



King's Academy Northern Parade Relationships and behaviour Policy

Based on Restorative and Relational Practice



Independence



Resilience



Teamwork



Safety



Creative



Challenge

1. Introduction

At King's Academy Northern Parade, we believe that positive relationships are at the heart of effective learning and teaching. Our behaviour policy is grounded in restorative and relational practices, which prioritise understanding, empathy, and community-building. Our aim is to create a safe, supportive, and inclusive environment where all members of the school community can thrive.

Our school Dragon Values are at the heart of everything we do, serving as the golden thread that runs through our relationships and behaviour policy. We consistently refer to them in all aspects, always linking choices, behaviours, and learning back to these core values.



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2. Aims of the Policy

- To promote a positive school ethos based on mutual respect, trust, and understanding.
- To encourage self-discipline, responsibility, and accountability among all pupils.
- To create a sense of belonging and community within the school.
- To resolve conflicts through dialogue and restorative practices.
- To ensure that behaviour management is consistent, fair, and aligned with the school's values.

3. Core Principles

- **Respect and Relationships:** We emphasise respect for all individuals and the development of positive relationships within the school community.
- **Relational Practice:** We focus on understanding each child's context, needs, and emotions, and work to build strong, supportive relationships with them.
- **Restorative Approaches:** When conflicts or issues arise, we use restorative practices to understand the root causes and repair harm.
- **Positive Reinforcement:** We celebrate positive behaviour through recognition and rewards, reinforcing the behaviours we wish to see more of.
- **Consistency:** All staff are committed to applying the behaviour policy consistently, ensuring that expectations are clear and understood by everyone.

4. Restorative Practices

Understanding Restorative Practices

Restorative practices involve a process where all parties affected by a behavioural incident come together to discuss what happened, how people were affected, and how the harm can be repaired. This approach encourages accountability, empathy, and the rebuilding of trust.

All staff will engage in restorative conversations where appropriate and at an age appropriate level. The aim of which is to support understanding behaviour, its impact, and collaboratively finding a solution.

5. Relational and Behaviour Expectations

5.1 General Expectations

Promoting Positive Behaviour and Celebrating Success

Celebrating success and promoting positive behaviour are central to our approach. This is reinforced both at the whole-school level and within individual classes throughout the week. All staff are encouraged to create opportunities to recognise achievements, ensuring these celebrations align with our school's dragon values

- Pupils are expected to show respect for themselves, others, and the school environment.
- Pupils should take responsibility for their actions and understand the impact of their behaviour on others and themselves.
- At King's Academy Northern Parade, we believe in creating intrinsic positive behaviour, encouraging children to make the right choices.

Zones of Regulation (ZOR)

The ZOR is a school-wide approach that helps pupils manage their emotions by grouping them into four zones. Each pupil has strategies to regulate their feelings, and staff are trained to support them in doing so. Staff use the language of the zones to promote positive behaviour when needed.

The four Zones of Regulation are colour-coded: the blue zone represents feelings of sadness, tiredness, or boredom; the green zone is for calm, focused, and ready-to-learn feelings; the yellow zone indicates feelings of excitement, frustration, or anxiety; and the red zone represents intense emotions like anger or out-of-control feelings.

The Zones of Regulation are linked to energy states, emphasising that we can't learn until we are calm; we must regulate before we educate. The blue zone reflects low energy levels, green represents a calm and alert state, yellow indicates heightened energy, and red corresponds to very high energy.

ZOR strategies available to support children at King's Academy Northern Parade may include:

- Positive pauses.
- Calming strategy e.g. Movement break / breathing / quiet space.
- Seeking out a specific member of staff.
- Sensory activity.
- Walking/outside access.
- Time and space – staff supervise and observe from a distance.
- Communication and interaction opportunities to support individual needs._

5.2 Promoting Positive behaviour

The theory behind KANP's approach to promoting positive behaviour emphasises that staff need to modify their own behaviour to meet the connection needs of children, especially those exhibiting challenging behaviour.

At KANP, we recognise that traditional disciplinary methods often focus on punitive measures, which can damage the relationship between adult and child, rather than addressing the underlying emotional needs. By shifting focus to building strong, empathetic relationships, adults can help create a sense of belonging and safety. This connection builds trust and helps children regulate their emotions, making them more receptive to positive behaviour changes. By advocating for consistency, calmness, and ensuring that adults model the behaviours they expect from children while also providing emotional support.

