



NORTH TOWN
PRIMARY SCHOOL & NURSERY

Relationship Based Positive Behaviour Policy

Date: September 2025

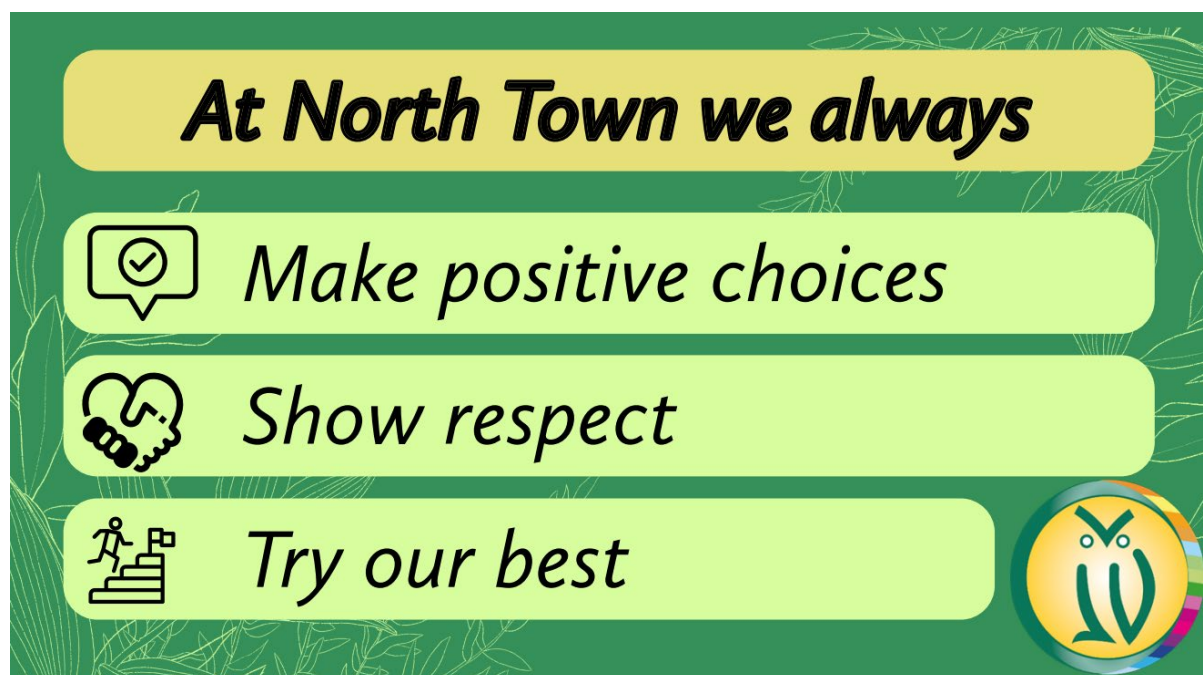
To be reviewed in: January 2027

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1. Values and Beliefs

The behaviour and social/emotional development of the children at North Town Primary School and Nursery is an essential factor in facilitating positive access to their learning, and the overall quality of lives. North Town is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We recognise that successful children develop emotional intelligence and have the ability to effectively communicate how they are feeling, recognise feelings in others, and have the skills to respond to their emotions. We believe this is possible by creating a whole school culture that values and supports each child and member of staff, by promoting an understanding of behaviour as communication, and by actively promoting good physical and mental wellbeing for all. Through this we will create the right conditions for positive behaviour to flourish and children to reach their potential. The school and nursery have three core beliefs:



