



**‘Ready, Respectful, Safe’**

**Promoting Positive Relationships  
&  
Behaviour Policy**

**September 2020**



## **INTRODUCTION – ETHOS & VALUES**

At Northfield Academy we are determined to support all young people to be successful during their time in school and in their life beyond formal education.

Young people will be encouraged and given every opportunity to achieve their potential in learning, whilst being responsible for their own conduct and actions.

Young people respond positively to meaningful and supportive relationships with a range of teaching and support staff. At times we are required to be creative to meet the specific needs of our learners within the school and working with partners and agencies beyond the school.

## **INCLUSION & WELLBEING**

Inclusion, equality, equity and fairness is essential to promoting positive behaviour at Northfield Academy. All staff should have a clear understanding of and commitment to the general well-being of our children and young people.

Many students require some additional learning or emotional support to ensure that barriers to learning and achievement can be addressed.

Barriers may include:

- The learning environment
- Family circumstances
- Disability or health needs
- Social and emotional wellbeing factors

## **READY, RESPECTFUL, SAFE - PUPILS**

While promoting positive relationships and behaviour can be a varied and complex task we can create a nurturing, supportive and successful learning environment by focusing on three key words when interacting with young people at Northfield:

- READY
- RESPECTFUL
- SAFE

Rather than focusing on a wide range of rules and expectations teachers at Northfield Academy should focus on referring to these three keywords for CALM & CONSISTENT engagement with our young people.

When discussing learning and behaviour with students these 'key words' should be consistently referenced to create a positive climate and ethos for staff and students. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

### **READY**

- Wear correct school uniform
- Arrive at lessons on time and wait to be greeted by your teacher
- Have correct equipment and kit for each class
- Switch off phones and put away in bag, jacket or teacher's phone box
- Put any food or drinks away before the start of the lesson
- Sit according to the seating plan you have been given

### **RESPECTFUL**

- Listen carefully to the teacher, visitor or classmate who is talking
- Take care of the equipment, resources and facilities at Northfield Academy
- Speak respectfully to others in school avoiding aggressive, foul or abusive language
- Respect the rights of all young people to access successful learning opportunities

### **SAFE**

- Keep your hands and feet to yourself
- Follow the instructions of school staff in relation to safety in school
- Act as a positive role model in the school corridors and classrooms
- Inform school staff of concerns you have for your own or others wellbeing

## **READY, RESPECTFUL, SAFE – STAFF**

At Northfield Academy, we have high expectations of all our pupils, however we also expect our staff to lead our pupils by example. Teachers demonstrate their commitment to ensure that their classroom areas are also READY, RESPECTFUL, SAFE:

### **Seating Plan**

Teachers at Northfield Academy are in control of their own learning and teaching environment and should create an appropriate seating plan to maximise opportunities for learning for the young people in their class.

- Teaching staff can adjust this as they wish to improve the learning of their class.
- Consideration should be given to the social and emotional needs of a range of students when adjusting seating plans.
- The necessity for paired or group working may allow teachers to adjust the seating plan further if required.

### **Knowing Your Students**

Linked to the seating plan is the need for teachers to know their students as individual learners. This is vital in developing positive relationships but is also very important to the planning and delivery of relevant and engaging learning experiences.

Teachers at Northfield should:

- Endeavour to learn the names of their students as soon as possible.
- Seek opportunities to gain insight and knowledge into the lives, values and interests of their students.
- Gain knowledge of students' reading ages, CfE levels, Midyis scores or any other relevant information relating to learning, social or emotional needs.
- Use this knowledge to prepare, plan, adapt and differentiate the learning activities and resources for students.

### **Relentless Routines**

Well-rehearsed and organised routines will allow young people at Northfield Academy to engage in learning as quickly and efficiently as possible promoting a calm and purposeful environment in all classrooms.

Teaching and learning staff at Northfield Academy should:

- Establish a routine for the distribution of resources and learning materials.
- Have materials and equipment in place on desks or easily accessible to students at the start of the lesson.
- Establish a routine for the start (Learning Intentions, starter task, paired think and share) and end of the lesson (recap, exit pass, what have we learned, return to learning intentions...)
- Establish a routine for packing up – how much time, in or out of seat, calmly and safely exiting the classroom.

### **First Attention for Best Conduct**

The majority of young people at Northfield Academy are ready, respectful and safe in school. To promote positive relationships and behaviour we should focus on the excellent conduct of the majority of the young people with genuine praise.

**'Deliberate botheredness'** – Teaching and learning staff should actively seek opportunities to positively praise young people for exhibiting positive conduct and values in school.

## **Praise in Public, Rebuke in Private (PIP – RIP)**

To continue to develop a positive relationship around behaviour we should aim to praise young people appropriately in public while seeking to challenge those who are not behaving appropriately in private. Young people do not respond well to being challenged about their behaviour in front of a group in the corridors or in front of a whole class.

To rebuke privately teachers should consider:

- Asking the students to remain behind for a short conversation at the end of the lesson.
- Approaching the student calmly at their level during the class when the majority of students are engaged in the task.
- Making a note of the inappropriate behaviour and arranging to talk to the young person at an appropriate time or on the next meeting.
- Pass information to the relevant guidance teacher to arrange a possible opportunity for a calm, restorative conversation.

## **TRAUMA-INFORMED PRACTICE**

At Northfield Academy we want all our young people to reach their full potential, to do this it is essential that all staff have an awareness of the impact of trauma and the responses required to address the needs of those young people who have experienced trauma. Trauma and adversity, specifically adverse childhood experiences, are significant risk factors for poor health and wellbeing and reduced life chances over the course of a lifetime. By being trauma responsive we can help young people to mitigate against future harm.

Trauma-informed Practice creates a shared understanding and common language about how to create welcoming, caring, respectful and safe schools - in light of COVID-19 pandemic, this is more essential than ever.

Adversity does not have to be destiny: with the right support, children and young people can successfully process adverse events and go on to thrive. At Northfield Academy all our staff are committed to embedding a trauma-informed approach in every classroom environment allowing students to cultivate lasting resilience leading to; significant improvements in behaviour, fewer exclusions and significant improvements in academic achievement.

## **WHOLE SCHOOL FOCUS FOR SESSION 2020-2021**

Young people respond well to calm, consistent behaviours from adults. These consistent behaviours are essential alongside well prepared, engaging and organised lessons. Our return to school following COVID-19, we acknowledge the classroom experience will be different to keep our young people safe. It has been agreed that we will be focussing on 3 daily consistencies to help establish positive and safe routines.

### **MEET & GREET**

To establish a positive rapport with students each day it is vital that all teaching staff actively engage with their learners by welcoming them genuinely at the classroom door. This should happen every lesson and should signal a 'fresh start' for students.

- 'Meet & Greet' allows for minor issues around routines to be addressed but should not be an opportunity to significantly challenge or reference previous behaviours.
- Students should not be made to wait outside for long periods of time to be challenged around routines before the lesson.

### **END & SEND**

At the end of each teaching episode it is essential for all teaching staff to establish a clear routine for packing up equipment and resources. This should happen every lesson to ensure that pupils exit the working area calmly and safely.

### **RECOGNITION & PRAISE**

To further promote positive relationships and behaviour within Northfield Academy, we should ensure that teaching and learning staff actively seek opportunities to positively praise young people for exhibiting positive conduct and values in school.

- Based on SEEMis 'merit system' for ongoing recognition of effort, positive attitude and/ or behaviour.
- Goal for all staff (class, SLT and support staff) to issue 2-3 Praise Postcards per week in recognition of effort, positive attitude and/ or behaviour.