



Positive Relationships and Behaviour Policy

Document Title	Positive Relationships and Behaviour Policy
Approved by:	KPIA / KPJA Governing Body
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KPIA Values



School Rules

At Kettering Park Academy we take full responsibility for ourselves, our learning and our behaviour.

We will:

- Listen to all members of the school community and treat them respectfully.
- Work our hardest in every lesson.
- Treat school property respectfully.
- Move around the school in a calm and safe manner.
- Never resort to aggressive behaviour.

Learning Behaviours at Kettering Park Infant Academy



What we want to achieve:

The happiness and the wellbeing of our pupils underpins everything that we do here at Kettering Park Infants. We know that when children feel happy, safe, listened to and respected then they will make greater progress in their learning. We want to ensure a clear, fair and consistent approach to dealing with any behavioural concerns that arise throughout the primary phase. We believe that all pupils should be treated equally and taught the following skills:

- How to maintain positive relationships with peers and adults
- How to maintain a positive outlook
- How to use strategies to regulate their own emotions and recognise the emotions of others

- To have positive learning behaviour strategies which allow them and others to make academic progress.

We understand that all behaviour is a form of communication, and that it is important to dedicate planned opportunities to supporting emotional literacy, problem solving skills and social wellbeing of all our pupils. Children will be taught, through or PSHCE lessons strategies to support wellbeing and happiness. All of our staff will teach and model expected behaviours, respect and empathy in order to learn and function at school and life beyond school. We follow the Six Principles of Nurture to further support our learning behaviours and expectations.

Our policy statement:

- As a Multi Academy Trust our schools have individual responsibility to ensure all pupils behave in an appropriate manner in line with the school's positive approach to behaviour and attitudes. We require everyone to show respect, tolerance and understanding towards others, and through self-discipline and consideration of all, behave in a sensible and civilised fashion.
- Statutory guidelines exist to ensure that monitoring records of serious behavioural related incidents are kept in school and reviewed on a regular basis. These are shared with the Local Academy Committee (LAC) and Trust as required.

Responsibilities

All Staff are responsible for:

- Implementing the behaviour policy consistently.
- Always setting high expectations for behaviour at all times.
- Promoting positive attitudes towards behaviour.
- Liaising with parents / carers and external agencies where appropriate
- Modelling positive behaviour and respect at all times.
- Providing a personalised approach to the specific behavioural needs of individual pupils – adapting and providing reasonable adjustments where required.
- Recording behaviour incidents using Arbor.

The senior leadership team will support staff in responding to behaviour incidents. They will also ensure that the policy and the underpinning principles are upheld. SLT will constantly monitor behaviour of all pupils.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Discuss, share and reinforce the school's behavioural expectations to ensure positive behaviour expectations are reinforced and praised.

Pupils are expected to:

- Abide by all school rules and values.
- Behave in an orderly and self-controlled way.
- Show respect to all members of the school community.
- In class, make it possible for all pupils to learn. Pupils are responsible for their own learning.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Demonstrate and praise positive learning behaviours.

This policy is applicable to:

- All members of staff (including supply).
- All pupils.
- All extended curriculum providers whom make additional contributions to children's learning on or off site.
- All external agencies that contribute their professional knowledge and expertise to supporting our pupils in challenging or vulnerable circumstances.

Behaviour Management

At Kettering Park Infants we take pride in ourselves, our students and our values and ethos are shown in every aspect of school life. As such, our approach to unacceptable behaviour is restorative and will enable students to:

- show respect to each other's viewpoints,
- take responsibility for their behaviour,
- reflect on ways to repair harm and ensure behaviours are not repeated.

In regards to the restorative approach, specific questioning will be used to support and repair:

1. What has happened? Drawing on each person's story one at a time and talking together to resolve.
2. What do you think and feel about that? Sharing emotions using Zones of Regulation. How could the situation have been stopped from happening? What could you do differently next time?
3. What needs to happen to resolve this? Discuss consequences and steps to resolve.
4. What agreement can we reach about the future to move forward? Ensure all children are happy that the situation has been resolved and how to avoid further incidents.

Creating a Climate for Positive Behaviour and Positive Praise

We believe that the best way to achieve a positive learning culture is to recognise and manage behaviour positively - providing students with the opportunity to take responsibility for their own behaviour. Therefore, we ensure that we are continually re-enforcing the positive learning behaviours outlined in our school values and behaviour expectations and catch children making positive decisions. This will take the form of positive praise.

