

Kitchener Primary School

**Positive Behaviour and
Relationship Policy**





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Aims and Ethos

Kitchener Primary School is a caring community, with values built on trust and respect for all. We believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe, secure and respected. We recognise that every child needs praise, support, recognition and affection.

We have five core values that drive us and underpin all that we do:

- **Community** - we all learn happily together in collaboration, we build positive relationships with our families, friends, class mates and staff. We value our Riverside community. We are one: The Kitchener Family.
- **Equality** - we believe we should all be treated fairly; we listen to each other and treat everyone the way we would like to be treated. Everyone in our school is encouraged to speak, have their say and share their opinions.
- **Care** - we always go over and above to help each other, show compassion, affection and kindness to others. We care about ourselves, each other and our school learning environment.
- **Identity** - we learn about ourselves and each other, respecting all cultures, languages and religions. We respect each other's differences and celebrate our uniqueness.
- **Learning** - we all love learning; we know this will help us in the future. We want to be the best that we can be. We show independence, motivation, and resilience in everything we put our mind to!

Promoting Positive Behaviours

Consistent Adult Behaviour

At Kitchener, all adults model appropriate behaviour always. Staff ensure they are safe, predictable adults who use the principles of the Thrive approach to develop positive relationships with everyone in the school community.

Rules

At Kitchener Primary School we have three rules, which apply through the school. We apply our school rules alongside restorative practices to promote positive relationships and empathy for others. Our school rules are:

1. Listen thoughtfully
2. Care for everybody
3. Act with kindness and respect

The rules are displayed around the school and are discussed with and explained to the children by the class teacher at the beginning of each school year and reinforced regularly.

Over and Above Recognition

Children are praised and rewarded for good behaviour in many ways:

- ✓ Teachers congratulate children giving specific positive praise.
- ✓ Certificates are given each week celebrating Independence, Self-motivation and Resilience and Perseverance in the Care assembly.
- ✓ Dojos are awarded in each class for independence, readiness to learn, perseverance, resilience, positive relationships and siarad cymraeg.

When an expectation is not being met

At Kitchener Primary School, we recognise that consistent relational practice delivered by all staff supports the majority of children to maintain positive behaviour, therefore creating a safe and productive learning environment. In order to create the necessary consistency, all staff will follow the 6-step approach outlined below, for the 'low-level' disruption or poor behaviour choices that staff may have to deal with:

SLT	The child (and parents) will meet with Mrs Patel, Mr Hall, Mrs Dacey or Mr Cadogan to discuss what has happened and plan to prevent future incidents.
Meeting with parents/ carers	The class teacher will arrange a meeting with the child's parents/carers to discuss the child's behaviour and ensure that appropriate actions are taken both at home and school to prevent further incidents.
Lose part or all of break	The child will stay in and completed a restorative reflection sheet to talk about what has happened and to look forward and what they would do next time to learn from their behaviour.
Stop an activity/ Moved to another seat or class	The child will be moved to a calm area within your class, or to another class for a set amount of time.
Warning	The child will be given a warning. If the behaviour continues, the next step on the ladder will be followed.
Reminder	The child will be given a reminder of the expected behaviour.

Restorative Practice

Restorative approaches acknowledge the feelings, needs and rights of all parties. When an incident happens, it is important that the children are guided to repair and rebuild that relationship to put things right. Where possible we believe in dialogue so everyone involved has an opportunity to communicate and co-operate with each other using the following questions:

Restorative Practice Questions:

What happened?

What were you thinking at the time?

How do you feel about it now?

Who do you think has been affected and how?

What needs to happen to put things right?

More serious incidents of inappropriate behaviour (Instant action required)

For more serious incidents of inappropriate behaviour including, such as those outlined below, one or more of the steps on the system of sanctions may be missed.

- Physical assault on a child or an adult;

- Verbal assault towards a child or an adult;
- Threatening behaviours towards a child or an adult;
- Damage or destruction of school property.

This behaviour must be reported immediately to a member of the SLT, who will manage the situation according to the needs of the individual child. If required, the child will be supported to be safe, by Team Teach (see Safe handling policy) trained school staff. All staff must communicate the above behaviour incidents with parents and will record them on “MyConcern”.

Extreme Behaviour Incidents

In extreme circumstances it may be necessary to exclude a child from their class (internal exclusion) or from school for a fixed period of time or permanently.

The decision to exclude or not exclude a child ultimately rests with the Headteacher, Mrs Patel, who:

- has responsibility for giving **fixed term exclusions** to individual children for serious acts of misbehaviour.
- reserves the **right to permanently exclude a child** for repeated or very serious acts of anti-social behaviour. Such an action is only taken after the school governors have been notified and a meeting convened.

In the Headteacher’s absence, the Deputy Headteacher, Mr Hall, will make the decision regarding exclusion.

Repeated Incidents of Individual Challenging Behaviours (2 or more)

Some children may regularly exhibit behaviour that is not consistent with the school’s expectations and is therefore unacceptable. It needs to be recognised that when a child behaves in an unacceptable way, there is often an underlying reason. The school will always seek to understand the communication function of behaviour and then provide an appropriate intervention to support the child to be successfully included.

At this stage it is recognised by the school that the child needs some modifications or support to help them in making positive choices about their behaviour. A meeting will be held with the child, class teacher, parents and a member of the SLT in order to:

- Complete a Kitchener Support Plan.
- Complete a Risk Assessment, and Positive Handling Plan if needed.
- Refer the child appropriate school-based intervention such as Thrive, ELSA or Place2Be, or be added to a social skills or friendship group.

The class teacher will arrange a meeting to review the support plan after 10 weeks. If the child’s behaviour has not improved the school will begin formal processes in line with the graduated response for **ALN** - Social, Emotional and Behavioural Needs (see the code of practice 2021). At this point the school in conjunction with parents may:

- Refer the child to the Emotional Wealth and Wellbeing Inclusion team (or the Early Years Inclusion Team for nursery aged children).
- Complete a Pastoral Support Plan in collaboration with the LA, reducing the child’s time in school and building success.
- Begin the 35-day process for ALN.

The child's curriculum continues to be the responsibility of the class teacher.

The school does not accept bullying of any kind. If an act of bullying takes place, the school will act to stop such behaviour. Everyone in school can help stop any bullying and should feel safe to report it to any trusted adult. Please refer to the Anti-Bullying policy for guidance.