



### 'SMALL BUT MIGHTY'

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."  
*Matthew 13 31-32*

COMPASSION

CURIOSITY

COURAGE

## Positive Relationships and Behaviour Policy

This document provides a guide for adults working and volunteering at Kennet Valley CofE VA Primary School.

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*Inspired by the parable of the mustard seed, we believe that by cherishing every member of our small school and nurturing their talents we will grow and flourish together; achieving more both as individuals and as a community. Just as the mustard tree provides a safe perch for all the birds of the air, Kennet Valley School is inclusive and welcoming to all members of our diverse community.*

*Through following this policy we enable our children to learn the prosocial skills and values which they will need when they leave us. At all times, we employ a child centred approach which protects the dignity of the individual.*

1 Timothy 4:12

**<sup>12</sup> set the believers an example in speech and conduct, in love, in faith, in purity**

## AIMS OF OUR POLICY

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices
- To use our Christian Values to underpin our nurturing and relational approach
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill
- To provide a safe, respectful, equitable, inclusive and happy school ethos where learning opportunities are maximised
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with one another

## CONSISTENT APPROACH

In implementing this Positive Relationships and Behaviour Policy Kennet Valley School acknowledges the need for consistency:

- Consistent **language** and consistent response: simple clear expectations reflected in all conversations about behaviour.
- Consistent **follow-up**: ensuring “certainty” at the classroom and Leadership level. Staff taking responsibility for behaviour interventions, escalating only when necessary.
- Consistent **positive** reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: natural consequences identified, agreed and applied at the classroom level as well as established school-wide structures for more serious behaviours.
- Consistent **expectations** referencing and promoting positive behaviours
- Consistent **respect from adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: appropriate regulation strategies are modelled and not just taught, adults in school as role models for learning
- Consistently reinforced **rituals and routines for behaviour**: in classrooms, around the school, after lunch and at reception

*‘Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.’*

*Paul Dix.*

At Kennet Valley C of E VA Primary school, we have three core values – Compassion, Curiosity and Courage – which in turn lead to our over-arching expectation of all members of our community:

**Be the best that you can be;  
thinking for yourself and acting for others.**

**All staff will:**

1. Meet and greet the children at key transition points
2. Use: Be the best you can be. Think for yourself. Act for others and the linked Christian Values
3. Model positive behaviours and build relationships with all children in their care
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use a standard system for refocusing the children's attention on learning (STRETCH)
6. Use Class Dojo to recognise pupils who are meeting expectations in 'little ways'
7. Be calm and give take up time when going through the steps to success
8. Follow up every time, retain ownership and engage in reflective and restorative dialogue with learners
9. Never walk past or ignore learners whose behaviour is less than expected
10. Develop positive relationships with parents, involving them in their child's positive and negative choices.

**Leaders will:**

1. Meet and greet learners at the start of the day
2. Be visible around school at key transition times
3. Celebrate staff and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support staff in managing learners who display behaviour which challenges or who have more complex needs
6. Monitor the school-wide behaviour policy and how it is implemented by staff
7. Regularly review provision for children who may need additional support

**Pupils will:**

1. Be the best they can be
2. Think for themselves
3. Act positively for others

**Parents/Carers will:**

1. Encourage independence and self-discipline, to show an interest in all that their child does on school and to offer a framework for social education
2. Foster good relationships with the school and support the school in the implementation of this policy

3. Make children aware of appropriate behaviour in all situations and be aware of the rules and expectations.

Visible consistency makes everyone feel safe. These simple consistencies are key to the success of the policy and need to be adhered to by all staff. With this in mind the 'KVS Way' allows us to make expectations explicit to all and enables us to remind children across the school year.

## RECOGNITION AND REWARDS FOR EFFORT

We recognise and reward learners who consistently meet our expectations.

However, there are children who regularly go 'above and beyond'. We wish to give recognition to those children who go 'Over and Above' too.

'Over and Above' behaviours include consistently exhibiting our learning behaviours, impacting the wider community and living out our values in all they do.

