Relational Behaviour Policy

Date adopted: July 2026 for implementation in academic year 2026-27

Agreed by governors: 8th July 2026

Signed by Headteacher: Mrs R Clarke

Date of next review : July 2027

Relational Policy

Promoting positive behaviour within an environment of mutual respect and positive relationships.

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

Kimberley Primary School 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 behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. As a Silver Awarded Unicef Rights Respecting School, our pupils are taught the rights of themselves and others from first entering the school and the consistent approach and understanding of these further promotes the teaching of pupils to make positive behaviour choices.

The school has 3 simple rules **'Be Kind, Be Prepared and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly. Alongside these pivotal rules, staff have collaboratively decided on a set of values which will be taught explicitly to all pupils across the school to enhance their readiness for life beyond school. To do this we teach the children that KPS pupils are GREAT. (Gracious, Resilient, Empathetic, Ambitious & Thoughtful/Tolerant).

We also understand that for some children following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- 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 build a community which values kindness, care, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. Staff also understand that relationships are key and that there is **"connection before correction"**
- Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction)

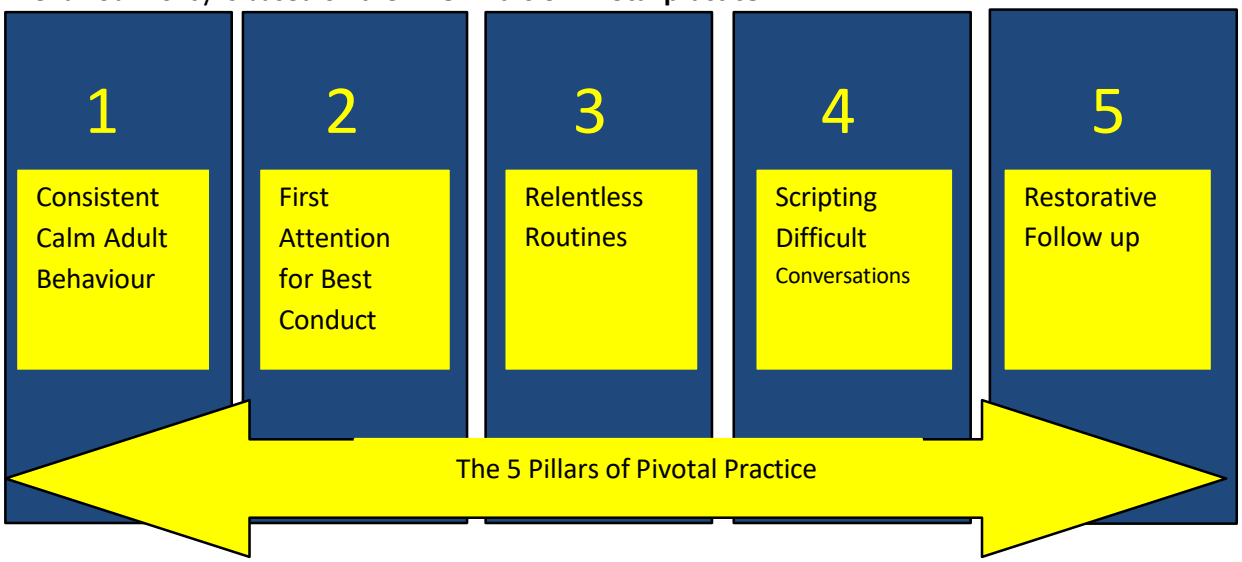
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of a child are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Staff use PACE and attachment friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural challenges need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.
- Staff have high expectations and maintain boundaries at all times to ensure that pupils' needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Purpose of the policy

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

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect

every adult to:

- **Meet and greet** at the door after all transitions.
- Refer to '**Kind, Prepared, Safe'.**
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.