Descriptive Praise

We strive to use clear and specific praise to encourage positive behaviour. By highlighting exactly what was impressive about a child's actions, we reinforce the behaviours we want to see more of whilst making explicit links to our dragon values. For instance

- "Thank you for walking down the corridor rather than running, that demonstrated great safety."
- "I appreciate how you helped your friend, that was a great example of teamwork."
- "Thank you for pushing yourself, trying repeatedly, and never giving up—it showed fantastic resilience"

Using negative language can create a cycle of negativity and does not model effective conflict resolution or mutual respect. Additionally, unclear language can be particularly difficult for children to process. For this reason, staff will not use negative language when addressing behaviour, ensuring that all pupils are treated with dignity and respect.

We acknowledge and reinforce positive choices to help children recognize and internalise positive behaviour, creating their intrinsic wellbeing without relying on external rewards.

We do this by:

- Linking positive choices to our Dragon Values, reinforcing them by awarding Dragon Value certificates in assemblies.
 - Celebrating successes with the community, such as through newsletters, positive phone calls home and text messages.
 - Encourage self-reflection on positive actions and their impact on others, through assemblies and use of social circles.
 - Use positive language to acknowledge efforts rather than outcomes.
 - Create a growth mindset by praising perseverance and problem-solving.
 - Create opportunities for children to set and achieve personal goals, such as reading challenges.
 - Using Class Dojo to reinforce positive choices, providing real-time feedback and encouragement to support children's development and growth.
 - Emphasise the natural consequences of positive behaviour, like improved relationships or a sense of accomplishment.
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6. Responding to inappropriate behaviour

It is still vital to maintain high expectations and implement natural consequences to support each child's learning and development.

6.1 Restorative Process

When inappropriate behaviour occurs, we respond with the following restorative steps:

1. **Regulation:** The child needs to be calm and regulated prior to any discussions
2. **Reflection:** The child reflects on their behaviour and its impact.
3. **Restorative Discussion:** A discussion is held between the student and staff member, where the student is encouraged to express their thoughts and feelings, and to understand those of others.
4. **Repairing Harm:** The child is supported in taking steps to repair any harm caused, whether through an apology, a gesture of kindness, or another appropriate action.
5. **Reintegration:** After the restorative process, the child is reintegrated into the classroom or school community when appropriate and with support to prevent future incidents.

These steps may be followed in any order and not necessarily immediately after the inappropriate behaviour. These conversations may even take place the following day as we recognise that children need time to regulate before they can effectively reflect, as restorative practices are ineffective without this.

6.2 Escalation for persistent or severe behaviours, the following additional steps may be taken:

- Parental Involvement: Collaborating with parents or carers to help support behaviour improvement.
- Personalised behaviour response plans: Creating tailored strategies to address specific behavioural concerns.
- Support from outside agencies.
- Exclusion: In extreme cases, and following local authority guidelines, exclusion may be considered as a last resort (see appendix)

We aim for our pupils to understand the connection between negative or unsafe behaviours and their natural consequences.

For example, rather than an approach like this:

Behaviour	Sanction / Punishment / No Learning Opportunity
A child becomes disruptive and or behaves in a way that makes other pupils feel unsafe.	Detention at break time. Sitting in silence.

We aim to adopt an approach like this:

Behaviour	Consequence & Learning Opportunities
A child becomes disruptive and or behaves in a way that makes other pupils feel unsafe.	<ul style="list-style-type: none"> • Child is given a break from the situation to calm down. • An adult helps the child express their feelings safely and understand what they were trying to communicate through their behaviour, making sure the child feels heard. • The child is then supported to reflect on their actions and think about what they could do better next time. • The child is encouraged to help fix the situation, like tidying up the room, and their positive actions are praised with an explanation of why it was helpful. • The class teacher or senior leader contacts the child's parents or carers. • Staff discuss the incident to understand what caused the behaviour, review the child's support plan, and consider any needed changes

Tiered approach

All staff will consistently apply this approach when addressing all levels of behaviour, including the most serious incidents. The table below outlines the school's tiered approach to categorising behaviours and the corresponding actions taken to ensure the safety and well-being of all children.