### CLASSROOM LEVEL:

- Praise for choices
- Class Dojo reward for adherence to school rules and 'doing the little things well'
- Movement up the stars/stickers (YR-2)

For those who go 'Over and Above' in one of the 3 ways stated (consistently demonstrating key learning behaviours, impacting the wider school community or living our values) additional recognition is in place such as:

1. Phone call home to parents
2. Values/Learning behaviour badges
3. Praise Card from Class Teacher or Leader

### SCHOOL LEVEL

1. Star of the Week linked with our current value
2. Each short term a Star of the Term is selected for each Year Group and their parents/guardians are invited to join us for the final Celebration Collective Worship of the Term
3. Appreciation Tree near the entrance where any member of the school community can acknowledge another member of the community who has done something they feel is worthy of recognition. Adults can write up 'leaves' for children and vice versa.

## MANAGING DAILY BEHAVIOUR IN THE CLASSROOM

### (A) POSITIVE STRATEGIES

#### CLASS DOJO

In addition to being used to facilitate communication between school and home, Class Dojo allows adults in school to recognise where children are 'doing the little things well'. Dojos are simply used with positive points being awarded to pupils. There is no material award for having the most points. Instead, teachers may choose to recognise those who are most deserving with a certificate at the end of the week.

Teachers may decide to use the points to work towards a class goal over the course of a term. The children are involved in the setting of a target and selecting a celebration when they achieve this total, for example an extra 10 minutes of playtime.

#### OVER AND ABOVE PHONE CALLS HOME/MESSAGES OVER DOJO

Teacher or Leadership phone home or send a direct message to a parent/carer to share a child's success.

#### OVER AND ABOVE POSITIVE PRAISE CARDS

The Positive Note/Card is a high-level recognition for consistently going Over and Above. It can be given to any child by any adult in school, staff member or visitors. There is no set amount each week- it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding learning behaviours, conduct or effort.

### (B) PRACTICAL STEPS IN MANAGING/ MODIFYING NEGATIVE BEHAVIOUR

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should **always and consistently praise the behaviour they want to see.**

All learners must be given 'take-up-time' in between steps – allowing pupils the *time and space* to reset their behaviour. *It is not possible to leap or accelerate steps for repeated low-level disruption.* Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating to others. Staff will use the Steps to Success for dealing with poor conduct.

Step 1	<b>Redirection</b>	Gentle encouragement/ guidance based on your relationship with the child.
Step 2	<b>Reminder</b>	A reminder of the rules/expectations, delivered privately where possible <i>this does not mean taking the child from the room</i> (use the 30 second script to help)
Step 3	<b>Warning/Last Chance (Orange card)</b>	Verbal caution delivered privately, if possible, and making pupils aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'think carefully about your next step'. Give the pupil a final opportunity to engage and offer a positive choice to do so and refer to previous examples of good behaviour. (use the 30 second script to help)
Step 4	<b>Time Owed (Red Card)</b>	If the pupil still does not engage use the 30 second script. Attach, 'You now owe me x minutes during break/lunch time' to this step. The number of minutes relates to the year group of the child. The minutes cannot be removed or reduced. If this happens in the afternoon, the time will need to come from the following morning. It is important that this happens as consequences should not hang over children. The two minutes is paid back in the classroom when the other children have gone out. Further minutes are not added.
Step 5	<b>Internal Referral (Double Red Card)</b>	If the behaviour continues, rather than add to the minutes, the child should be taken to work in another classroom where a senior member of staff is teaching. Parents will be informed by the class teacher if this occurs. Recorded on CPOMS by the teacher.
Step 6	<b>Formal Meeting</b>	Formal meeting with the headteacher. Recorded on CPOMS by the headteacher.

A restorative conversation should take place with all children who reach step 4 of the above. This might be a quick chat or a more formal conversation during which the teacher may decide on a logical, appropriate consequence with the child for their actions. (see guidance on restorative conversations in the appendix).

## STEPS TO SUCCESS

### Step 1 – Redirection

Gentle encouragement, a 'nudge' in the right direction based on your relationship with the child.

### Step 2 – Reminder

A reminder of the expectations:

- Being the best you can be.
- Thinking for yourself.
- Acting for others.

Give take up time, repeating reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

### Step 3 – Last Chance

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged (see appendix)

### Step 4- Time Owed

- The learner is asked to speak to the teacher away from other members of the class.
- The learner is informed that they owe the teacher time (the number of minutes relates to their age)
- Boundaries are reset
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning
- Learner is given final opportunity to engage with the learning/follow instructions

### Step 5 – Internal Referral

If this step above is unsuccessful, then a learner will be asked to leave the room and go to their predetermined partner class. If necessary, the learner may need to work outside a teaching area with a member of Leadership. If a child have been out of class/not complete learning based on your shared minimum expectations, they are expected to complete their work during part of play/lunch time with their class teacher. Whenever an internal referral has been made, the class teacher needs to record this on CPOMS (under Behaviour – Double Red Card) and the child's parent must be informed by the teacher.

**Staff will always deliver sanction calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

### Step 6 – Formal meeting

If behaviour is consistently poor as shown by internal referrals and several reparation meetings or becomes a cause for concern, there will be a formal meeting with the Headteacher. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage. Behaviour towards agreed targets will be focused on discreetly. We do not advertise poor behaviour to other learners. A **serious breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, will be sought. For example, it may be more appropriate to have an internal exclusion.

## (C) COMMUNICATION WITH PARENTS

Informing parents when concerned about a child's behaviour or wellbeing is essential but the way in which it is done, often influences the way in which it is received.

Mentioning to a parent at the end of the day is important. Bare in mind that many parents may feel embarrassed to have a conversation about their child's behaviour in front of other parents. Consider whether it is appropriate to ask the office to make contact with a parent to inform them you want to have a quick word at collection before the end of the day. This allows you to step to one side to speak to the parent and they are prepared for this. The conversation should be objective and a brief comment of what was occurring to disrupt learning. This then needs to be followed up with positive feedback when the behaviour has improved. If the parents/carers do not collect because the child goes home on the bus or attends a club, a telephone call should be made by the class teacher that day.

The next step is to organise a meeting with the family. The meeting should take place in school. A teacher may ask a member of leadership to accompany them. There should be a record of the meeting on CPOMs, including notes on the discussion and actions. A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress.

It is at that point that the SENDCO may be involved in relation to adding the meeting notes to support a child's SEND record and referrals to external agencies when appropriate. Following this, it may be necessary to create an Individual Behaviour Plan.

The head teacher will contact parents in relation to all serious incidents.

## (D) PERSISTENT BEHAVIOUR WHICH CHALLENGES

Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider additional, alternative or specialised approaches. Teachers are encouraged to approach a more experienced/Senior members of staff to help to manage behaviours which challenge.

## (E) PUPILS WITH SEMH CONCERNS/BEHAVIOURAL DIFFICULTIES

For some pupils, the above 'Steps to Success' may not be fully appropriate. In fact, for some pupils, this strategy further upsets them and can cause emotional harm.

In this case, a trauma informed approach will be used:

<p><b>Regulate</b> (Brainstem)</p>	<ul style="list-style-type: none"> <li>• Co-regulator gives time, space and safety.</li> <li>• Repetitive, rhythmic activity (rocking, throwing and catching, drumming, dancing, reading, swinging)</li> <li>• Use large muscles (wall push ups, plank, walking, hockey stick and ball, obstacle course)</li> <li>• Environmental support- what does the space offer the child?</li> </ul>
<p><b>Relate</b> (Feeling Brain)</p>	<ul style="list-style-type: none"> <li>• Repair and restore connection (I'm here, I care, it's ok to be mad, when you're ready)</li> <li>• US v Problem (we will get through this)</li> <li>• Do together</li> <li>• Solve problem, not punish</li> </ul>
<p><b>Reason</b> (Thinking Brain)</p>	<ul style="list-style-type: none"> <li>• Reflect and learn</li> <li>• Remember and articulate</li> <li>• Rehearse for next time</li> <li>• Solve a problem</li> <li>• Learn a new skill- teach explicitly</li> <li>• Rehearse</li> </ul>



**RESPONDING TO INAPPROPRIATE BEHAVIOUR****(A) BULLYING**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group wither physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of imaged and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived difference.

We aim to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and students which extends beyond classrooms into corridors, lunch hall, playground and beyond. We aim to embed a deeper empathy through restorative conversations, supporting our children to understand how their actions affect others. Additionally, we actively plan to use books which develop empathy by offering windows, mirrors and doors into the lived experiences of our global community across the curriculum.

If bullying is suspected, we use CPOMS to develop chronologies of events to enable accurate communication between staff, pupils and their parents. It also enables us to measure the impact of any intervention which is decided upon.