The use of praise and positive encouragement is to be used to promote the correct behaviours. Children are given praise on an individual and group basis through:

- Non – verbal (smiles, thumbs up, etc.) and verbal praise
- Positive and constructive feedback on work
- Stickers
- Celebration assembly/ Star of the week
- InMAT values awards each week celebrated in our celebration assembly
- Half termly post cards home
- Class Dojo rewards
- At KPIA we use a visual system in all classes. The expected behaviour for all children is that they are on the sunshine and children will receive dojo points over the day to reflect this. There are 4 clear consequences in place which are followed in each classroom. The use of stickers and dojo points will reinforce positive behaviour expectations within school.



All the children who attend Kettering Park Infants will feel wanted and that they, as individuals, make a contribution to school life.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect. Staff greet students when they arrive in the school and then their class in the morning, and expect to be greeted in return.

Promoting and Reinforcing Outstanding Behaviour

- All staff are visible throughout the school day, promoting positive behaviour and ensuring behaviour systems are being followed. A member of SLT will always be available/ on duty at lunch times.
- Where appropriate we praise in public.
- Behavioural discussions with a child should be carried out away from the whole class, this is the expectation for all members of staff.
- Classes are escorted to playtime and lunch by the class teacher, support staff, cover or Midday supervisor.
- At the end of playtime and lunchtime, we use a bell to line up safely and calmly. On the first bell, children freeze and on the second children move to their lines calmly and quietly.
- Adults in the school will speak positively and with respect to pupils. Adults in school will not shout – reactions to negative behaviour should be non-emotional, limiting attention on the child. Discussions about behaviour and the delivery of sanctions/ consequences should be given

in private. Time should be taken to 'fix' the situation of appropriate and relationships restored, following the restorative approach.

- Adults in the school will not refer to behaviour in a derogatory manor (children's behaviour is never referred to as 'disgusting' or 'terrible').
- At Kettering Park Infants we describe the behaviour and the impact of the behaviour on others: "I understand how you are feeling, but you called X ... and that made X feel angry/upset. We don't call people names at Kettering Park. As a consequence you will need to ...' Consequences are provided by the adult dealing with the incident unless it is escalated to SLT where they will continue to deal with the incident and action any consequences.
- Teaching staff will be punctual to lessons and to collect pupils at designated times.
- Classes may have a seating plan that is adapted to the needs of the class and the lesson.
- Use a lining up order at all times (alphabetical). Adults will ensure that children enter and exit classrooms quietly in line.
- Adults will apologise if they make a mistake or jump to conclusions. It is important to model that mistakes are normal and that we all take responsibility for our actions.
- Adults will always focus on redirecting behaviour back to learning – rather than focusing on inappropriate behaviour.
- Polite, calm language and tone will be used at all times by adults.
- Adults will use 'we' when discussing expectations, for example: 'At Kettering Park, we expect ...'
- Adults will use 'if' and 'then' to clarify actions and consequences: 'If you throw a pencil, you will then miss your play'.
- Teachers should model behaviour and teach it explicitly where needed.
- We will apply the RWI techniques consistently within the school (e.g. non-verbal hand signal to stop the children) in all classes.
- A bell will be used to stop the children alongside the RWI non-verbal techniques.

Managing low level disruption and unacceptable behaviour

In situations where the school rules, learning behaviours and values are not being practiced, staff will follow a number of steps to support the pupil in realising the correct behaviours.

Behaviour incidents are recorded on Arbor to ensure the correct support is in place for all involved this will include an initial incident as well as repeated incidents so that SLT can closely monitor and provide the appropriate support for the individual.

If redirection and positive encouragement do not work, staff will use the Warning/ Steps system (See Appendix 2)

After each step there must be an opportunity for a discussion to be held with the child about their behaviour. This needs to be completed immediately in order for the child to move forward. Conversations linked to the restorative approach will be used (see policy for suggestions).

The warning system is cumulative but it should begin again for each new incident. Warnings should not be held over children.

If a member of staff is in any doubt about the best way to proceed, or feels that the situation is not best dealt with in line with the model outlined then they should consult with a member of SLT, the FSW, learning mentor, behaviour lead or a member of SLT outlining their reasons for taking a different

approach. Any different approach should be agreed before action is taken. Decisions about behaviour

should always be made with the best interests of all children at centre of them. Staff may also need to consult the school SENCO for Pupils with additional needs or with Special Educational needs on order to implement agreed reasonable adjustments.