Behaviour Tiers	Examples of Behaviours in this Tier	Example of Guided Response & Natural Consequence	Staff Responsible
Behaviour Tier 1	<ul style="list-style-type: none"> • Indirect swearing • Low-level disruption • Gestures • Interrupting others • Poor focus or engagement 	<ul style="list-style-type: none"> • Reflect, restore & learn strategies. • Remind of classroom expectations • Distraction & re-engagement strategies • Movement break & time out strategies • Verbal challenge – behaviour discussed 	All staff
Behaviour Tier 2	<ul style="list-style-type: none"> • Direct swearing • Medium level disruption • Refusal to engage in a lesson or activity. • Repeatedly leaving the lesson without permission • Threats of violence (without intent) • Damage to property (minor) • Child on child (inappropriate level) 	<ul style="list-style-type: none"> • Reflection time provided in order for children to restore & learn. • Remind of classroom expectations • Distraction & re-engagement strategies • Movement break & time out strategies • 1:1 work around PDL positive relationships • Parental engagement (parents informed) & restorative outcomes 	All staff

Behaviour Tier 3	<ul style="list-style-type: none"> • Child on child (problematic level) • Absconding (Off-Site, In Sight) • Verbal aggression (intent to harm) • Physical aggression (medium risk) • Prejudicial Behaviour Incident (Single) • High level disruption • Damage to property (medium to elevated level) • Dangerous behaviour (medium risk) 	<ul style="list-style-type: none"> • Reflection time provided in order for children to restore & learn. • Distraction & re-engagement strategies • Movement break & time out strategies • Parental engagement (parents informed) & restorative outcomes • Review of environment & risk assessment/PBRP • Multi-disciplinary in-school meeting • Consulting with external agencies if appropriate Natural consequences 	Class teacher, key adults, and Leadership Team including year leaders
Behaviour Tier 4	<ul style="list-style-type: none"> • Child on child (abusive or violent) • Bullying (all types) • Dangerous behaviour (high to significant risk) • Physical aggression or violence (elevated risk) 	<ul style="list-style-type: none"> • Consulting with external agencies if appropriate Emergency annual review • Suspension • Permanent Exclusion 	Senior Leadership Team / Headteacher

Child - on- child abuse: Allegations of abuse made against other students.

We recognise that children are capable of abusing their peers. Abuse will 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 students. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of students hurting other students will be dealt with under this policy along with our anti-bullying policy. The child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

7. Roles and Responsibilities

At KANP, we engage with the concept of "deliberate botheredness". This centres on the intentional and consistent effort that adults make to show children that they genuinely care about them.

This approach goes beyond just reacting to behaviour and instead emphasises proactive engagement with children, even those who we've yet to engage.

Deliberate botheredness means noticing small details about a child's life, celebrating their successes, and consistently offering support. It requires a conscious decision to be present, to listen, and to invest in building strong relationships, even when it is challenging. By doing so, as staff, create a culture of care and trust, which encourages positive behaviour and brings a sense of belonging in children, making them feel valued and respected.

7.1 Staff Responsibilities

- **Build Relationships:** Staff focus on building strong, positive relationships with all children.
- **Model Positive behaviour:** Staff are expected to model the behaviour they wish to see in children.
- **Implement Restorative Practices:** All staff should be trained in and use restorative approaches in their interactions with children.

7.2 Parent/Carer Responsibilities

- **Support School Policies:** Parents and carers support the school's behaviour policy and work in partnership with the school to promote positive behaviour.
 - **Engage in Restorative Processes:** Parents and carers are encouraged to engage with the school's restorative practices, particularly when their child is involved in a behavioural incident.
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8. Monitoring and Review

This policy will be reviewed annually to ensure it remains relevant and effective. Feedback from staff, students, and parents will be considered as part of the review process.

Approved by:

Date: October 2025

Next Review: October 2026

Appendix Contents Page: Statutory Requirement Documents

Legislation and statutory requirements

King's Academy Northern Parade acknowledges its legal duties under the Equality Act 2010, and in terms of safeguarding and supporting students with special educational needs.

