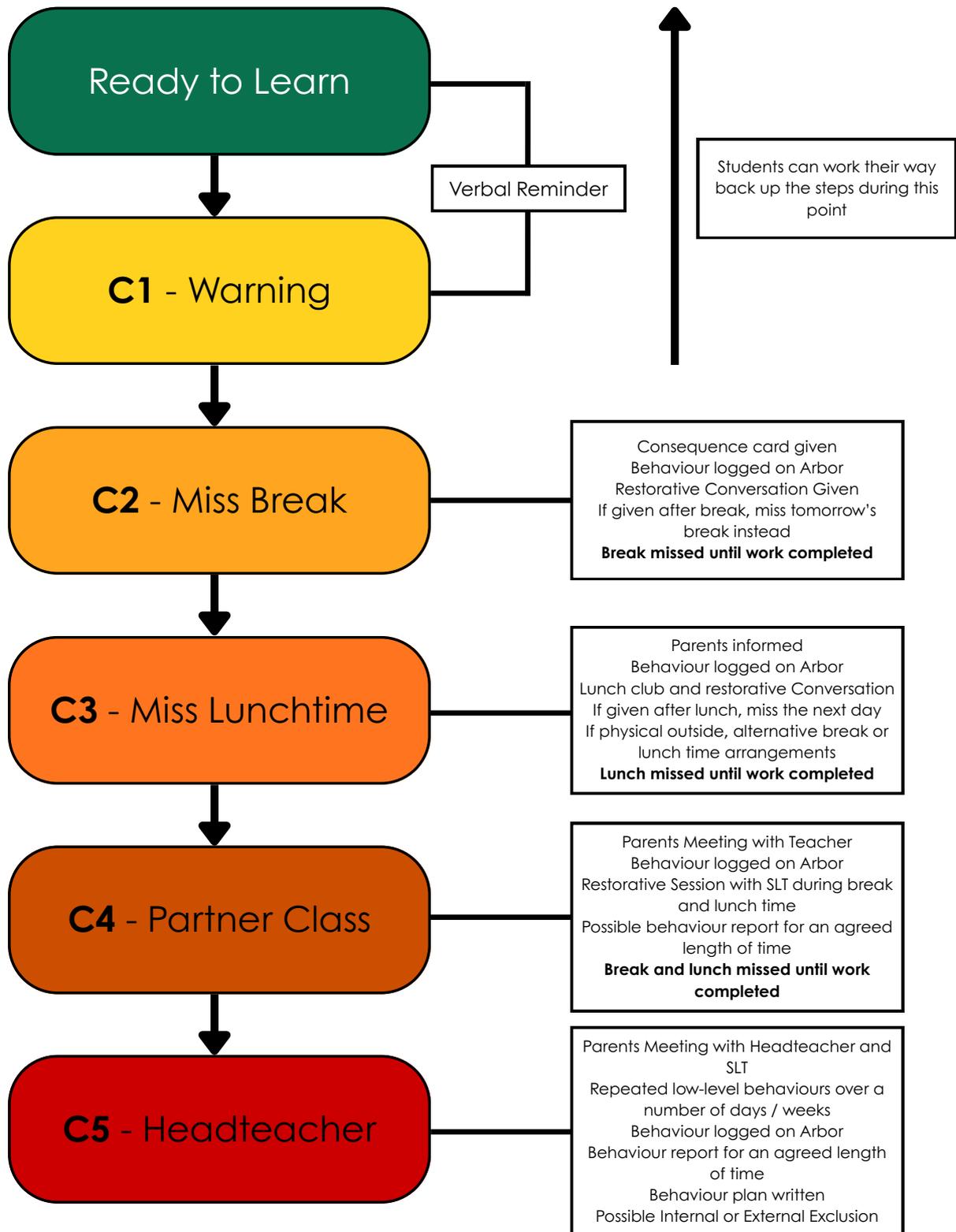
### Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Head Teacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively.

For details of the full complaints procedure see our school complaints policy. For information on complaints relating to exclusions, see the school exclusions policy.

This policy complies with section 89 of the Education and Inspections Act 2006.

## Escalation of Behaviours and Consequences Flow Chart



School Value	Behaviour	C1	C2	C3	C4	C5
Resilience	Off Task	X	X			
	Silly Behaviour	X	X			
	Disruption to Learning	X	X	X		
	Distracting Others	X	X			
	Lack of Effort	X	X			
	Refusal to do Work	X	X	X		
	Persistent Poor Resilience Behaviours			X	X	X

School Value	Behaviour	C1	C2	C3	C4	C5
Respect	Negative Attitude / Rudeness	X	X			
	Inappropriate Language	X	X	X		
	Not Following Instructions	X	X	X		
	Refusal / Defiance	X	X	X	X	
	Vandalism / Destroying Property	X	X	X	X	X
	Bullying / Online Bullying			X	X	X
	Homophobia					X
	Racism					X
	Persistent Poor Respectful Behaviours			X	X	X

School Value	Behaviour	C1	C2	C3	C4	C5
Responsible	<i>Rough Play</i>		X			
	<i>Corridor Behaviour</i>		X			
	<i>Dangerous Behaviours</i>			X	X	X
	<i>Sexualised Behaviour</i>					X
	<i>Violence</i>					X
	<i>Absconding</i>					X
	<b>Persistent Poor Responsible Behaviours</b>			X	X	X

THIS LIST IS NOT SUPPOSED TO BE EXHAUSTIVE. IT INDICATES THE SERIOUSNESS OF THE BEHAVIOUR AND POTENTIAL ENTRY POINTS FOR CONSEQUENCES. OTHER LOGICAL CONSEQUENCES MAYBE GIVEN ALONGSIDE THESE.

**Staff are expected to use their professional judgements in line with our policy.**