**(B) CHILD ON CHILD ABUSE**

Kennet Valley Primary School recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as 'banter' or 'part of growing up'. Please refer to the school's Safeguarding Policy for further details.

**(C) INTERVENTIONS**

If one or more children are struggling with inappropriate behaviour they can be referred to our ELSA who will work with them to support the development of personal awareness, social and self-management skills.

This support will be reviewed 6 weekly using the QCA behaviour tool to measure impact.

**(D) EXCLUSION**

The head teacher has the responsibility for giving fixed-term exclusions for serious acts of misconduct. For repeated or very serious acts of misconduct, the headteacher may permanently exclude a child. The head teacher will be guided by the DFE and LA advice on exclusions. The co-chairs of Governors will be informed if either of these sanctions are used.

**(E) PHYSICAL INTERVENTION**

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DFE circular '*Use of Reasonable Force- Advice for Headteachers, Staff and Governing bodies.*' Teachers and other staff at Kennet Valley never use force as a punishment for bad behaviour. They may, however, *intervene physically* to restrain a child to prevent injury to a child or if the child is in danger of hurting themselves. The actions that we take under these circumstances are in line with government guidelines on the restraint of children. Members of staff trained in Team Teach approaches are called to support where a child may need physical intervention. This approach focuses on de-escalation strategies and restoration.

**(F) SEARCHING AND CONFISCATION**

In line with the DFE Guidance '*Searching, Screening and Confiscation – Advice for Schools*', there may be occasions when it is necessary for staff to search children for items prohibited by law or by the school for the purpose of maintaining a safe and calm environment for learning.

The school's powers to search under the Education Act (1996) are compatible with Article 8 of the European Convention of Human Rights, which protects a pupils right to a private life.

Items prohibited by law:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that a member of staff reasonably suspects has been, or may be, used to commit an offense or
- To cause personal injury to , or damage the property of, any person (including another pupil)
- An article specified in *The Schools (Specification and Disposal of Articles) Regulations 2012*
  - o *Tobacco and cigarette papers*
  - o *Fireworks*
  - o *Pornographic images*

In addition, the school prohibits the following items from being brought onto the school premises by pupils:

- Mobile technology, including mobile telephones or tablets*
- matches or lighters*
- e-cigarettes or vapes*
- medicines (this includes both prescription and over the counter medicines as they should be handed in to the school office for staff to administer as appropriate).*

Under common law the school has the right to search any pupil if they agree. The member of staff conducting the search must ensure that the pupil understands the reason for it and how it will be done before conducting the search so that their agreement is informed.

Being in possession of a prohibited item may indicate a safeguarding risk and pupils may be searched as part of the school's duties under *Keeping Children Safe in Education 2024* and *Working Together to Safeguard Children*.

The *Education Act 1996* gives the headteacher, or member of staff authorised by the headteacher, the authority to carry out a search for a prohibited item.

At Kennet Valley CofE VA Primary School, the members of staff authorised to conduct a search are:

Mrs Lisa Morgan (SENDSCO)

Mrs Sarah Hues (Senior Teacher)

Mrs Jacqy McQue (DDSL)

Before a search is conducted, staff will endeavour to get the pupil to agree to the search. However, where it is believed that the child, or another child, is at risk of harm staff may use 'reasonable force' within the guidance set out in the *Guidance on the Use of Reasonable Force 2013*. **It should be noted that 'reasonable force' will depend upon the circumstances and whether it is possessions or the child themselves that are to be searched.**

Where possible, searches will be conducted away from other pupils and with more than one member of staff present. A record of the search, the reasons for it, how it was carried out, the results and any consequences will be logged on CPOMS.

Staff may search outer clothing (e.g. coats), bags, desks/drawers, and pockets.

Parent/Carers will always be informed that a search has taken place at the earliest opportunity regardless of the outcome.

Items prohibited by the school or by law may be confiscated.

When deciding what to do with a confiscated item, staff will consider:

- the value of the item
- whether it is banned by the school or prohibited by law
- whether retaining or returning the item may place anyone at risk of harm
- whether the item can be disposed of safely

In line with Kennet Valley CofE VA Primary School's *Searching, Screening and Confiscation Policy for electronic items, 2024*, where a member of staff believes there to be data or files on a mobile device that may pose harm, they have the power to confiscate the item.