This policy is based on advice from the Department for Education (DfE) and links to the following:

1. [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
2. [Behaviour in schools: advice for headteachers and school staff 2022](#)
3. [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](#)
3. [Searching, screening and confiscation at school 2018](#)
4. [Searching, screening and confiscation: advice for schools 2022](#)
5. [The Equality Act 2010](#)
6. [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)
7. [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)
8. [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#)
9. [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)
10. [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)
11. [Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](#)

- [KANP KGA Safeguarding and Child Protection Policy 2025.docx](#)
- [SEND policy](#)
- [Pupils with medical needs](#)
- Exclusions policy
- [Anti Bullying policy](#)
- [Download.asp](#)
- [Online Safety policy](#)
- [First Aid Policy 2025/26.docx](#)
- [Data Breach policy](#)
- [Concerns and Complaints policy](#)
- [Whistleblowing policy](#)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its young people
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate young people' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate young people' property.

1. Whole school Strategy - Positive Language

At King's Academy Northern Parade,, we focus on using clear and descriptive praise to encourage and reinforce positive behaviour. By specifically highlighting what a pupil has done well, we strengthen the behaviours we wish to promote. For instance:

- "I appreciate how you opened the door for that visitor."
- "I noticed how kindly you supported your friend—thank you for being a positive role model."
- "Thank you for tidying the classroom. That's a great example of responsibility."

We avoid using negative language, as it can perpetuate a negative cycle and does not model conflict resolution or mutual respect. Clear and positive communication is especially important for pupils with autism, as they may find ambiguous language difficult to understand.

Our staff are committed to addressing behaviour without negative language, always treating each pupil with dignity and respect. Below are examples of language to avoid when promoting positive behaviour.

1.1 Whole School Strategy - ZoR

The Zones of Regulation (ZOR) is a whole-school approach designed to help pupils manage their emotional states by categorising their feelings into four distinct zones. Each pupil should have access to various strategies to help them regulate their emotions when they find themselves in different zones.

Staff are expected to be familiar with key strategies and actively support pupils in managing their emotions in a positive and constructive manner. The use of the zones and their associated language should be implemented at appropriate moments, when they will most effectively support positive behaviour.

Some ZOR strategies include:

- **Positive pauses**
- **Calming techniques**, such as movement breaks, breathing exercises, or using a quiet space
- **Seeking support** from a specific member of staff
- **Engaging in sensory activities**
- **Using a therapeutic space**
- **Accessing outdoor areas** or taking a walk
- Providing **time and space** while staff supervise from a distance
- Facilitating **communication and interaction opportunities** tailored to individual needs

By integrating these strategies, staff can help pupils develop the skills needed to regulate their emotions and promote a positive learning environment.

1.2 Whole School Strategy - Roles of Responsibility

All Staff

- **Promote a Positive Behaviour Culture:** Creating a culture of positive behaviour is the responsibility of all staff, at every level.
- **Ensure Pupil Safety and Well-Being:** Every staff member is accountable for the safety and well-being of pupils.
- **Utilise Radios for Safety:** Members of the Leadership team and Pastoral Team must carry radios to ensure communication is clear with regard to supporting both pupil and staff safety at all times.
- **Support Positive and Challenging Behaviour:** Staff are responsible for promoting positive behaviour while managing and supporting challenging behaviour.
- **Collaborate on Behaviour Support:** Work with colleagues to implement positive behaviour support strategies and view consequences as part of the learning process.
- **Maintain Positive Behaviour Ethos:** Staff are responsible for upholding and fostering the school's ethos of positive behaviour.
- **Record Behaviour:** All behaviour must be recorded according to the school's established recording procedures.

Classroom Staff Responsibilities

- **Lead in Promoting Positive Behaviour:** Classroom teams play a crucial role in developing a culture of positive behaviour support.
- **Point of Contact:** They serve as the primary point of contact for colleagues, parents, and senior leaders regarding both positive and challenging pupil behaviours.
- **Proactively Record Behaviour:** Record behaviours on blue forms in a timely manner to ensure concerns are raised early and successes are celebrated. These should be given to the year lead on the same day, before being passed to the Behaviour and Welfare Team. (Behaviour Lead)
- **Address Challenging Behaviour:** Manage challenging behaviours in accordance with KANP's Behaviour and Relationships Policy, applying tiered responses and using consequences as learning tools.
- **Provide Continuous Support:** Offer consistent, positive support to pupils using a variety of strategies.
- **Engage Parents within 24 Hours:** Ensure parents are contacted within 24 hours following any incident, in consultation with colleagues.
- **Report Serious Incidents Immediately:** Notify senior leaders immediately of any serious incidents.
- **Lead Communication with Parents/Carers:** Take responsibility for communicating both positive and negative behaviours to parents and carers.
- **Follow Up on Behaviours:** Monitor the effectiveness of interventions or strategies put in place and follow up on behaviour incidents.
- **Review Positive Behaviour Response Plans:** Update plans with relevant information after behaviour incidents and consult with colleagues and the Behaviour Lead on any further necessary actions.
- **Share Information with Staff:** Disseminate behaviour-related updates to the relevant staff - ensuring clarity of information.
- **Implement a Holistic Approach:** Know when to apply a wider, holistic approach to behaviour support and implement a variety of transactional support strategies to improve behaviour.