Significant/ serious behaviour concerns

Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given. Consequences and sanctions will be decided depending on context, individual cases and context, feedback will be given back to the class teacher on these. These behaviours may include:

- Physical aggression
- Verbal assault including swearing
- Threatening behaviour
- Extreme rudeness
- Extreme disruption
- Damaging property
- Persistent refusal
- Racist or homophobic comments
- Extreme inappropriate language

SOS Cards

If a child has not responded to reminders/ warning systems (steps), being persistently disruptive or has engaged in a serious misbehaviour outlined above, an SOS card will be sent to the office to request assistance. A member of SLT, the FSW or wellbeing lead / learning mentor will attend to support the child and remove them from the situation/ class.

KPIA have two SOS cards. A red card to show that immediate help / support is required in the school and a lilac SOS card to show that the adult requires support within the classroom (not necessarily linked to behaviour).

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip. The decision to act will be made at the discretion of the head teacher.

If a child's behaviour is not appropriate / safe in school, the decision may be made for the child to not attend an off-site visit. This will be discussed with parents / carers.

Suspensions / Exclusions

Please also refer to the InMAT Exclusions policy:

<https://ketteringparkinfantacademy.co.uk/northants/primary/park-inf/arenas/websitecontent/web/InMAT%20Exclusion%20Policy-12696.pdf>

On rare occasions the head teacher may feel that a formal process should be activated to remove the child from the school temporarily. Such suspensions/exclusion are an extreme step and will only take place when long term misbehaviour is not improving as a result of the above strategies and learning of others is seriously hindered. Very occasionally, an incident may be serious enough to warrant an immediate exclusion, these include the following:

- The use of racial or homophobic language where the child is aware of its meaning and impact

- Causing another child significant harm (including emotional, physical, social, racist, sexual, verbal or cyber)
- Physically assaulting a member of staff.
- Causing permanent damage to the school building and property.

(The above is not an exhaustive list of incidents)

When an incident of extreme seriousness has occurred all parties need a short period to consider the best course of action.

At the time of suspension/exclusion, the pupil and parent will be invited to a reintegration meeting, on the child's return, where criteria will be set down between the head teacher, parent and pupil in order that they can return to school successfully.

In the event of an exclusion both schools will follow the guidelines set out by the government:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

Pupil Support and Inclusion

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator and/or Family Support Worker will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, outreach provider, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

As part of our inclusive practice we acknowledge that there may be extenuating factors that need to be taken into account when working restoratively. Whilst we will never condone inappropriate behaviour, we will consider all extenuating factors to ensure any sanctions are fair and appropriate and reasonable adjustments are made.

The use of reasonable force

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means whether passive or physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Who can use physical force?

- All members of staff have the legal power to use reasonable force

- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers.

When can reasonable force be used?

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort – if all other de-escalation techniques have failed.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Key members of staff have restraint training throughout both schools and they should be called upon in the event of a child needing to be restrained. However, this may not always be feasible in all situations.

All attempts to restrain a child will be logged and passed onto the safeguarding team. A bound and numbered book is kept and signed/ checked by designated LAC member.

Physical handling plans are in place for identified children where necessary and these are signed by parents / carers and all adults working with the child within the school.

Team teach training has been completed by identified staff to support children appropriately.

Lunchtime behaviour

When there is negative behaviour during lunchtimes the following procedures will apply:

If the behaviour is low level, such as running when not supposed to, then the warning system (steps) will be used in the same way as the classroom. However, instead of being sent to another classroom, they may be given time out in a specific area of the playground. If the incident is more serious, then the member of staff will take the steps in Appendix 3.

KPIA's Learning Behaviours apply both inside and outside of the school and the same expectations and consequences will be applied.

Managing serious incidents in the classroom/ playground

If a serious incident occurs in the playground, such as a fight or a child who is unregulated:

1. Send a child to the school office with an SOS card – the office will immediately contact a member of SLT.
2. Remove other children calmly to a safe area
3. Speak calmly and with authority to the child/ren in need:

- STOP
- I CAN SEE YOU ARE _____
- LET ME HELP YOU
- FOLLOW ME

Repeat this sequence to calm the situation. Particularly the last 3 statements until a member of SLT arrives.

Confiscation

Any prohibited or illegal items found in pupils' possession will be confiscated. Items prohibited by the school will be returned to parents. Illegal items will be referred to the school's designated safeguarding lead.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. School staff can search for any item if the pupil consents. If a pupil does not consent, a member of the Senior Leadership Team will be contacted. We recommend that all searches are carried out with another member of staff.

Child-on-Child Abuse

Child-on-child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. 'Child-on-Child abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Where there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- The alleged perpetrator
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. Risk assessments should be recorded and kept under review. The DSL (or a deputy) should engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it's likely that professional risk assessments by social workers or sexual violence specialists will be required. The DSL (or deputy) should use these assessments to inform the school's approach and to update our own risk assessment.

