

KERR MACKIE PRIMARY SCHOOL

POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

**Adopted by Kerr Mackie Primary School T & L Committee on:**

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**Signed by Chair of T & L Committee:**

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**To be reviewed by Governors on:**

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## Introduction

This policy has been written with reference to the following documentation, guidance and recommendations from the Department for Education (DfE):

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools \(2013\)](#)
- [Supporting pupils with medical conditions at school \(2015\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#)
- [Mental Health and behaviour in schools \(2018\)](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy should be read in conjunction with the following policy documents which can be found under Policies at [www.kmps.org.uk](http://www.kmps.org.uk):-

- Inclusion
- Teaching and Learning
- Anti-bullying
- Safeguarding and Child Protection
- Care and Control
- On-line safety

The Governors and Staff of Kerr Mackie Primary School are proud of the high standard of behaviour of the children in the school and their care and respect for people and property.

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

We believe that good behaviour and good learning stem from a sense of feeling included and supported within a community which values and promotes positive self-image and positive relationships; where each person within the community is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. This Positive Relationships and Behaviour Policy is designed to enable all members of our school community to live and work together in a supportive and nurturing way. Support to children is delivered within this nurturing framework of clearly defined and consistent agreed boundaries which are shared with the children and acted upon by all adults who will be positive role models.

We recognise that children's behaviours can be indicative of their emotional wellbeing and mental health and that behaviour is always a form of communication. We therefore strive to support all members of our school community within this caring context.

This policy supports the aims and ethos of the school which are to support children to become confident and caring members of our school community, who challenge themselves and others to be the best that they can be and show their curiosity about themselves, each other and the world around them through their enthusiasm for learning. The school practices a Restorative Practice philosophy which aims to strengthen our relationships within our school community, repairing harm through restorative practices to support children to understand the impact of their actions and behaviour.

All members of our school community **care** about each other; we all have high regard for our school **community**; we **challenge** ourselves and each other to commit to high levels of respect for each other and our school environment; we are **curious** about the reasons behind unexpected behaviours and work together to understand what the behaviour is trying to communicate; we are **confident** that together, we can use relational and restorative practice to resolve problems, maintain positive relationships and show respectful behaviour to each other.

## **Aims – What we aim to provide through this policy/Intent**

### **Community**

To develop a feeling of collective responsibility in our school community, through a growing care for our school and our part in it, its environment and an understanding of, and concern for, the wider environment and the natural world;

To encourage positive relationships between all adults and children within peer groups and across ages;

To encourage the use of restorative practice as a way for all members of our school community to solve problems collaboratively;

### **Care**

To encourage children to care for themselves, promoting self-awareness, self-regulation, respect for authority and acceptance of responsibility for their own actions

To provide children with a nurturing environment and to support appropriate behaviour through positive relationships

### **Confidence**

To encourage pupils to develop self-confidence, self-esteem and to take pride in their own achievements;

### **Curiosity**

To be curious about and to value others, their similarities and differences, empathising with and respecting their feelings and values even when different from their own and celebrating everyone's achievements;

### **Challenge**

To encourage all members of our school community to challenge each other to be the very best that they can be, positively challenging unexpected behaviours through restorative practice

## **Outcomes – What we expect to achieve through this policy/Impact**

1. Children develop positive relationships with the whole school community: staff and pupils
2. Children feel safe and secure in their learning environments, where behaviour and relationship expectations are clear and consistently upheld
3. The learning environment, including the learning behaviours of all, provide children with a calm and productive learning experience
4. Positive behaviours and relationships are celebrated and encouraged
5. Any unexpected behaviours are dealt with respectfully but appropriately
6. Children are able to grow and thrive academically, socially and emotionally
7. Staff are able to provide children with positive, inspiring and effective teaching and learning opportunities
8. Children develop their own emotional intelligence

## **Guidelines – How will we implement this policy / Implementation**

All staff endeavour to set and encourage positive examples of expected behaviour, plan the curriculum to be well differentiated, organise the school environment, classroom space and displays, structure routines and activities to enable pupils to behave in a positive, appropriate and realistic manner for their age and stage of development.