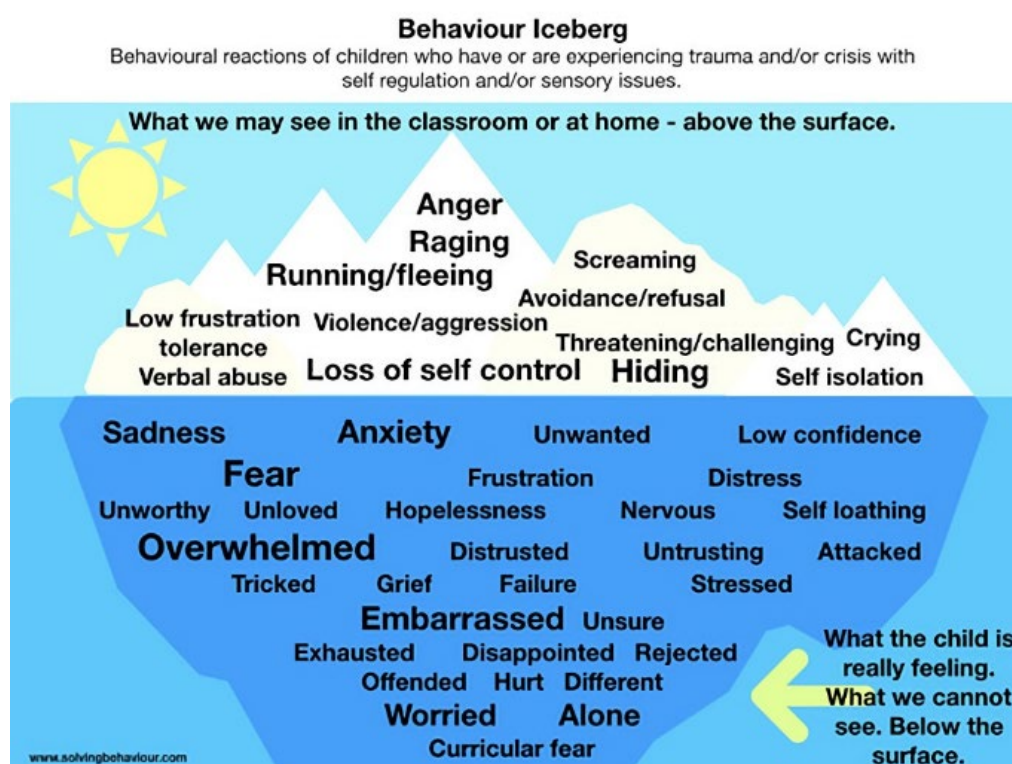
2. Theory and Research

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

“I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood” (Louise Bomber 2007)

“As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context”
(L.Bomber, 2012)

At North Town we ensure an awareness of relevant literature or research, and successful practices elsewhere related to the field of positive behaviour support in planning for a relational approach to positive behaviour. We recognise that challenging behaviour, however it manifests itself, is communication. At North Town we have recognised the increasing and worrying statistics around mental health both nationally and locally and as a result have implemented a whole school/nursery relational approach using the Jigsaw PSHE curriculum and strategies from a Little Spot of Feelings, the Thrive programme and Emotional Coaching research and practice.



3. Developing Relationships

“When adults change, everything changes” (Paul Dix, 2017)

In order to be successful at school all children need to build relationships which enable them to feel safe, secure and develop a sense of belonging.

Expectations of adults in developing relationships

At North Town we know that consistent adult behaviour will lead to pupils consistently conforming to our expectations:

We expect every adult to:

- Meet and greet at the door.
- Refer to ‘Positive choices, Respect, Trying our best.
- Model positive behaviours and build relationships.
- Use Class Dojo as visual recognition throughout every lesson giving children the chance to earn points towards a class goal.
- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support them during time in sessions to help them calm and regulate both within and outside the classroom depending on the available space
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Use an attachment / trauma informed approach to understand behaviours
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Record incidents of behaviour on CPOMS.

(See Appendix 1 – Expectations of adults within EYFS, KS1 and KS2)

Expectations of senior leaders in developing relationships

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.

- Regularly share good practice.
- Ensure that all staff have regular training in relevant positive behaviour support.

Expectations of children in developing relationships

- Follow the school expectations and try their best, making positive choices and showing respect.
- Share their views, understanding the value of them, using the channels available to them – worry boxes, PSHE and thrive lessons, calm spots, well-being club.

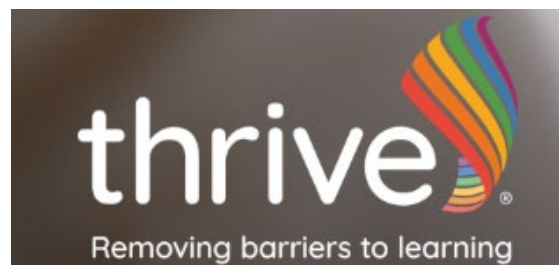
4. Responding, Repairing and Restoring

All staff consistently promote the three core beliefs through displays in classrooms and around the school and through regularly referring to them.