- Be **calm** when going through the steps. Respond calmly to help pupils become calm. **Prevent** before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.
- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support them during the day to help them calm and regulate both within and outside the classroom depending on the available space
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Will provide supportive responses to avoid embarrassment to pupils who have difficulties regulating
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Use an attachment / trauma informed approach to understand behaviours
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Empathise

- Use PIP and RIP (Praise in public, reprimand in private)

Senior Leaders
Senior 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.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Arbor) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Children will:

- Know our whole school rules and follow them at all times
- Understand what good behaviour means
- Care about and respect themselves, others and their school
- Recognise their own success and be proud of their achievements
- Children are aware of their behaviour expectations at the appropriate level of need
- Learn the value of friendship

Parents will:

- Celebrate their child's achievements and show an interest in school life
- Feel comfortable to come into school and work with the school on modelling and developing good behaviour and discussing specific issues.
- Ensure children arrive at school at the correct time and are collected promptly wherever possible.
- Ensure children have all the necessary equipment to be prepared for the school day
- Attend Parents evening's, sign the home/school agreement and use the Home/school planner as appropriate

Praise, positive reinforcement and reward
As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. We recognise and reward learners who go **'over and above'** our standards. Our staff understand that at Kimberley Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive reinforcement may take the form of different approaches across each Key Stage.

Positive rewards:
Each class must have a Recognition board. This can be added to daily and displays recognition of good behaviour and the allocation of rewards. This instant recognition is visible to all and celebrates good and outstanding behaviour. Examples of rewards given include:

- Verbal praise – 'I've noticed…'
- Dojo points & Weekly Champion
- Postcards/ positive post home
- Phone call or communication home
- KPS champions of the week (Academic/Values & Rights) with parents/carers
- Annual individual celebration of positive behaviour choices 'Rainbow challenge certificate'

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive, respectful school environment.
- Increase pupils' self-esteem and self-efficacy
- Reduce pupils' needs for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviours as they move from primary to secondary.
- Promote a model for appropriate behaviour and positive relationships
- Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the PACE approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

Rainbow Challenge Celebration - A Continuous Reward System.
Every child will take part in the Rainbow Challenge. The aim is to complete the rainbow by the end of the academic year. Each colour of the rainbow requires the children to demonstrate our values with greater effect and consistency. Dojo points will be issued for criteria linked to our values and these are consistent in all classes. At the end of each academic year, every child will be presented with their Rainbow Certificate. A display in the school hall will show which children have achieved different levels to celebrate their success. The number of points required for each stage of the rainbow will vary based on phase of school the children access.

House Point System
A house point system is in place from nursery to Y6. The school has four houses and house points link with the Dojos gained by each pupils. Siblings will be placed in the same house and house groups will be used support cross-year working and events such as Sports day. Points totals will be shared weekly in the celebration assembly with a half termly celebration for the winning house. Pupils will elect a house captain from Year 6 each September.

Managing Behaviour
Engagement with learning is always our primary aim at Kimberley Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

STEPS

1. **Redirection/Reminder**
2. **Caution**
3. **Last Chance**
4. **Cool Off**
5. **Repair/Restorative Conversation**

Consequences

If the behaviour still persists:

- The child is asked to speak to the teacher away from the others.
- Boundaries are reset
- The child is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.

Occasionally, a child will be sent to the Head Teacher or senior member of staff. The child's parent / carer will be informed if the last step has been carried out and if the behaviour persists a meeting will be arranged between the class teacher and parent/carer. The Head Teacher and Senior Leader will be kept informed and it may be felt necessary to implement an independent behaviour plan.

Possible sanctions

- Time out within the class
- Time in a partner class

Sent to Phase Leader

- Sent to SLT/Head Teacher
- Internal Isolation
- Fixed Term Suspension

Repair

Kimberley Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

Restorative approaches are based on four key features:
RESPECT: for everyone by listening to other opinions and learning to value them
RESPONSIBILITY: taking responsibility for your own actions
REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success. If a pupil's inappropriate behaviour persists then there are a variety of options that may be taken all of which will use our understanding of attachment and trauma in order to hypothesise about impacting factors and support personalised action planning:

Contact should be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.