All staff are aware of, and take a shared responsibility for, all pupils' behaviour throughout the school. Staff understand that all behaviour is a form of communication and work hard to ensure that positive relationships are the foundation of all interactions between children and staff at school. All staff members are trained in the key principles of Restorative Practice and understand the importance of modelling positive language and behaviour.

As part of our wider school community, parents are strongly encouraged to work in partnership with the school when dealing with behaviour and relationship issues.

Extreme or persistently poor behaviour could ultimately lead to exclusion, internal or external.

The Positive Relationships and Behaviour policy flow chart provides a working overview of the policy which is explained in detail below.

Staff will use a range of classroom techniques to support children to be successful in the classroom, some of which can be found in Appendix 1.

## **Proactive and positive relationship building**

The over-riding aim of this policy is to create a positive learning environment for all children where they feel secure and fulfilled and are supported in all aspects of their school life. Towards attaining this, all adults will promote and encourage confidence and self-esteem and draw attention to and give specific praise for positive and appropriate behaviour. We recognise that positive relationships are the key to success in school and will use a range of classroom practices to support these which will include:

- regular community check-ins
- daily check-in circles
- regular community builder activities
- regulation activities throughout the day, as appropriate

In addition, these essential elements will be focused on through the PSHE curriculum (which includes the use of PoEd and MindMate resources) to enable children to grow in their confidence and self-esteem.

Positive behaviours and relationships are celebrated and encouraged by all members of our school community. Positive behaviours might include:

- a positive contribution or attitude in the classroom or on the playground
- outstanding commitment
- making the right choices
- demonstrating one of our learning behaviours
- upholding one of the 5Cs

Celebrations of positive behaviours might include:

- positive comments, feedback and smiles
- positive communication to parents at the beginning or end of the school day
- a sticker sent home
- a phone call home to share amazing learning
- community credits
- celebration assemblies to celebrate individuals and community groups

### **Community credits**

Community credits are given when children demonstrate the expected behaviours for effective classroom learning. Children are able to collect individual community credits throughout the week – the child with the most community credits that week will receive a certificate. Each week, children will accrue community credits in order to work towards Bronze, Ruby, Silver, Gold, Diamond and Platinum individual community credit awards which are celebrated within the classroom and in

celebration assemblies throughout the year.

### **Community groups**

Every member of our school community is also a member of a community group. Community credits earned by children are also collected by their community group. Each half-term, the community group with the most credits will enjoy a reward.

School-wide community groups will also meet together for themed-days as a way of promoting and celebrating positive relationships across school.

### **Stickers**

Stickers will be given to children who have gone over and above in demonstrating one of our 5 Cs (Curiosity, Confidence, Community, Care, Challenge). Stickers can be given by any adult in school, and will be given with a clear explanation so the child is really aware of the amazing thing they have done. Grown-ups at home are encouraged to ask their child why they have their sticker so that they can share how proud they are about their achievements. There will be some children who find it harder to communicate what they have done – these children will be supported by a school grown up to explain to their adults why they have got the stickers.

### **When things need a little help - Supporting positive behaviours**

Where a child is finding it more difficult to show positive behaviours, school community members will use positive approaches to support positive behaviours or to de-escalate where needed, understanding that all behaviour is a form of communication. Restorative practice principles will be at the heart of what we do.

### **PACE approach**

We will use a PACE approach, based on Dan Hughes' work, to inform our practice, using playfulness, acceptance, curiosity and empathy as the foundations for our interactions with children.

Positive behaviour support strategies might include:

- planned use of ignoring low level behaviours or distractions
- a quiet reminder of our positive behaviour and relationship expectations
- distraction
- time away from the activity or situation (if appropriate)
- positive reinforcement of expected positive behaviours
- providing a narrative/commentary for what is taking place (I wonder if you are finding this difficult...)



## Restorative practice

Staff will use restorative practice to discuss unexpected behaviours, at an appropriate time after the incident. This involves a mutually respectful discussion to support children's understanding of expected behaviours, confronting unexpected behaviours and praising accepted behaviours.

### **Immediate resolution/3 Es conversation**

Many issues (such as those below) can be dealt with immediately, through a quick conversation to find out the following:

- What is happening? (Engage)
- What do you need? (Explain)
- What are the options to meet that need? (Expect)

The right person, having this conversation at the right time, in the right place can nip any concerns in the bud and can normally be dealt with in the classroom by the class team. The right time to have these conversations may also be during a break or lunchtime, where there is more time to be able to have an effective conversation.

- Low level in class
- Shouting out
- Unkind words or gestures
- Not listening to others,
- Disrupting others learning
- Misusing school equipment,
- Minor playground complaints
- Refusal to follow a reasonable instruction (including learning)

### **Healing circle**

During the week, any issues or conflicts between children or adults are addressed using a restorative approach, specifically through structured healing circles. Both staff and children understand that conflicts will be resolved fairly and with a 'no blame' approach. Healing circles adhere to the 'Three Principles of Fair Process,' ensuring that the language used is fair, consistent, and respectful. These circles take place in a calm and quiet setting and must be facilitated by an objective third party. All staff members are trained to lead healing circles – our Anti-Bullying Ambassadors will also be trained to support this process when appropriate/necessary.

Both the victim and the perpetrator participate in the healing circle (this may be, initially, separately), where the following questions are asked:

1. To support those harmed by others' actions:
  - **What happened?**  
Each person's story is drawn out one at a time, beginning with the person who caused the harm. The goal is to allow each person to share their perspective, not to reach a definitive conclusion.
  - **How did you feel at the time?**  
Each person shares their thoughts and feelings at the time, before, and since the incident.

- **What do you think needs to happen to make things right?**  
The participants discuss and negotiate how to meet the needs identified above, with staff supporting the process but encouraging pupils to form their own agreements whenever possible.
2. To address challenging behaviour:
- **What happened?**
  - **How did you feel at the time?**
  - **How has the victim been affected by your actions?**
  - **What do you think you need to do to make things right?**

The aim is to ensure the outcome is fair for everyone. If someone is upset, we aim to comfort them. If someone has done something wrong, we expect them to take responsibility for their actions and make amends with those affected.

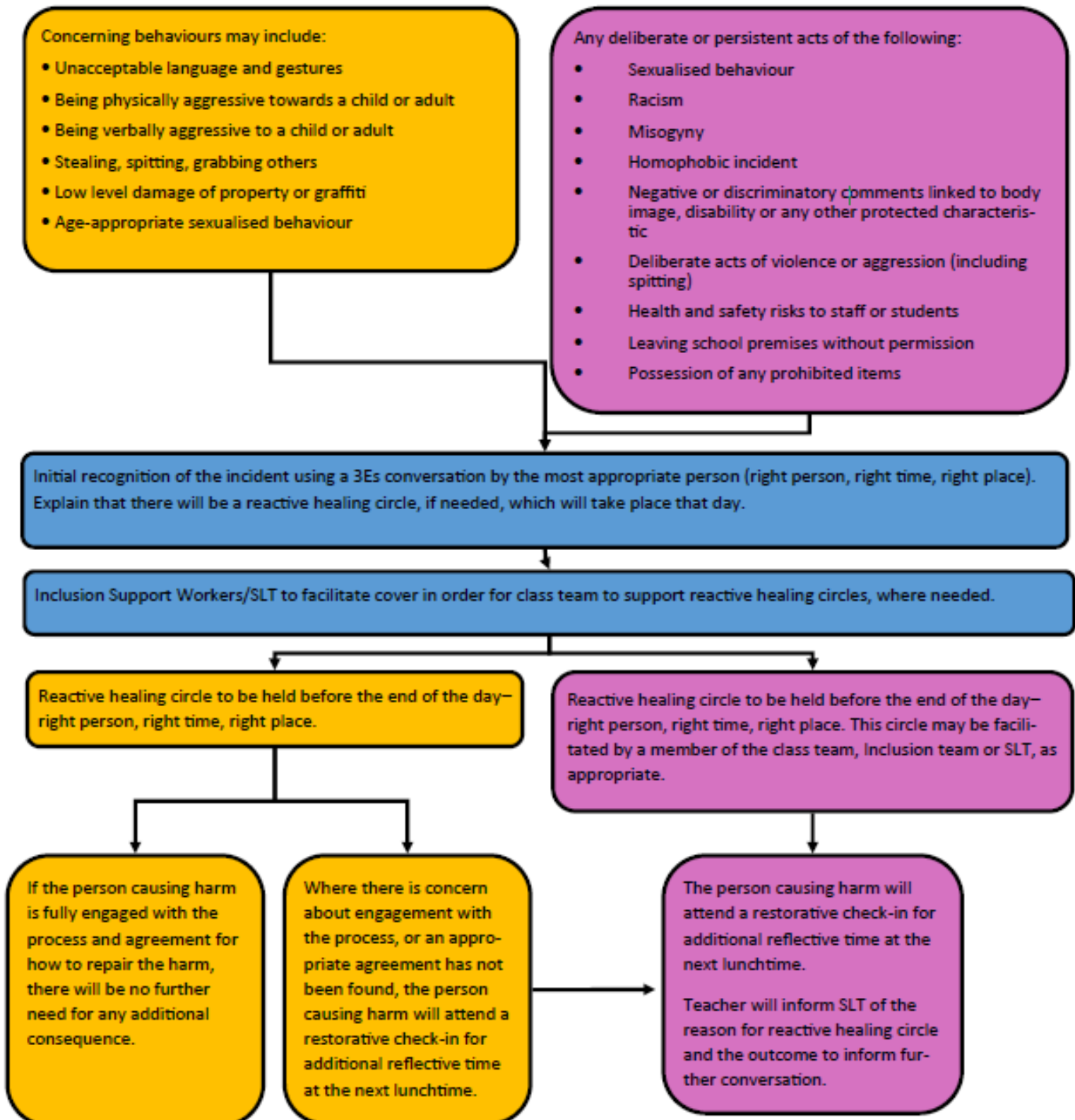
This approach encourages participants to identify ways to repair relationships and move forward. By giving pupils this responsibility, we help them develop strategies for avoiding and resolving conflicts. We believe that when pupils reach their own agreements on how to move forward after a conflict, they are more likely to adhere to them than if these agreements are suggested by an adult or imposed upon them. Involving pupils in creating the agreement gives them ownership and ensures it helps them resolve the situation and make amends in their own way.

All staff members use active listening skills when managing conflicts, which allows them to elicit more information from those involved.

The right person, right time, right place is key in this process – this can be facilitated by supporting the class team to have these conversations where necessary.

Where children are finding it more difficult to maintain positive relationships and behaviours, or where an incident of a more serious nature has taken place, the following measures and actions will be taken. In every instance, a restorative and relational approach will be taken to establish a genuine understanding before any consequences are agreed upon.

In order to clarify what unexpected behaviours might look like, some have been detailed below.



Focused reflection time is an opportunity for the person causing harm to have a further in-depth conversation to explore what has happened and what needs to be done to make things right. It provides an opportunity to find a way forward whilst also trying to understand and support any underlying reasons why things may have gone wrong.

At all stages of the policy, staff will identify children who need additional support to ensure that the Inclusion Team/Phase Leaders/SLT are kept informed. Children identified as having significant social, emotional or mental health needs may require additional support or an alternative approach which will be discussed and decided upon by the team around the child on an individual basis.

At all stages of the Positive relationships and good behaviour policy we recognise the importance of working with parents/carers and understand how important effective communication is in supporting children and families.

When a child is having more serious conflict in school, they may be asked to attend a more formal restorative practice conference – this will be a meeting with everyone involved (including parents, where appropriate) and will involve a senior member of staff (Phase Leader or member of SLT). The aim of the conference is:-

- to discuss what is happening
- look at who has been affected or upset
- decide how it can be put right
- find a way forward

in a way that is fair for everyone.