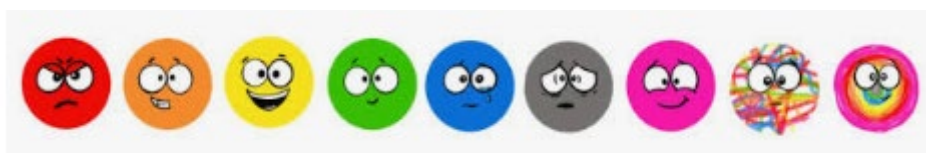
Universal – provision for all

All classes use the **Jigsaw PSHE** programme (see appendix 2) and daily **THRIVE** (see appendix 3) sessions to promote positive behaviour. These sessions are a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment.

Both approaches understand that every interaction has an impact and at North Town we use these approaches to remove barriers and make a positive difference. As part of the thrive approach all children are screened termly against age related expectations of their emotional and social skills. Following this a class action plan is created which informs practice. This also quickly supports identification of children who need additional intervention to match their needs.



Through **A Little Spot of Feelings and Emotions** (see appendix 4) we recognise the link between emotional regulation and behaviour and the impact differing emotions can have throughout the day in a response to events as they occur and the behaviours that are displayed. If we are able to recognise when we are becoming less regulated we are able to do something about it to feel better and get ourselves in a better place. This comes naturally for some but for others it is a skill that needs to be taught and practiced. Therefore we provide regular opportunities for children to share how they are feeling as a preventative measure for unwanted behaviour. These opportunities are built into the school routine and adults respond to all pupils attempts to communicate their feelings. We do this by using Little Spot of Feelings and Emotions alongside an emotion coaching approach.



Class Dojo (see appendix 5) is used to share learning and success and bring the school community together through family engagement. It is an opportunity for children to develop an understand of what they are doing well and promotes sharing this with home. There is a strong focus on rewarding children when they adhere to the school beliefs building on a culture of praise to support children to make good choices rather than on sanctions. Through this tool staff are able to promote and encourage positive behaviour and address more challenging behaviour as a form of communication.



Emotion coaching (see appendix 6) encourages all adults in school to look for indicators of low-level negative emotions (often reflected through a child's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach does not ignore or minimise the behaviour (or the emotions or feelings) but does look for the communication behind the behaviour and does set limits on what is safe and acceptable redirecting challenging behaviours.

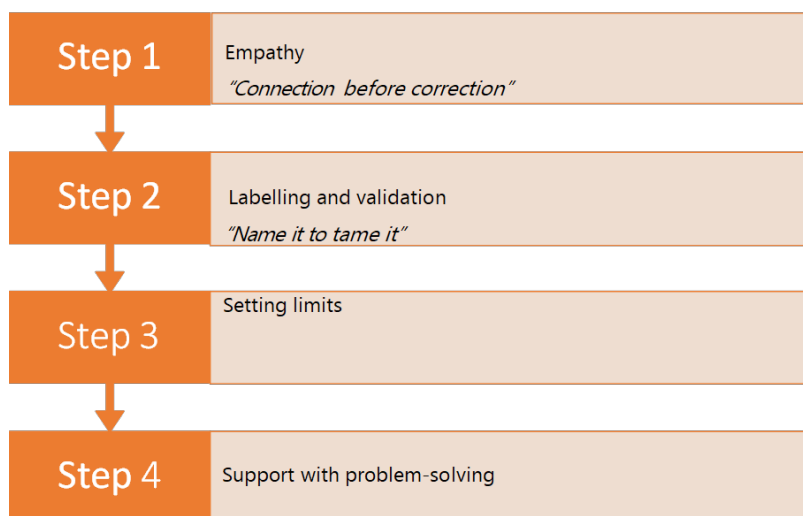
Where challenging behaviour continues the adult will make a judgement call on whether the child can be supported to regulate their emotions within the session they are in or if the child needs increased co-regulation within another area of the school. This is most likely to occur when the safety or learning of others is compromised.

Where emotions have been heightened and especially where limit setting has been needed staff always ensure they take time to problems solve find solutions with the child. This is always done when they child is regulated and able to manage this. This can involve sharing alternative ideas and actions which would be more appropriate and productive or empowering the child to believe they can overcome difficulties and manage their own feelings and behaviours. As part of this the child will be supported to understand the natural consequences of their behaviour and repair relationships which may need restoring.

Following any challenging behaviour or heightened emotions adults ensure **all** children feel safe and understand their feelings are valued.

Expectations for positive behaviour during **unstructured times** (e.g. on the playground) reflect the expectations in the classroom. All learning from Jigsaw and thrive contribute to the children's understanding of how to manage their feelings and emotions during these times. To support the children in applying their strategies staff on the playground spend encouraging games and opportunities for children to respond positively to each other. All staff have had emotion coaching training and are ready and available to support with any incidences of dysregulation. To support this further North Town also ensure there are plenty of options for the children at playtimes. This includes a well-being club where children can choose to be inside in a more structured and calm environment with colouring and games.