- The class teacher will discuss their concerns with the pupil and a supportive target for behaviour will be set, identifying why there is a need for change and how the pupil will be supported. The class teacher will work collaboratively with the pupil / parents / carers to identify any reasons, concerns or difficulties. This can be supported by the SENDCo or SLT if necessary. A plan-do-review approach will be taken, with records kept
- If after an agreed time the pupil continues to struggle, the pupil will attend a meeting with the teacher and a member of SLT. At this time the Class Teacher will inform the pupil's parent/carer of the situation and share the pupil's behaviour target with them. A plan- do-review approach will be taken, with records kept.
- If the pupil continues to struggle to achieve an expected standard of behaviour required for successful learning, the class teacher and member of SLT will arrange a meeting with their parent/carer to discuss the issues being faced.
- If a pupil struggles at more unstructured times such as break/lunchtime and is perceived to be at risk of harming themselves or others by not following adult guidance a plan-do-review process will be implemented and monitored.
- It may be decided that it is in the pupil's best interests to give them some supported time away from their class, for example with a phase leader, a member of SLT or the Headteacher.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out-of-school activities remain as those for school.

Procedures for Damage to Property

Restorative approaches offer a positive solution where property has been damaged. This enables the young person to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit. Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which improves the environment of the school premises.
Decisions will be made on an individual basis.

Serious incidents

All serious behaviour matters must be referred immediately to the Headteacher or SLT. Consideration will be taken on previous conduct and the child's level of understanding e.g SEND/Attachment & Trauma) when issuing consequences. Any instances noted below would involve interaction with parents/carers.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the anti-bullying policy.

Fixed-term and Permanent Suspensions

Only the Head Teacher (or the acting Head Teacher) has the power to suspend a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher suspends a pupil, they must inform the parents immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher must inform the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the Head Teacher.

When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. Formal procedures as set out in 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Sept 2023 School suspensions and permanent exclusions - GOV.UKRestorative Practice

Children with Social, Emotional and Mental Health Problems

Structure and boundaries to help to create a safe harmonious community.
Due to the differing needs of our pupils, they may not follow an instruction due to their differing levels of cognitive and emotional understanding of a situation, boundaries however are expected to be maintained and staff are expected to deal with them in a calm consistent manner, adopting the PACE approach (Refer to Appendix 3)

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A Thrive assessment and support may also be appropriate.

In these cases, the Head/SENCo/SLT /SMHL will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

The Use of Reasonable Physical Intervention.

All members of school staff have a duty of care to prevent serious harm. Where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principal of using minimum force).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to themselves or others. The actions that we take are in line with government guidelines. When reasonable force has been used these incidents are recorded and parents are informed. Use of reasonable force in schools - GOV.UK

The school has a number of staff that are trained in the use of CRB (Coping with Risky Behaviour) and Team TEACH techniques. It is the responsibility of the Head Teacher to review staff training needs.

The use of reasonable force should be a last resort and should not be used as a form of punishment.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy and the Keeping Children Safe in Education government document when dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Monitoring

The Head Teacher, Deputy Headteacher and governors monitor the effectiveness of this policy on a regular basis. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, incidents and trends. The Deputy Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school maintains accurate records using standard records of incidents of misbehaviour. The Senior Leadership Team monitor the behaviour incidents in order to identify issues or trends. These will include children whose names appear frequently.