During a conference an agreement is made which will list the actions or promises that the individuals need to agree to carry out so that the conflict can be put right and doesn't happen again. An appropriate member of staff will take responsibility for ensuring that everyone is keeping to the agreement.

## **Bullying**

Kerr Mackie operates a zero tolerance policy to bullying. This is covered in the Anti-Bullying Policy.

## **Pupil voice**

Our belief that good behaviour and good learning stem from a sense of feeling included and supported within a community is an inherent part of our school ethos. We are a caring community and put mutual trust and respect for all at the heart of what we do. Pupil voice is a key part of this and is supported in the following ways:

- an active school council who work with their classes to support communication between the community;
- community check-ins on a Monday morning to share news and discuss any worries or concerns as a class;
- check-in circles throughout the day; community builders; proactive problem-solving circles
- worry boxes in classrooms where children are encouraged to share any worries they feel unable to speak to adults about;
- regular check-ins with classes and key vulnerable children completed by Phase Leaders and the Inclusion team

Central to our approach to supporting positive relationships and behaviours is restorative practice. When a child is finding it more difficult to demonstrate expected behaviours, we use a restorative approach to ensure that children feel heard and listened to, as well as having the opportunity to work with their peers (with adult support if needed) to solve relationship and behaviour problems.

## **Pupils who require additional support to show positive behaviours - a personalised approach**

When a child struggles to exhibit expected behaviours over a prolonged period or in cases of more serious incidents, an individualized approach may be necessary to support positive behaviours and relationships. This is also applicable if a child has additional special educational needs. We will assist children in understanding feelings and their causes through various methods. These methods include modelling behaviour, small group work, peer support, and visual resources to help children develop empathy. Children need support to recognize how their actions affect others and their feelings about an incident. Pupils are guided in understanding the restorative approach with customized resources, lessons, and at their own pace and level. Tools such as communication boards, symbols, visual prompts, and social stories are used to facilitate this teaching.

In some cases, it may be appropriate for the child to be supported by an Individual Behaviour Plan (IBP) which will clearly set out how that child will be supported. An individualised approach may include the following:

- Sensory profiles to understand any specific difficulties
- Individual Behaviour Plan (IBP) -
  - Have small achievable targets decided by the child and adult
  - Have specific rewards which will motivate the particular child
  - Be monitored regularly at intervals appropriate for the child
  - Be discussed with parents or carers to ensure co-operation and support for achieving targets
  - Be communicated to everyone having contact with the child including other children in the class, to ensure that the child is supported in achieving targets

- Support for the child and teacher may include the involvement of outside agencies, such as the Locality Inclusion Leaders/Area Inclusion Partnership/CAMHS.
- It may be appropriate, should a child's behaviour cause significant concern and have a significant effect on their learning, for the child to be added to the SEN register. In this case, parents, class teacher, Inclusion Leader, Phase Leader and a member of SLT will work together to put together an appropriate support plan.
- Individual Risk Assessment (IPRA)
  - Identify any hazards or harm that may result from a child's behaviours
  - Identify control measures to mitigate any harm
- Positive Behaviour Support Plan (PBSP)/De-escalation plan
  - Identify any potential triggers for the child
  - Identify strategies to support the child when key behaviours are present
  - Identify any physical interventions that would support the child

Where the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, the school staff will follow the school's safeguarding policy.

The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. In this case, the Assistant Headteacher - SENCO, in conjunction with parents, class teacher and Phase Leader will explore whether further multi-agency assessments might be appropriate to identify the underlying need.

### **Safe handling and search of pupils**

There may be occasions where children need to be supported through the use of physical intervention and safe handling. Reference should be made to the Care and Control policy for additional information.

There may be occasions where staff are required to search pupils and/or confiscate items. The Headteacher and Assistant Headteachers (in the absence of the Headteacher) is authorised to use such force as is reasonable given the circumstances when conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause personal injury or damage to property. Additional information can be found in the DfE Searching, screening and confiscation at school guidelines (2022).

### **Pupils conduct outside the school gates**

Teachers have duty to investigate and deal with any inappropriate behaviour of pupils outside of the school premises to such an extent as is reasonable when:

- Inappropriate behaviour when the pupil is:
  - Taking part in any school-organised or school related activity or
  - Travelling to or from school or
  - Wearing school uniform or
  - In some other way identifiable as a pupil at the school

- Inappropriate behaviour, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another pupil or member of the public or
  - Could adversely affect the reputation of the school

In all cases of behaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Staff will implement the step sanctions outlined above.

## **Exclusion**

Every effort will be made, in line with this policy, to avoid exclusion, however there may be occasions where exclusion is used. Exclusion is always used as a very last resort, after all other measures and procedures have been taken. Exclusion may be used due to persistent breaches of the Good Relationships and Positive Behaviour Policy or where there has been a serious breach of the policy.

A child may also be excluded where they are involved in an incident that is serious enough to justify immediate exclusion where the child remaining in school would harm the welfare and education of themselves or of others in school. This decision will be made by the Head Teacher, in line with the DfE guidance 'Suspension and permanent exclusion from maintained schools, academics and pupil referral units in England' (2024).

## **Supporting staff well-being and reflection**

It is recognised that supporting children who regularly demonstrate unexpected behaviours can be very demanding of staff. Positive relationships are at the core of our school community and it is vital that the link between emotions and learning is recognised and supported in order to ensure that staff are able to maintain the focus and energy needed to be present for our children. Staff are all aware of the importance of self-regulation – it is impossible to support a child's regulation if adults are dysregulated themselves – and will take steps to support their regulation, seeking support from colleagues whenever needed. Where children are being managed under a personalised approach, regular debriefing and supervision meetings will be held with the Inclusion team and Phase Leaders and the supporting staff team to ensure that staff wellbeing is supported.

Regular phase meetings will allow for the sharing of information and the identification of any staff and children who may need additional support to maintain positive behaviours. This information will then feed into discussions between Phase Leaders, the Inclusion team and SLT.

## **Roles and responsibilities**

We recognise that every member of our school community has a vital role to play in maintaining positive relationships and behaviours at Kerr Mackie Primary School.

### **Children**

With the support of the school community, children are encouraged to manage their own behaviour, in line with the behaviour and relationship expectations of Kerr Mackie Primary School. They are expected to understand and respect these behaviour and relationship expectations and to be active participants in the restorative process.

### **Parents**

Parents are expected to:

- support their child in maintaining positive relationships and expected behaviours, in line with the policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- work as a team, with staff, to support behaviour concerns

### **Staff**

All adults within the school community are expected to implement the Positive Relationships and Behaviour policy and to support children's behaviours using a positive approach based on developing strong and positive relationships with children. They will:

- take responsibility for their own emotional regulation, asking for support when needed
- provide a secure and safe learning environment for children where relationships are respected and positive behaviours are modelled
- use a restorative approach to dealing with unexpected behaviours
- provide a personalised approach to the specific relationship and behaviour needs to particular pupils
- record behaviour incidents appropriately, using CPOMS

Phase Leaders, the Inclusion team and SLT will support staff with maintaining positive relationships and behaviours, supporting with behaviour incidents where appropriate.

### **Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive relationships and behaviour and that staff deal effectively with unexpected behaviours, and will monitor how staff implement this policy to ensure it is applied consistently.

## **Governors**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (see website)).

The governing body will also review this Positive Relationships and Behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

## **Monitoring**

The Inclusion team and Phase Leaders will monitor behaviour incidents logged on CPOMS on a regular basis. Analysis of this information will feed into identifying vulnerable pupils and what can be done to support them.

The Headteacher, Assistant Headteachers, Phase Leaders, Inclusion team and Governors will monitor the effectiveness of the school's Positive Relationships and Behaviour Policy in consultation with the staff and the children. **All** staff in school will be made aware of this Policy.

## **Review**

The policy will be reviewed annually by the Teaching and Learning Committee.