The *Education and Inspections Act 2006* gives members of teaching staff the authority to confiscate items of property from a pupil as a disciplinary penalty where appropriate.

## **(G) PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Where pupils have special educational needs, there may be situations where the sanctions and rewards used by the school need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENDSCO, Headteacher and Class Teacher. The SENDSCO may need to liaise with external agencies as necessary.

This policy will be reviewed every year. It should be read in conjunction with the following policies and *'Valuing All God's Children: Guidance for Church of England Schools on challenging homophobic, bi-phobic and transphobic bullying'*.

- Safeguarding and Child Protection Policy
- RHSE Policy
- SEN Policy
- Equalities Policy
- Teaching and Learning handbook
- Staff Behaviour Policy
- Staff Code of Conduct
- Parent Code of Conduct
- School Expectations leaflet

Relevant Legislation for this policy:

- Education Act 1996
- Education and Inspections Act 2006
- Education Act 2011 Part 2 (Discipline)
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work etc. Act 1974
- Obscene Publications Act 1959
- Children Act 1989
- Human Rights Act 1998
- Computer Misuse Act 1990

This is not a full list of Acts involved in the formation of this Policy.

## APPENDIX

## Appendix 1 EXAMPLE 30 SECOND SCRIPTS

Privately, where possible, this should be a calm approach using the child's name, taking place at the child's eye level giving eye contact as appropriate and delivering a clear message before moving away to give take up time.

**1. Reminder:**

I notice you chose to... (noticed behaviour)

This is a REMINDER that we need to (Be the best we can be. Think for ourselves. Act to help others.)

You now have the chance to make a better choice

Thank you for listening

**2. Last Chance:**

I noticed you chose to .... (noticed behaviour)

This is the \_\_\_ time I have spoken to you.

Think carefully about your next step.

I know that you can make good choices.

Thank you for listening/I'm glad we had this conversation.

**3. Time Owed**

I notice you chose to ... (noticed behaviour)

You had X opportunities to make better choices.

You now owe me 2 minutes at break/lunch

**4. Internal Referral**

I noticed you chose to... (noticed behaviour)

(class room) You need to go to....

(playground) You need to stand by...

I will come and speak to you in three minutes

## Appendix 2 Discipline in Schools – Teachers' Powers Key Points:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as Teaching Assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school (Section 89 of the Education and Inspections Act, 2006)
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property

**Appendix 3 UNACCEPTABLE BEHAVIOURS**

The following is a list of types of behaviour that we as a school feel are unacceptable towards other children or any adults:

- Fighting or violent behaviour
- Swearing or verbal abuse
- Child-on-child abuse including, but not limited to, verbal or physical bullying; harmful sexual behaviour; racist, bi-, homo- or transphobic comments; racist comments; sexist comments
- Vandalism
- Theft
- Consistent breaking of school rules
- Hurtful remarks made on numerous occasions
- Physically harmful behaviour
- Spitting
- Refusal to follow adult instructions

COMPASSION

CURIOSITY

COURAGE

# KENNET VALLEY COFE VA PRIMARY SCHOOL BEHAVIOUR AND POSITIVE RELATIONSHIPS POLICY

*Being the best we can be; thinking for ourselves and acting for others*

Our Approach	Learning Behaviours	'Over and Above'
1. Nurture relationships 2. Model our values 3. Listen 4. Praise positive choices 5. Provide a safe environment	Be Determined Be Positive Be Independent Be Resourceful Be a Team Worker Be Reflective	Consistently demonstrating our learning behaviours Impacting the wider school community Living our values

## OUR VALUES

<b>COMPASSION</b>	<b>CURIOSITY</b>	<b>COURAGE</b>
POSITIVITY    COMMUNITY	PERSEVERANCE    SUSTAINABILITY	HONESTY    IDENTITY

Steps to Success	30 second script	Restorative conversation
Step 1: Redirection Step 2: Reminder Step 3: Last Chance Step 4: Time Owed Step 5: Internal Referral Step 6: Formal Meeting	I've noticed... You are not showing that you are... Therefore, you need to...	1. What happened? 2. What were you feeling/thinking at the time? 3. How did this make other people feel? 4. What should we do to put this right? 5. How could you do things differently?

**Regulate → Relate → Reason**

**PLAYFUL → ACCEPTANCE → CURIOSITY → EMPATHY**