Records are kept of any pupil who is suspended for a fixed- term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 – Behaviour examples

LEVEL 1 – C1/C2	LEVEL 2 C1/C2	LEVEL 3 - SLT	LEVEL 4 - HEAD TEACHER
✓ Swinging on chairs despite reminders to stop ✓ Wearing inappropriate clothing in school despite being reminded, e.g. hats inside ✓ Wandering around the classroom ✓ Irritating noises ✓ Chewing gum, eating sweets or snacks ✓ Inappropriate fidgeting/ rummaging ✓ Dropping litter ✓ Calling out or shouting ✓ Persistently bringing in toys to school without permission ✓ Talking over or interrupting others in class despite reminders ✓ Play fighting ✓ Talking in assembly ✓ Not doing as asked first time ✓ Not supporting team activities in the classroom, e.g. tidy up time despite being asked ✓ Chatting to others at inappropriate times or about inappropriate subjects ✓ Lateness into class during the day ✓ Wasting resources or not looking after resources ***NB: Many of these behaviours will be dealt with informally at first. Consequences will apply for repeated examples of these.***	✓ Making fun of another child's work or efforts ✓ Telling lies ✓ Interfering with another person's property or taking things ✓ Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching) ✓ Name calling ✓ Responding abruptly or rudely towards requests from adults ✓ Swearing as part of general conversation ✓ Not engaging in their work or having a poor attitude to learning ✓ Dangerous play ✓ Unsafe behaviour in the corridors and around the site, e.g. running ✓ Unhelpful, uncooperative behaviour, e.g. being obstructive in activities ✓ Poking, pushing, pinching or prodding ✓ Misuse of toilets and wash areas ✓ Teasing or deliberately 'winding up' other children ✓ Continued and persistent Level 1 behaviour	✓ Writing graffiti or defacing walls, desks, books or work ✓ Refusing to do work ✓ Answering back or arguing with an adult ✓ Throwing or flicking objects in the classroom or out of the window (without directly aiming at others) ✓ Making insulting remarks about another person's family members ✓ Disruptive behaviour including inciting disruptive behaviour of others ✓ Clear breach of school values despite reminders ✓ Deliberately unkind behaviour which leads to others feeling isolated or upset	✓ Making inappropriate comments related to gender, sexual orientation or appearance ✓ Refusal to follow important safety instructions including running out of class/school ✓ Swearing <u>at</u> another person ✓ Threatening or intimidating behaviour ✓ Vandalism of school site ✓ Age-inappropriate sexualised touching of self - to cause offence or embarrassment to others ✓ Stealing (a serious case may lead to Level 5) ✓ Stone-throwing ✓ Refusing to go to the Head Teacher or designated person ✓ Spitting at/on someone **LEVEL 5 – HEAD TEACHER (Possible Exclusion)** ✓ Bullying (<u>repeated</u> and persistent, threatening, intimidating or harming behaviour) ✓ Racist, homophobic or discriminatory behaviour (if the behaviour is with intent) ✓ Age-inappropriate sexualised touching of others ✓ Physically violent behaviour (fights or attacks on others) including biting ✓ Throwing furniture or equipment across the classroom (including aiming items towards somebody) ✓ Persistent and continual disruption of learning (attributed by an escalation of any other level of behaviour)

Appendix 2 – Kimberley Behaviour Blueprint

The Kimberley Way

This is how we do it here...

At Kimberley Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit of excellence every day.

Visible Adult Consistencies	Rules	Over and Above
Meet and Greet First Attention to best conduct Calm and caring	**Kind** **Prepared** **Safe**	Values Effort Initiative

Relentless Routines

1. Tremendous Transitions 2. Marvellous Manners 3. Legendary Listening 4. Super Sitting 5. Wonderful Walking 6. Stop Signal

Stepped Sanctions

1. Reminder (3 rules) privately if possible
2. Caution (outlining behaviour and consequence)
3. Last Chance (30 second intervention)
4. Cool off (time in another class)
5. Repair restorative

Microscript (30 second scripted intervention)

- **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now.
- **At Kimberley, we**... (refer to the 3 school rules – kind, prepared and safe)
- **Because of that you need to**... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **See me for** 5 minutes after class/during break
- **Do you remember yesterday/last week when you**... (refer to previous positive behaviour)?
- **That is who I need to see today**...
- **Thank you for listening**... then give the child some '**take up**' **time**.

Restorative Conversations

- 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?

Appendix 3 - Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour,feelings and experiences. Use phrases like "I wonder if you are feeling like this because…" to open up discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes