



Knutton St Mary's C of E Academy

Positive Relationships and Behaviour Management Policy

Policy Statement

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Knutton, St. Mary's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Knutton, St. Mary's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policy guides staff to teach self-discipline not blind compliance. It echoes our core values of community, respect and perseverance, with emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Positive relationships develop children who are motivated to learn, are socially aware and who are responsible citizens of the school and wider community.

This policy is based on the Improving Behaviour in School guidance report from the EEF (2019) which outlines 6 recommended steps and also draws on elements from Paul Dix 'Everything changes when the adults change', when planning for adult intervention for undesired behaviours.

Aims

- To build a school community that knows and understands its children and their influences.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that all pupils are treated fairly, show respect and to promote positive warm and caring relationships.
- To teach learning behaviours alongside managing behaviours.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Entitlement

1. Every child has the right to learn without disturbance from others, and in a quality environment.
2. Every teacher has the right to teach.
3. Children and their teachers have the right to have difficulties in behaviour in education situations addressed without prejudice.
4. All persons involved in difficulties in behaviour have a right to have their views and feelings taken into

account.

5. Policy and practice should actively promote mutual respect for schools, parents, teachers and children.

Practical Principles

1. Equal opportunity and maximum inclusion should be encouraged at all times. An individual's difficulties and needs can vary over time and in different settings. Thus, organisations and individuals should avoid "labelling" children and young people.
2. All children should have maximum access to the mainstream curriculum and children should be educated, as far as possible, with their peer group. Differences are acknowledged and accepted and a differentiated approach is sometimes necessary in support.
3. Policy, planning and action in the field of behaviour management should be anti-discriminatory and conform to the equal opportunity policy.

School Rules:

- **Ready**
- **Respectful**
- **Safe**

In addition, we wish to give recognition to pupils who go 'over and above'.

'Over and above' behaviours include demonstrating/living our school values, impacting the wider Knutton, St, Mary's community.

'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.' Paul Dix

Consistency and Staff Expectations

All staff

1. Meet and greet at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. Model positive behaviours and build relationships.
4. First attention for the best conduct.
5. Plan lessons that engage, challenge and meet the needs of all learners.
6. Use a visible recognition mechanism throughout every lesson (e.g recognition board)
7. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
8. Do not raise voice unless someone is in danger.
9. Follow up every time, retain ownership and engage in reflective dialogue with learners.
10. Never ignore or walk past learners who are demonstrating unwanted behaviour.
11. Use the script for interventions.
12. Ensure restorative follow up is completed.

SLT and Pastoral Team

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

1. Take time to welcome children and family members at the start of the day
2. Be a visible presence around the site and especially at transition times
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support teachers in managing learners with more complex or entrenched negative behaviours

Community

Respect

Perseverance

6. Always support staff with parents – consequences cannot be removed or reduced.
6. Use behaviour data to target and assess school wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies
8. Do not raise voice unless someone is in danger.

Lunchtime Supervisors

1. Refer to **'Ready, Respectful, Safe'**
2. Model positive behaviours and build relationships.
3. First attention for the best conduct.
4. Do not raise voice unless someone is in danger.
5. Be calm and give 'take up time' when going through the steps. Prevent before sanctions
6. Follow up every time, retain ownership and engage in reflective dialogue with learners.
7. Never ignore or walk past learners who are behaving badly.
8. Use the script for interventions.
9. Ensure restorative follow up is completed.

Positive approaches to behaviour

- We seek to promote positive behaviour and reduce that which is negative. In all circumstances positive approaches to change or improve behaviour should be preferred. Interventions in response to unwanted behaviour should be the least necessary and least intrusive.
- The 'behavioural environment' should be evaluated at the starting point of all interventions and work to improve the context should always be accorded high priority. To this end, good relationships between staff, parents and pupils should be strong and teachers should model the good behaviour they require of the children in their care.
- We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Positive Praise and Reward

At Knutton, St. Mary's our behaviour strategy puts the emphasis more on the positive approval of encouragement and praise. Behaviour we expect is not rewarded, we have levels of recognition for pupils whose behaviour is exemplary and is over and above what we expect.

All staff

Recognition of behaviour that is above and beyond:

- Use of positive praise, using the words 'above and beyond' e.g ***'Thank you for supporting xxxx to understand xxxx, you went over and above'***
- Use of Class Dojo to recognise values demonstrated linked to our rules.
- Stickers
- Sharing with parents through: a conversation at the end of the day, a message on Class Dojo or a phone call home.
- A Recognition Board will be used to encourage social or learning behaviours which are relevant to the class or the wider school community. For example, 'One voice', 'Kind words' maybe written on the focus board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. *'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'* Paul Dix.

There is no material prize for class completion. Each class chooses a celebration when all names are on the board e.g. a whoop, teacher juggles, special celebration dance or song.

SLT and Pastoral Leads

- Use of positive praise, using the words 'above and beyond' e.g. **'Thank you for helping me with xxxx, you went over and above.'**
- Use of Class Dojo to recognise values demonstrated linked to our rules.
- Stickers
- The positive note: sharing with parents through a message on Class Dojo or a phone call home
- Hot Chocolate Friday – children consistently going 'over and above' will be invited to have hot chocolate will be invited to have hot chocolate (or equivalent for dietary needs) with a member of SLT/ Pastoral on Friday afternoons. There may be some weeks that no child from a class is chosen – it needs to be sincere, high level recognition to ensure it is not devalued.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by lunchtime staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, SLT/ Pastoral team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

At Knutton, St. Mary's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

These restorative questions will be used to support restorative meetings and/or conversations. For KS2 school pupils, up to 5 questions will be used. For younger children, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Intervention for unwanted behaviour

- Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the behaviour steps for dealing with poor conduct.
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Behaviour Steps

STEPS	ACTION	SCRIPT/ NOTES
1. Redirection (Drive by)	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.	This should highlight those children who are following the expectation, e.g. "Well done xxx you are ready for learning."

<p>2. Reminder</p>	<p>A reminder of our three simple rules: Ready, Respectful, Safe delivered privately.</p> <p>The adult makes the child aware of their behaviour and the learner has a choice to do the right thing.</p> <p>De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Repeat reminders if reasonable adjustments are necessary.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>	<p>Example - “xxxxx I can see that you are not lining up in the way you were asked, that means you are not safe. Please correct this.”</p> <p>Adult should then move away and give them space to respond appropriately, do not get into an argument with the child.</p>
<p>3. Caution</p>	<p>A clear verbal warning delivered privately wherever possible (or at child’s level, quietly), making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Finish with ‘think carefully about your next step’ and walk away to interact with another child/ group who are doing the right thing.</p> <p>The learner has the chance to do the right thing.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the caution.</p>	<p>Consequences - refer to action to support behaviour e.g. moving to another table, complete learning at another time, sit on a desk away from others etc</p> <p>Example (this is not scripted):</p> <p>I’ve noticed that you still aren’t listening when others are talking to the class. Remember our rule about being respectful. If you continue you’ll have to miss 3 minutes to speak to me. Think carefully about your next step.</p> <p>Walk away/give take up time</p>
<p>4. Last chance - 30 second intervention</p>	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Learners will be reminded of good previous conduct to prove that they can make good choices.</p> <p>Delivered in a calm, non-emotive voice.</p> <p>Walk away and engage with other children doing the right thing.</p>	<p>30 second script:</p> <p>I noticed you are... (specify behaviour) You aren’t following our rule about being... (insert 1 of Ready, Respectful, Safe) You have chosen to.... See me for 2 (or up to 5) minutes after class/during break. Do you remember last week when you.... (positive behaviour) That is who/what? I need to see today. Thank you for listening.</p> <p>Walk away/give take up time</p> <p>This 2 (up to 5 minutes) cannot be reduced or added to.</p>
<p>5. Time out</p>	<p>This step is only needed if the child needs to calm down and compose themselves.</p>	<p>Time out is a short time away from the classroom with agreed partner class/TA/ /calm space</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>5 minutes’ maximum.</p>

		Reset expectations and settle back in. If with another staff member, this staff member does not step in to deal with or discuss the behaviour but pay no attention other than ensuring that the child is safe.
6. Repair (Restorative) (ONLY COMPLETE AFTER STEP 5 UNLESS THE BEHAVIOUR CONTINUES – MOVE STRAIGHT TO STEP BELOW IF IT DOES.)	This might be a quick chat at break-time in or out of the classroom or a more formal meeting following the consequence.	Restorative Practice: 5 questions are usually enough from the following: Younger children use less depending on maturity <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? (Key questions in bold)
***** Escalation if needed.	If step 5 is unsuccessful and behaviour continues/ escalates then SLT/ Pastoral team called. If necessary, the child may need to work outside their teaching area with a member of SLT/ Pastoral. It is important that this adult does not enter any attempts by the child to deflect and conversation should be kept to a minimum. Parents will be telephoned. If the child is calm by the end of this period, the adult who started the process will be invited to complete step 6. SLT/ Pastoral will not lead this but will support by standing side by side with staff member/ watching the class for a few minutes etc.	
Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.		
Follow up	If a child has an incident requiring repair (Step 6), the class teacher must inform parents. If a child has three or more incidents in a week requiring repair, a face-to face meeting between the teacher and parents/carers will be arranged. A member of SLT may be invited if deemed appropriate. Children who regularly receive more than 3 repairs in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.	
Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Pastoral or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need. Parents will be involved with this.	

All members of staff are trained to use CPOMs (secure online recording system) to record safeguarding, behaviour and parental communication incidents.

Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their professionalism for other behaviours as to the need for recording and sharing of information, based on SLT guidance.

Severe

This comes into effect where misbehaviour is of such a serious nature that the hierarchical consequences are not appropriate e.g

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults.
- Child wilfully inflicts physical harm on another person.
- Child wilfully destroys property.
- Child is defiant and refuses to co-operate
- Child shows a wilful lack of respect to adults anything which prevents the rest of the class functioning, (i.e. screaming, swearing, constant disruption etc)

If any of the above behaviours are seen the Principal/Senior Member of Staff should be sought to intervene, who will in turn communicate with parents.

Fixed-term and permanent exclusions

At Knutton, St, Mary's CE Academy we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Principal may take the decision to exclude in line with statutory guidance.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Exclusion is always a very last resort.

DfE Statutory Guidance - Exclusion

<https://www.gov.uk/government/publications/school-exclusion>

The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Principal's discretion (or at the discretion of staff authorised by the Principal) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy.

Searching pupils

The Principal and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Principal and staff authorised by them have a statutory power to search pupils or their possessions without consent if they

Community

Respect

Perseverance

have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

Positive Handling

Positive Handling and Reasonable force our school makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key staff at Knutton, St. Mary's CE Academy have had the appropriate training to use positive handling, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

Reviewed September 2022

Authorised: Paul Berridge Principal

Related Policies/ Documents

- Safeguarding
- Home School Agreement
- DfE guidance – Beyond the School gate
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- DfE guidance – Searching, screening and confiscation
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- DfE Statutory Guidance – Exclusion <https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Valuing all God's Children https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

