



# Positive Behaviours, Relationships and Wellbeing Policy

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Live life in all its fullness (John 10:10)

## **1. INTRODUCTION**

Our school values every member of the school community and aims for all to 'Live life in its fullness' (John 10:10). We are a Christian community and through love, nurture, respect and support, aim to include and encourage positive behaviour, relationships and wellbeing. We value children as individuals, use praise for effort, demonstrate warmth and empathy, and show respect for all (Carpenter, 2018).

## **2. PHILOSOPHY**

Our school vision of 'Believe Grow Achieve' and our core values of love, encouragement, respect, responsibility, honesty, forgiveness, perseverance and teamwork form the basis of all relationships within our school community and behaviours for learning. Underpinned by a relational restorative ethos, this enables us to build and maintain healthy relationships and ensure the creation of a secure and safe environment to improve the emotional well-being of all. Our staff authentically and unconditionally care for all the pupils in our school and check in regularly, listen deeply, support thoroughly, build children up and champion them, to facilitate them being the very best versions of themselves.

## **3. AIMS**

- To provide a consistent approach across the school.
- To build and maintain positive relationships with peers and adults within school to enable talking and connecting whilst supporting and challenging each other.
- To create a climate for learning that strengthens confidence and motivation, with the use of effective strategies to regulate emotions which enables all members of our school community to believe, grow and achieve their potential academically, socially and spiritually in line with our school vision of 'living life in all its fullness'.
- To guide and support all members of the school community to effectively manage conflict, support forgiveness and repair relationships

## **4. STRATEGIES FOR THE PROMOTION OF POSITIVE BEHAVIOUR THROUGHOUT THE SCHOOL**

All staff in all roles have the same expectations of children's behaviour throughout the school day as outlined in this policy. The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make everyone feel valued members of our learning community and motivated to always try their best.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'*

Paul Dix (2017) 'When the Adults Change, Everything Changes'

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

<b>What?</b>	<b>How?</b>
<b>Create a sense of belonging.</b>	Simple positive greetings, taking time to get to know children and their families, checking in and checking out with children Class rules / agreement which is refreshed at different times in the year in order to ensure it remains relevant and a useful tool.
<b>Always model positive body languages and tone.</b>	Through positive communication, polite, calm tone and language, used and modelled at all times by adults.
<b>Always using praise and noticing good behaviours (catch the children in, rather than catching them out).</b>	Verbal praise and feedback, class rewards, house points, stickers
<b>Sharing children's successes with other staff, children and families.</b>	Verbally, messages to parents, Believe, Grow, Achieve weekly worship, parents' evenings, Accelerated Reader and maths rewards, housepoints.
<b>Having a good awareness of children's emotions and well-being.</b>	Use of emotion regulation strategies, Thrive assessments
<b>A structured approach to tackling common unwanted behaviours to ensure consistency.</b>	At times, it may be necessary for an adult to use a firm voice, but we do not shout as a way of dealing with poor behaviour choices.

## 8. BEHAVIOUR EXPECTATIONS

(This list provides examples, rather than being exhaustive.)

<b><u>How is 'wanted' basic behaviour defined?</u></b> <b><u>Expected Behaviours</u></b>	<b><u>How is 'unwanted' behaviour defined?</u></b>
Show courtesy, consideration, and respect for other people and property.  Speak clearly and answer politely.	Persistent disruption in lessons which interferes with the progress of themselves and others (talking, not managing distractions, acting in a non-collaborative manner)