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 and Child Protection Policy](#) for more information on responding to allegations of abuse which can be found on our website.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Individuals with specific needs for transition will be considered on a case by case basis by the inclusion team and specific child-led support will be put in place.

Opportunities will also be planned for between KP1A and KP2A to ensure that there is a smooth transition between KS1 and KS2.

Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Identified staff will be trained in the proper use of restraint.

Local Academy Committee

It is the responsibility of the LAC to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The head teacher will report to the LAC on a termly basis.

Monitoring arrangements

This behaviour policy rationale will be reviewed by the head teacher and LAC annually. At each review, the policy will be approved by the head teacher and LAC.

Appendix 1.

Legislation and statutory requirements

- This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.
- In addition, this policy is based on:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Appendix 2: Behaviour Steps:





At Kettering Park
Infant Academy
we have...

kind hands



kind feet

kind words



and we always share a smile!

Independence



Honesty



Believe



Teamwork



Together

Initiative



Integrity



Inspiring



Involvement



Inclusion

We are responsible learners



We always try our best



We are respectful and polite



We never give up



We sit on the carpet and on a chair correctly



We have fun and take pride in our achievements



We look after our equipment and resources



We wear the correct uniform



We listen to others



Kind Proud Independent Achieve



Restorative Conversation Record

Date of Incident	Names of children Involved	Class	Member of staff

<p>Can you tell me what happened?</p>	
<p>What were you thinking/ feeling At the time?</p>	
<p>How have you been thinking/ Feeling since it happened?</p>	

Who do you think has been
affected by your actions?
How were they affected?

Appendix 5 – Behaviour Support Plan KPIA:

This plan is written by the SENCO – Mrs Pooley alongside class teacher –, This plan will be shared with his teaching assistant, the Head Teacher – Mrs Powell and parents.

.....has been displaying different levels of challenging behaviours, and this plan aims to address these challenging behaviours and identify the triggers for these and a response to the behaviour. During Year 1 so far... , **Description of challenging behaviours displayed:**

	Explanation/ Notes/ Guidance
Challenging behaviour	
Before the behaviour <i>Possible triggers</i>	
Early Warning signs	
Response to the behaviour <i>What typically happens when these behaviours are displayed</i>	

Intervention to be provided:

	Explanation / notes	Adults to be responsible
STEP ONE Prevention and stress reduction	<p>Structured timetable:</p> <p><i>This is not an exhaustive list and other ideas may be used and adapted.</i></p> <p>Scripted language: Keep language short and structured – try not to use questions but commands or statements. E.g.</p> <p>Behaviour chart:</p>	
STEP TWO Replacement behaviour <i>Tools to use when challenging behaviours are starting</i>	<p>Safe space/time out</p> <p>Scripted language: Keep language short and structured – try not to use questions but commands or statements. E.g. You need to...</p> <p>Reminder of action/consequences:</p>	

STEP THREE	Reinforcement	<p>Restorative talk: After an incident – the adult who has been involved with dealing with Dominic’s behaviour will talk with him following a restorative approach and focus on discussing feelings and ways forward.</p>	
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Date plan agreed:

Review date:

Parent: _____

Teacher: _____

Teaching Assistant: _____

Head Teacher: _____

SENCO: _____

Behaviour Support Plan

Description of challenging behaviours displayed:

	Explanation/ Notes/ Guidance
Challenging behaviour	
Before the behaviour <i>Possible triggers</i>	
Early Warning signs	
Response to the behaviour <i>What typically happens when these behaviours are displayed</i>	

Intervention to be provided:

		Explanation / notes	Adults to be responsible
STEP ONE	Prevention and stress reduction	Structured timetable: Scripted language: Reflection chart:	
STEP TWO	Replacement behaviour <i>Tools to use when challenging behaviours are starting</i>	Safe space/time out Scripted language: Reminder of action/consequences:	
STEP THREE	Reinforcement	Restorative talk:	

Date plan agreed:

Review date:

Parent: _____

Teacher: _____

Teaching Assistant: _____

Head Teacher: _____

SENCO: _____

Appendix 6–

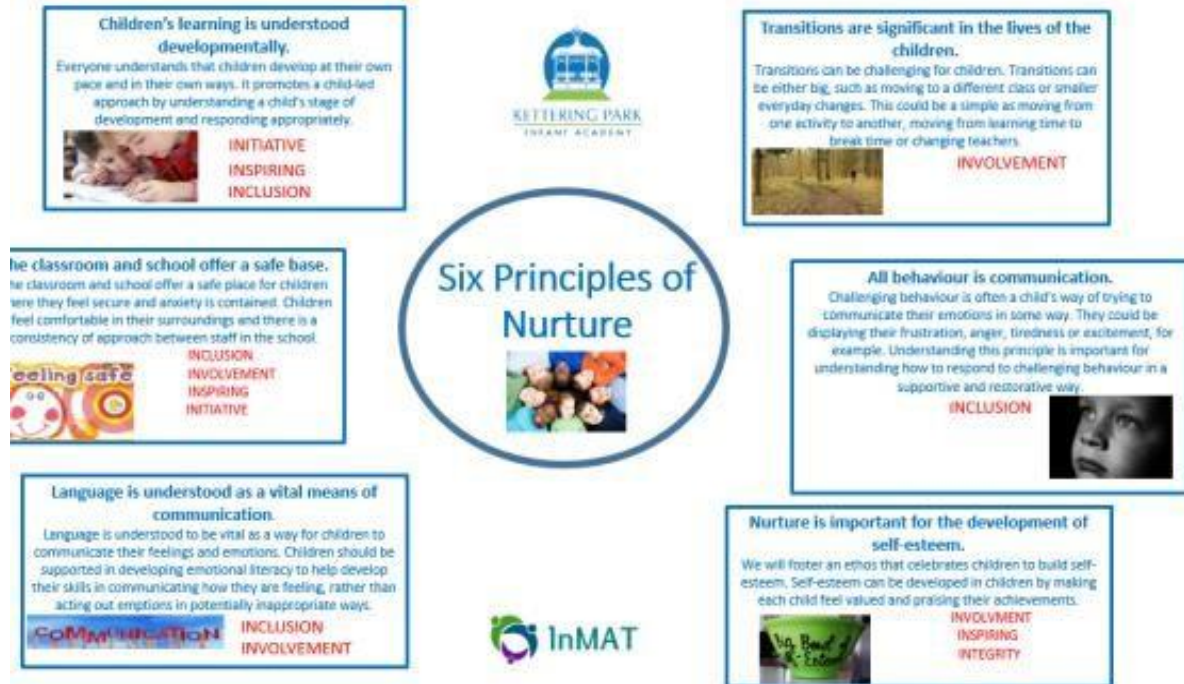
Dojo Rewards

- 50 dojo points – Certificate
- 100 dojo points – Bronze badge
- 300 dojo points – Silver badge
- 500 dojo points – Gold badge
- 900 dojo points – Platinum badge

Appendix 7 – Principles of Nurture and Zones of Regulation

The ‘Six Principles of Nurture’ also links with and underpins our Behaviour Policy

We will also ensure that all staff and children follow the ‘Six Principles of Nurture’ throughout everything that we do and will ensure that this is clearly shown throughout the school.



Zones of Regulation

Each class has a calming area linked to the Zones of Regulation. Children are encouraged to independently (or with support) identify the zone they are in and then use the appropriate resources and adults to support their behaviour and learning.

Which zone are you in?

Sick	Happy	Frustrated	Mad
Tired	Calm	Worried	Angry
Sad	Feeling okay	Stir	Mean
Bored	Focussed	Excited	Out of control
Moving slowly	Ready to learn	Lots of stress Control	Hitting

Progressive language for Zones of Regulation

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Happy	cheerful	amused	relieved	satisfied	upbeat	Ecstatic/ jubilant	Triumphant/fulfilled
Guilt/shame	embarrassed	guilty	shame	forgiving	ashamed	Regret/accountable	Remorse/scapegoat
Empathy	caring	polite	generous	thoughtful	considerate	Sympathy/empathetic	Compassion/altruistic
Motivated	curious	energetic	engaged	motivated	determined	Committed/persistent	Passionate/inspired
Empowered	brave	courageous	bold	Self-esteem	Assertive	Competent/empowered	Secure/invincible
Excluded	lonely	Left out	bullied	rejected	excluded	Prejudiced/segreated	Alienated/discriminated
calm	relaxed	carefree	peaceful	soothed	mellow	Content/serene	Contemplative/tranquil

Appendix 8 - Behaviour trigger tracker

Behaviour: trigger tracker

Name:

Date:

Friday											
Thursday											
Wednesday											
Tuesday											
Monday											
	Coming into school	Register	Lesson	Lesson	Playtime	Lesson	Lunchtime	Lesson	Lesson	Story time	Home time

Levels of behaviour:

- = Low level disruption
- = Disruption to own / others learning
- = Out of control / dangerous behaviour