Emotion Coaching Style:



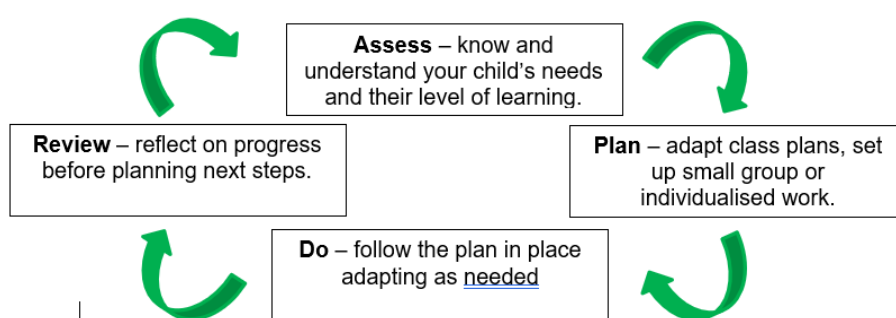
Universal into SEND Support (Responding, Repairing and Restoring continued)

Our approach to promoting positive behaviour works for the majority of the children most of the time helping them to develop good attitudes and keep to acceptable standards of behaviour most of the time. In rare instances a child may have barriers that make it harder for them to follow school expectations all the time. In such circumstances the staff working with the child will keep records of persistent or serious behaviour as a way to discover what the child is trying to communicate and look for triggers and patterns (CPOMs or ABCC Charts in discussion with SLT).

Alongside this it will also be recognised that the child needs further support and guidance both within the classroom and outside. At North Town we have chosen to follow the Thrive approach and therefore at these times consider whether it would be appropriate for a child to have an individual assessment and potentially an individual thrive intervention. It is also important to note that children displaying withdrawn and anxious behaviours would also be raised and assessed for this intervention in the same way.

Children accessing individual thrive will be initially monitored for SEND under SEMH and potentially added to SEND Support. These children will have a pupil passport and where

appropriate a risk assessment and/or positive handling plan, in place outlining their needs for all staff and will also have a thrive action plan which will be regularly reviewed. The **graduated response** will be followed (see SEND policy and information report) and where appropriate an Education Health Care Plan may be applied for. The use of physical intervention by staff is always a last resort and would only be used where there is significant risk to themselves, others or valuable property. Any incidence of physical intervention will be recorded and shared with parents.



When a child's behaviour is deemed by the senior leadership team to be serious or persistently negative the exclusion policy will be followed. This is always done as a last resort and in line with our consistent approach to view behaviour as communication.

5. Working in Relationships Together

The **children** at North Town are at the centre of everything we do and their views are vital in deciding policy and practice. Children's feelings and emotions are valued through the approaches we take and the programmes we follow. We support the children to express themselves and use their voice both as part of individual incidents and also through whole school approaches – PSHE lessons, daily thrive, worry boxes, pupil questionnaires.

Parents are key in developing the emotional and social development of their children. At North Town we both recognise and value this and prioritise working in partnership with families. In order to work together we:

- Ensure all parents know who they can talk to and how to make contact with members of staff.
- Keep parents informed about our approach to emotional and social development.
- Where families have particular concerns or challenges a referral to the Parent Family Support Advisor can be considered. This may be accompanied with an opportunity to engage with an emotion coaching course.

Where it is deemed appropriate to inform of specific incident staff will be sensitive in our approach, ensuring that parents have the information they need and also understand that staff will have explored the communication behind the behaviour.

There may be circumstances where it is deemed necessary to work with **external agencies** to support the emotional and social needs of a child. Where this is the case this will have followed a graduated response and will be done through the school SENDCO, PFSA, mental health leads or DSL. Examples of external agencies include CAMHs, Young Minds.

6. Related Policies & Procedures

- Anti-Bullying Policy
- Exclusion Policy
- SEND Policy and Information Report

7. Further Reading

A Little Spot of Emotions and Feelings Educator's Guide by Diane Alber

When Adults Change Everything Changes by Paul Dix

Emotional and Behaviour Difficulties by Dan Hughes

Attachment Aware School Series by Louise Bomber

Lost at School by Ross Greene

<https://www.emotioncoachinguk.com>

Authorities / Key dates:

Policy custodian	Heidi Screech
Reviewed by Policy Committee on the	
Ratified on the	
To be reviewed on the	

Modifications / Amendments history:

Date	Modifications / Amendment

Appendices

Appendix 1 – Expectations of adults within EYFS, KS1 and KS2

Appendix 2 – Jigsaw Overview

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Appendix 4 – Little Spot of Emotions and Feelings Overview

Appendix 5 – Class Dojo overview

Appendix 6 – Emotion Coaching Overview

Appendix 1 – Expectations of adults within EYFS, KS1 and KS2

The Headteacher actively encourages staff members to send children to her to be praised for good behaviour, improved attitudes to learning, and outstanding achievement.
Foundation Stage

In the Early Years Foundation Stage:

- ✓ Teachers, Early Years Practitioners and other adults support children to manage the problems they encounter and their emotional responses. This can be done by identifying and labelling the emotion and encouraging the use of strategies such as taking deep breaths to calm down or asking an adult for help.
- ✓ During carpet sessions children are reminded about the expectations for behaviour while they are learning, and they are praised for following these expectations.
- ✓ At playtime and free flow sessions the children are reminded about the expectations for behaviour while they are playing, and they are praised for following them.

In KS1, we:

- ✓ Praise individuals and groups for positive attitudes, achievements and behaviour in all areas of school life.
- ✓ Praise pupils for using effective strategies to manage problems they encounter and their emotional responses, such as taking deep breaths, taking a short break to calm down or asking an adult for help.
- ✓ Give positive feedback, verbal or written, about their work.
- ✓ Share positive achievements with parents/carers in person or via Class Dojo.
- ✓ Recognise and celebrate class and individual efforts in reaching Dojo point targets
- ✓ Share work with other adults at school.

In KS2 we:

- ✓ Praise individuals and groups for positive attitudes, achievements and behaviour in all areas of school life.
- ✓ Praise pupils for using effective strategies to manage problems they encounter and their emotional responses, such as taking deep breaths, taking a short break to calm down or asking an adult for help.
- ✓ Give positive feedback, verbal or written, about their work.
- ✓ Award Dojo points for positive attitudes and behaviour, reaching learning goals and being kinder than you need to be.
- ✓ Recognise and celebrate class and individual efforts in reaching Dojo point targets.
- ✓ Share positive achievements with parents/carers in person or via Class Dojo ✓ Share work with other adults at school.

Other specific strategies for rewarding positive behaviour may be used and are based on the needs of the class.

Appendix 2 – Jigsaw Overview



At North Town Primary School and Nursery, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Secretary of State Foreword DfE Guidance 2019 p.4-5

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

At North Town Primary School we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Appendix 3 – Thrive Overview



The Thrive Approach has been developed over many years helping children to flourish. It supports their emotional and social development and helps them feel happy and secure, able to enjoy friendships, relate well to others and be ready and able to learn.

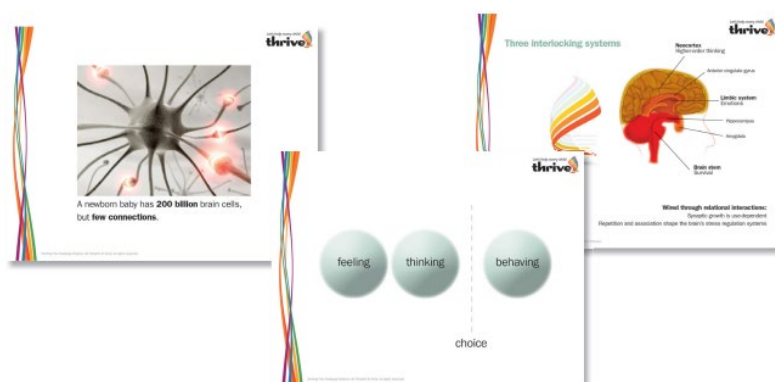
Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Positive relationships are at the heart of Thrive. Relationships are used together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional well-being
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way
- ...and much more

How does it work?

Appropriate for all children from birth to adulthood, The Thrive Approach draws on the latest research into brain science, child development theory and attachment theory. It helps us to understand how babies' and children's brains develop, and how parents, teachers and other professionals can best support this development by providing the best experiences for the children at each stage.



Thrive also helps us to better understand the children's needs being signalled by their behaviour. Sometimes children may struggle as a result of temporary setbacks or other, longer term changes in their lives such as a separation, a bereavement, a family illness or accident, or even the arrival of a new baby. They may signal their distress by becoming more withdrawn, or distant, or perhaps more challenging or disruptive, or even by trying too hard to please. If this happens we use Thrive to look beyond the behaviour to give these children the support they need to get back on track. Sometimes they only need a little extra support in class and sometimes they may need additional one-to-one time to help them along.

How we use Thrive?

We use a screening tool and activity planning resource called Thrive-Online. This allows us to check that children are working appropriately for their age and to develop the whole group with activities that ensure that they are as emotionally and socially supported as they can be. Using Thrive-Online will also identify any children in need of extra help. If the screening process suggests that a child would benefit from additional one-to-one support, a more detailed assessment to develop an action plan that gives specific strategies and activities is completed. The plan will also suggest specific activities that can be done at home.

Appendix 4 – A Little Spot of Emotions Overview



Little Spot of Emotions provides thought-provoking lessons, discussions and activities that help the children to identify their emotions. Children will learn how to handle overwhelming feelings, develop a positive self-image, and learn how to improve social and emotional skills needed to show empathy, compassion, and kindness. Children will learn managing techniques as well as coping strategies to regulate big emotions.

Social- emotional learning (SEL) refers to the development of self-awareness, self-control, self-regulation, social skills and responsible decision making, all of which are essential for school and life successes.

Children will understand that we all experience feelings and emotions every day. Learning when and why they show up can help them make friends, stay safe, motivate them, give them confidence and so much more.

The use of spots is easy for the children to visualise and if the children can visualise their feelings and emotions as a thing it will be easier for them to manage.

Throughout our school A Little Spot of Emotion will be displayed in each classroom and referred to throughout the school day through books and visual representation.



Appendix 5 – Class Dojo overview



ClassDojo is a global community used by over 50 million teachers and families. It is a platform that brings together a range of different tools that North Town has used over the years including Twitter and House Points and has a focus on encouraging positive behaviour and supporting the children to feel good about what they are doing in class.

Below are a few ways in which North Town use this tool to support the children in their positive behaviour, celebrating the learning in the class and providing any additional information that the teacher may feel is important for parents to have.

Dojo Points: ClassDojo encourages positive choices throughout the school, from helping others to being ready to learn, from producing excellent work to respecting the school. Children earn points that add together to a 'class total'. When the class hit certain milestones, the class will then be able to access a reward that is personal to that class. This will be a celebration of their teamwork, working towards a shared goal and creating a class community.

As children earn points, parents are able to see this; including what their child has achieved this point for. Parents can add multiple children to one account where they can view their points throughout the day and the option to view it over the past two weeks.

Class Story: In previous years, North Town used Twitter as a way of showcasing what we are doing during the school day. ClassDojo provides a similar feature called the 'Class Story' where teachers can post pictures, links, files and events specific to that class. This is simple, secure, and gives parents a window into their school day and what the children are doing well!

Appendix 6 – Emotion Coaching Overview

Emotion coaching is a whole-school approach to supporting sustainable emotional health and wellbeing (Rose et al 2015)

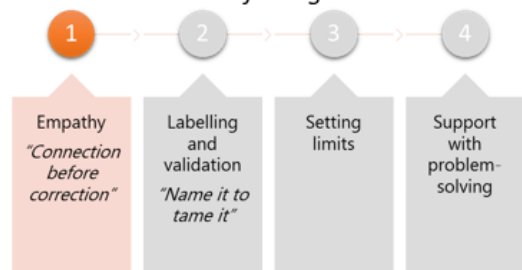
Emotion coaching encourages all adults in a school to **look for** indicators of low-level negative emotions (often reflected through a pupil's behaviour or body language) and to **empathise** with, **label** and **validate** those emotions as they occur.

This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.



STEP 1 – Empathy

- Observe and listen
 - Watch for changes
- Tune in to the child's feelings
 - *How does the child express different emotions?*
- Tune into your own emotions:
 - *How am I feeling?*



STEP 2 – Labelling and validation

- Listen carefully
- Respect the child's feelings
- Label the emotions
- Model emotional language
- Build vocabulary

Step 3 – Setting limits

- State the boundaries of acceptable behaviour
- *"I can't let you do that. I need to keep you safe"*
- Redirect challenging behaviours (e.g. what they do, not what they feel)



Step 4 - Problem Solve

- Explore solutions to problems together.
 - **Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes.
 - **Empower** the young person to believe they can overcome difficulties and manage their own feelings and behaviour.