<p>Look at people when they are talking to you (as appropriate)</p> <p>Listen when others are speaking at all times: whole body listening.</p> <p>Expectation that everyone will put in their best effort and try their hardest.</p> <p>Be honest and truthful.</p> <p>Be engaged in learning, all are prepared to answer questions asked (cold calling, batch calling, hands up used only occasionally)</p> <p>Take responsibility for our actions if we make a mistake or jump to an incorrect conclusion, and apologise.</p> <p>Work and play cooperatively and fairly.</p> <p>Line up (straight, silent, still) and move around the school in a quiet, orderly manner.</p> <p>Wear the correct uniform properly.</p> <p>Use common manners: please, thank you, letting others go first, holding open doors, saying sorry, at appropriate times.</p> <p>Treat resources carefully. Children and adults are expected to leave their working area tidy when they have finished using equipment or an area.</p> <p>Use good table manners.</p> <p>Celebrate their own and others' achievements.</p> <p>Be proud of ourselves, each other and our school.</p> <p>Show patience and understanding towards each other.</p> <p>Develop deep learning characteristics: character, citizenship, collaboration,</p>	<p>Aggressive or violent behaviour directed towards themselves and others.</p> <p>Rude or abusive language, including using unkind words, swearing, or spitting.</p> <p>Acts of vandalism to school or another's property.</p> <p>Taking property which doesn't belong to them.</p> <p>Bullying, including acts of violence, racism, persistent name calling, online bullying – Several Times On Purpose (Refer to Anti-bullying Policy).</p> <p>Non completion of schoolwork or homework due to lack of effort applied.</p>
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communication, creativity, critical thinking (6Cs of Global Education)	
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## 8. UNDERSTANDING BEHAVIOUR AND THE ROLE OF THRIVE

The Thrive approach works to meet unmet developmental needs as a foundation to learning, supporting social and emotional development. School staff are trained in supporting good behaviour for learning through the Thrive approach. They use the vital relational functions (VRFs - *Attune Validate Containment Regulation*) to help pupils to regulate behaviour. (See Appendix 1).

Staff will also support children by maintaining an attitude of PACE (Playful Acceptance Curiosity Empathy). This aims to develop trusting relationships and help children to feel safe.

We show compassion and curiosity when considering the behaviours of children. We separate the child from the behaviour, we make it clear to the child that while their behaviour may be unacceptable, we continue to care about them and are committed to maintaining the relationship with them. Unwanted behaviours may be challenging to adults but should be seen as evidence of a child's distress and a way of communication.

Love, respect and honesty, as core school values, are at the heart of when adults look and understand behaviour and are key points to remember when working with children with complex social and emotional needs.

## 9. CONFLICT IN SCHOOL

We aim for children to feel safe and secure at all times which means that we deal calmly with situations and do not act in a way which will escalate high tension. If necessary, time out is used. It may sometimes be necessary to use a firm voice, but we do not shout as a way of dealing with poor behaviour.

As staff, we need to support children to understand why they acted the way they did and what the consequences are for their actions. We also emphasise the need for children to take responsibility for their actions, which means asking them to make decisions on how to put things right.

When conflict does occur, we need to give children (and adults) the best chance possible of getting back on track. This is when staff will use restorative conversations, considering the following when initiating these:

- Give children the opportunity to tell their side of the story – their unique perspective and account of what happened.
- Encourage children to express their thoughts and feelings from their perspective .
- Provide an opportunity to understand the perspectives of others and the impact of the behaviour in question on everyone.
- Give the space to think about how to prevent a recurrence of the behaviour.
- Seek the opportunity to accept responsibility for the harm caused.
- Provide the space to identify what needs everyone has.

- Support the development of a plan to meet these needs and move forwards.
- Provide the chance to explore issues of reintegration as part of moving forward.

(Finnis, Restorative Practice, 2021)

We adopt the Finnis 'Restorative Five' (Restorative Practice, 2021) as a model to draw upon when restoring conflicts:

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected?
5. What are everyone's needs when it comes to what should happen next?

### **Negative consequences**

All staff use a clear and consistent set of warnings and consequences for unwanted behaviour. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships are encouraged.

We have a series of consequences if someone breaks a school rule. These should be carried out in a calm, non-confrontational way, avoiding shouting at the child.

#### **Stage 1**

Staff will praise positive behaviour of the target child or of those around them. If this does not correct the behaviour, then the adult will remind them that they are expected to follow the school rules, and that they have the choice to do so or face the consequence of being moved to sit somewhere else in the classroom or to play elsewhere outside.

#### **Stage 2**

If unwanted behaviour continues, the child will be moved as outlined above, stating that this is the consequence of their behaviour. If they improve their behaviour, the child should be returned to their normal place at an appropriate time. If they do not and the behaviour persists, they should be warned that they need to change their behaviour or they will need to work in another room (or be sent inside to the entrance hall if the incident occurs outside).

#### **Stage 3**

If unwanted behaviour does not improve, tell the child that they will have to work in another room / area so the learning of other children is not disrupted. Remind the child that they have already had several opportunities to act appropriately, but they have not done so. The child should then be sent to work in another class. The child may need to be accompanied by a peer with a note of explanation or by an adult, depending on circumstances. The child should be sent with learning to complete, with the adult receiving the child acknowledging them but not discussing with them the reason for them being sent.

#### **Stage 4**

When the agreed amount of time has passed, staff will send for the child. The member of staff should speak individually to the returning child in a calm manner, re-establishing a positive return to the classroom. The child should be invited to rejoin their class and reminded about the need to follow the rules.

Crucially, in keeping with our ethos of forgiveness, and the importance of building and maintaining positive relationships, once a child has had a warning and the consequence has been carried out,

the expectation will be for positive behaviour to resume and staff will seek an early opportunity to publicly recognise this. See Appendix 2 for classroom information.

## **11. EQUAL OPPORTUNITIES**

We understand that all children are individuals and all have the right to personalised behaviour management support. We ensure that all children are treated equally and fairly in accordance with this policy. We know that the Disability Discrimination Act applies when behaviour is the disability and that we have a duty to make reasonable adjustments to environments, policies and procedures to ensure the equality of opportunity to which we all aspire.

## **12. BULLYING**

All allegations of bullying should be recorded in line with the school's Anti-Bullying Policy recording procedure and acted upon, with outcomes reported back to the headteacher and those involved, both the child or parent/carer who has made the allegation and the child who has done the bullying if proven. See Anti-Bullying Policy.

## **13. ROLES, RESPONSIBILITIES AND COMMUNICATION**

We have three simple rules for our pupils, so that everyone can support each other, work together and learn well. They are deliberately simple so that children of all ages and abilities can understand and follow them:

- Be respectful
- Be kind
- Be our best

All staff are responsible for modelling positive behaviours, promoting the philosophy and aims of this policy, implementing the strategies within this policy and for having restorative conversations with pupils.

Behaviour incidents should be recorded on CPOMS and checked by the head teacher at least weekly. The school behaviour log on Google Drive will enable the headteacher to monitor patterns of unwanted behaviour.

Restorative conversations will be fed back to the class teacher in brief, so that situations can be monitored effectively and fairly.

Depending on the incident, children must always be encouraged to suggest how to put things right, but also depending on the incident, some things have to happen in addition to their own suggestions - for example parents contacted, some loss of playtime to reflect on what went wrong.

On the rare occasion when a child does not respond to a restorative discussion, they will be given thinking time. This may involve spending time with a member of the senior leadership team.

Class teachers will inform school leaders and seek advice when there is a continued need for restorative conversations with the same child/ren.

Class teachers will phone parents/carers to explain and share any ongoing concerns; these concerns will be dealt with in a timely manner and not left until parents' evening consultations/end of year reports. Sometimes behaviour 'mistakes' are cumulative and whereas an isolated incident may not need to be shared with parents/carers, where a pattern emerges, parents/carers do need to be informed and this conversation should be one of mutual support - a talk around what can be done both at home and at school to support better behaviour choices for the child.

The school's senior leaders will speak with pupils to celebrate positive behaviours and to support conflict resolution, relational repair and reconciliation as and when necessary.

#### **14. PARTNERSHIP WITH PARENTS**

We expect parents and carers to support the actions of the school but in order to gain their support, we must work in partnership through good communication:

- Sharing our behaviour policy.
- Informing parents/carers of any concerns that we have as early as necessary, as detailed above.
- Encouraging our parents/carers to keep us informed of any behaviour issues they may be experiencing at home and of any traumas that may have occurred e.g. death of a family member, change in family circumstances, as these may influence their child's behaviour.
- Encouraging parents/carers to report back good behaviour/work so staff can follow up with a reward if judged necessary.

Parents/Carers who have any questions or would like to talk further about behaviour and relationships at Kineton CE Primary School are very welcome to make an appointment to speak with their child's class teacher or the headteacher.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern continues, they should then contact the headteacher. If these discussions cannot resolve the problem, parents or carers should refer to our formal Complaints Policy on our website.

#### **15. SERIOUS BEHAVIOUR INCIDENTS, SUSPENSIONS AND EXCLUSIONS FROM SCHOOL**

Incidents of serious behaviour, including physical assault, racism, homophobic incidents, online safety breaches, sexual harassment, sexual violence and bullying will be recorded on CPOMS. Please refer to The Stour Federation's Exclusions policy regarding suspension and exclusion. This policy is in line with the [DfE guidance](#) on school suspensions and permanent exclusions.

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion or suspension, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

The decision to suspend or exclude a child is a serious one and will only be taken in response to a serious breach or persistent breaches of the school's Behaviour Policy, and if allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school. Please refer to The Stour Federation's Suspensions and Exclusions policy regarding. This policy is in line with the [DfE guidance](#) on school suspensions and permanent exclusions.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

## **16. THE USE OF SAFE TOUCH AND PHYSICAL INTERVENTION**

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupils in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, drama etc.)
- in an emergency to avert danger to the pupil or pupils.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupils' individual characteristics and history.
- the location where the contact takes place (it should not take place in private without others present).

This means that a member of staff may physically guide, touch, or prompt pupils in appropriate ways at appropriate times.

## **16. THE USE OF REASONABLE FORCE**

The school follows the DfE's non-statutory advice 'Use of Reasonable Force', July 2013; 'reasonable' force means 'using no more force than is needed'. All members of staff have a legal power to use reasonable force (Section 93 Education and Inspection Act 2006).

At Kineton, there are staff who are trained in Team Teach, giving them the confidence and strategies needed to de-escalate challenging situations and reduce the need for physical intervention. 'Team Teach transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully.' (<https://www.teamteach.co.uk/>)

Staff will only manually handle a pupil if:

- the child is at risk of harming themselves or others
- the child is causing significant damage to property

Staff will seek support from a colleague if help is needed (either verbally or through the red triangle system in school). There is a red triangle in every room which an adult may use to request support. The adult should send a trusted child to a specified place to pass on the triangle to an adult. This may be to a nearby classroom if there is an available adult, or to the school office. The child should then return to the class and the adult in receipt of the triangle immediately either arrange adult assistance or provide this themselves.

Incidents of positive, manual handling will be recorded in the Bound and Numbered Book stored in the headteacher's office and parents will be informed.

## **17. LEAVING THE PREMISES**

In the serious event of a child leaving the premises, the Headteacher or member of the Senior Leadership Team should be informed and they will be responsible for informing the police and the child's parents/carers. A member of staff should observe the child, if practical to do so, but on no account should they chase or run after the child, as this may make the situation worse.

## **17. MONITORING AND EVALUATION**

The headteacher is responsible for the regular review of this policy and for ensuring it is implemented by all staff consistently.

The Local Academy Council Governors for Kineton CE Primary School are responsible for approving this policy. They will also monitor its effectiveness, holding the headteacher to account for its implementation.

## **18. SUMMARY**

'All children have the right to feel safe all of the time as well as the right to talk with someone about anything, even if it feels awful or small' (Protective Behaviours). Social environments have a significant influence on social emotional skills, well-being and behaviour; children who have a good start in life are shown to have significant advantages and tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems (<https://www.nurtureuk.org/nurture/what-nurture>). At Kineton CE Primary, we aim to support children in the development of social and emotional skills and

relationships so that they can do well at school and develop their resilience and their capacity to deal more confidently with life's challenges.

## **19. LINKED POLICIES**

This policy is to be read in conjunction with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Staff Behaviour (Code of Conduct)
- Online Safety
- Acceptable Use Policy
- Health and Safety
- Educational Visits
- Exclusions

## Appendix 1. The vital relational functions (VRFs - Attune Validate Containment Regulation) to help pupils to regulate behaviour



We recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum education outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil's wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

The escalation of a child's emotional intensity will always have an inciting stimuli, for example something said by a peer or something related to an adverse childhood experience that triggered them. This will cause a release of adrenaline into the body, heightening their 'fight' or 'flight' response which will inhibit their ability to regulate their emotional responses. The first step should always be the removal of the triggering stimuli. This can be done by moving the individual or their peers to a safe space.

We can help children to regulate their emotional state in many ways. Guided by the Thrive approach de-escalation begins with the **Vital Relational Functions** (VRFs):

- **Attune** - match the child's energy using your body, face and voice.
- **Validate** - let the child know that it is ok to have the feeling.
- **Contain** - be alongside as a helpful supportive adult.
- **Regulate** - soothe or stimulate back to social engagement.

### Things to consider whilst using the VRF's

We understand that children who are dysregulated do not have access to their prefrontal cortex (thinking brain) therefore language should be kept to a minimum. Be alongside to soothe and contain, using short phrases such as 'I can see this is tricky for you, and I will keep you safe' or 'let's breathe together'.

It is important for the child to recognise the sensations (trembling, pounding heart, fuzzy feeling, queasiness etc) that they experience and relate them, with adult support, to the actual feeling e.g. anger, sadness, excitement.

It is important to be empathic and non-judgmental - feelings for the child are absolutely real for them whether you as the adult feel they are justified or not. Avoid reasoning with the child until later. Shining a light too soon may lead to escalation.

Additional adults getting involved may escalate the situation. The adult dealing with the incident is the person who takes the lead to request help or to tag team. We recognise that relationships vary between staff and pupils, it is important that this is held in mind when staffing an incident.

Once the child is regulated, the child will need an adult to lend them their thinking brain (Captain Thinking). The following questions will allow learning to take place.

- Can you show me what happened? (using the arts will allow the child to express the incident eg. using puppets or a sand tray.)
- I am wondering if you felt angry / frightened / sad etc.
- I can imagine it's difficult to have those big feelings but it is not ok to ....., I think I could help you with that.
- How do you think..... is feeling?
- I wonder if there is a way that we could make this right?

The adult lends their thinking brain to problem-solve, by paraphrasing, offering it back in small chunks to the child to work out an appropriate solution. It is important to focus on the issue at hand and not bring up previous incidents or events that are not relevant. Use **WIN** ( I wonder, I imagine, I notice), not necessarily in that order. All staff will take responsibility for leading restorative conversations to ensure a positive outcome.

It is important that after staff have been dealing with a child presenting with distressed behaviour, they take time to reflect on what has happened and check in with a trusted colleague.



# Home School Agreement



Be respectful Value, respect and include everybody; care for all children and adults in school; create a safe and happy environment in which everyone matters; be honest, move around school safely; support school's policies



Be kind Be considerate, helpful, generous towards others, showing forgiveness. Be careful not to upset or hurt the feelings of others. Treat others as you would like to be treated. Encourage others and show love towards them through what you do and say.



Be my best Be compassionate, curious and courageous; celebrate successes; persevere and learn from mistakes; support home learning; work in partnership; stay safe online; make the most of every minute of learning and social times; take responsibility for my learning and my actions; enjoy being part of the school team.



# Our Vision



'Live life in all  
its fullness'

John 10:10



Believe Grow Achieve

# Our Rules



Be respectful



Be kind



Be my best



# Behaviour Steps

Reminder



Warning



Change



Reflection Time



Be respectful



Be kind



Be my best



Believe Grow Achieve  
'Live life in all its fullness'  
John 10:10



**Reminder**  
Reminder of expectations. Positive praise for children doing the right thing. Link to a time when the child was doing the right thing.

**Warning**  
Offer support to help the child make the right choice, move child, different equipment, partner etc. Notice and celebrate when they do.

**Change**  
Child to have time or complete their learning in another space (corridor/another classroom).  
Log incident and reason.  
On return, have a restorative conversation using script.

**Reflection**  
If disruption persists, escalate behaviour to a member of SLT. This may mean a breaktime/lunchtime reflection.  
Log incident and reason.  
On return, have a Restorative conversation using script.

**'Live life in all its fullness'**

## Our Values

Love Encouragement Respect Responsibility  
Honesty Forgiveness Perseverance Teamwork

## Our Rules

1. Be respectful
2. Be kind
3. Be our best

## Restorative Conversations

- What happened?
- How are you feeling?
- Who has been affected?
- How are you feeling now?
- What needs to happen to make it better?
- Next time I could...?