Holistic Support

- **Utilising Specialist Support:** Classroom teachers should actively use the available specialist support within the school, via the Dragon's Den Team. Staff should ensure that the correct documentation has been completed allowing tracking to take place.
- **Collaborative Efforts:** Speech and Language Therapists (SALT), Occupational Therapists (OT), and the SENCO work closely with the team around the child to provide insights related to pupils' SEND, with the goal of improving behaviour outcomes.
- **Implementation and Monitoring:** Specialist interventions and support strategies should be implemented collaboratively and continuously monitored by the team around the child to measure progress.

Senior Leadership Team (SLT)

- **Policy Implementation:** Support the Headteacher in implementing the positive behaviour policy across the school.
- **Behaviour Monitoring:** Monitor my concern daily to ensure timely actions are taken to address concerns, track progress, and celebrate positive behaviour.
- **Critical Behaviour Support:** Provide support when behaviour concerns are critical or when pupils are at risk of harm.
- **Collaboration for Safety and Well-being:** Work closely with all staff to promote the safety and well-being of all pupils.
- **Escalated Behaviour Support:** Assist colleagues with positive behaviour strategies when concerns have escalated beyond the capacity of classroom teachers and learning support teams.
- **Post-Incident Debriefs:** AHT/Behaviour Lead to hold debriefs with staff after incidents to reflect on practice, review individual support plans, and implement new strategies to meet pupil needs.

Headteacher

- **Overall Responsibility:** The Headteacher holds ultimate responsibility for promoting positive behaviour and ensuring the safety and well-being of all pupils.
- **Critical Behaviour Management:** Provide support when behaviour issues are critical or when pupils are at risk of harm.
- **Collaboration with Staff:** Work in partnership with all staff members to ensure the school environment promotes the safety and well-being of all pupils.
- **Escalated Behaviour Management:** Support staff with behaviour concerns that have escalated beyond the roles of classroom teachers, holistic support staff, and senior leaders.

The Governing Body

- Hold the Headteacher to account to ensure they implement and adhere to this policy fully.
- Support the ethos that is embedded in this policy.

2. Restrictive Physical Intervention

In almost all occasions, only staff who have been Team Teach trained should use restrictive physical intervention, unless there is a significant concern about risk of harm. Staff may use restrictive physical intervention on a pupil if there is risk of/to:

- Harm to self
- Harm to others

- Significant damage to property
- Committing a criminal offence
- Prejudicial or good order (This does not include making pupils comply or as a punishment)

Any physical intervention must be REASONABLE, PROPORTIONATE & NECESSARY. These are legal terms, and it is not possible to give any further definition as to what would be classed as reasonable or proportionate

Team Teach (Positive Handling)

In some circumstances, staff may use a team teach approach to support a pupil to prevent them:

- Hurting themselves or others

Team Teach will:

- Only be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Both staff and pupils will undergo regular training to reinforce and update their understanding of positive behaviour, including acceptable online conduct. Pupils will be guided on the school's expectations, available rewards, and the consequences of unacceptable behaviour. Relational practice and positive behaviour management are integral to staff induction and are included in ongoing professional development for all staff members

See Physical Intervention Policy for further information.

3. Monitoring Arrangements

The leadership team will review the positive behaviour policy annually. At each review, the Governing Body will approve the policy.

The school will collect data on the following:

1. Behavioural incidents, including removal from the classroom
2. Attendance, permanent exclusion and suspension
3. Use of student support units, off-site directions and managed moves
4. Incidents of searching, screening and confiscation
5. Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

3. Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

4. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies'. See Behaviour in Schools - DfE guidance

Ensure expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil)

an article specified in regulations:

- tobacco, cigarette papers, vapes
- fireworks; and
- pornographic images.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

5. Pupil Support

The school recognises its 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. The school's special educational needs co-ordinator 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. 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.