



Positive Behaviour and Relationship Policy

Approved	6/1/25
To be reviewed	6/1/26
Signed (Proprietor)	<i>S Playford</i>

Mission Statement:

We want our young people to be independent and motivated by their natural curiosity and feel safe to explore. This positive behaviour and relationship policy is designed to promote and explicitly teach positive behaviour and relationships.

Rationale:

At Little Kinvaston School, we believe that challenging behaviour is a communication of unmet need or is an adapted, defensive stress response. We understand that young people learn best within positive, trusting relationships and this informs our approach to managing and changing behaviour. We expect staff to work to identify the need and provide appropriate support to meet needs and address these barriers to successful engagement in school life and beyond.

We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is positive. We understand the importance of 'feeling safe' in promoting social engagement, learning and behaviour change. Our focus is to ensure that all young people feel safe within the School and develop positive, trusting relationships with all members of the School's community.

School Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graduated responses to challenges and to prevent, as far as possible, the escalation of difficult behaviours and the use of physical interventions.

The management of young people's behaviour is the responsibility of all members of staff, but the School's Pastoral Team have a specific focus on behaviour.

All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a nationally accredited behaviour management and physical intervention strategy. Little Kinvaston School has Advanced Level Trainers to provide more intensive support where necessary.

Young people benefit from small class sizes, differentiated work, restorative practices, access to therapy, tailored curriculum, additional pastoral support systems and quality first teaching and resources. There is a strong emphasis on the use of positive language, modelling, and encouragement to build young people's self-esteem and relationships. The central environment is kept tidy, well maintained, and bright, with displays that promote positive engagement from young people and value their achievements.

The management of risk is the responsibility of all staff. It will be expected that staff act to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. To support and promote a positive, safety focused ethos and culture within Little Kinvaston School we operate a rewards system using 'LKS Cards', which encourages and rewards young people who take positive ownership over their behaviour choices. Ownership extends to Tutors taking ownership over their form groups. We deliberately build social capital, one of the ways we do this is by engaging with the young people in the rec room and the sports hall during breaks and lunch.

Positive Start

On entry to the School each morning young people will be met with a positive atmosphere, smiling faces, music in the background, in a light airy space. Staff will engage with young people, informally assessing the mood of our young people. They are then 'processed', coat hung up, phone and valuables in their locker, and 'wanded' with a metal detector,

Physical restraint:

We use physical intervention as a very last resort and use a wide range of de-escalation techniques first. However, if physical restraint may be required:

1. Where there is an imminent risk of injury to the child or another person.
2. Where there is a developing risk of injury by significant damage to property.

Procedures for how to deal with such incidents are found in the school's "Positive Handling Policy"

Problematic sexual behaviour that requires intervention:

All staff working at Little Kinvaston School have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff challenge any unacceptable or harmful behaviour. All incidents are recorded and investigated by the DSL and using safeguarding concerns forms.

Our Expectations - Staff

All staff in the school share these 5 Pillars of Practice.

1. Consistent, calm adult behaviour.
2. First attention to best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative conversations

We praise in public, we reprimand in private.

Our Expectations – Young people

We have key expectations which underpin not only our philosophy but also our aims and values and our day-to-day practice. These expectations are discussed with our young people on induction. What do our slogans mean to them?

iCan be Kind

Showing kindness
Supporting each other
Showing understanding

iCan be Safe

Following instructions
Treating equipment appropriately
Being in the right place

iCan be Resilient

Trying our best
Learning from mistakes
Keeping calm

iCan be Me!

What does your best self look like?

Attachment and Trauma Sensitive Approach

A deep understanding of trauma and childhood adversity underpins our approach to positive relationships within our School's community. We are committed to ensuring that our School develops an Attachment and Trauma Sensitive Approach to ensure that all our young people develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental, emotional and physical health. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At Little Kinvaston School, we believe in the power of positive and frequent praise for positive and kind behaviour as a more effective way of improving standards and relationships between young people. Staff within the School's environment have a duty to provide positive role modelling.

Our differentiated response to challenging behaviour recognises that our young people are individual and that some will require additional support to achieve the high expectations we have for behaviour for all young people. We aim to actively promote high self-esteem and high aspirations for all young people, through an ethos that values every young person. For young people, being able to self-regulate and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Our differentiated response:

We ensure a differentiated response to behaviour in a number of ways:

1. Behaviour Boards

Our Behaviour Boards are a key way of sharing information our young people:

- **Baseline Behaviour** – What is the norm for a particular young person? Aggressive to staff, gang affiliation, high levels of anxiety etc.
- **Positives/Ways in** – Hobbies, interests, humour, favourite lesson etc.
- **Triggers** – What escalates behaviours? How can you tell they are struggling? Mention dad, goes quiet, time of year etc.
- **Strategies** – How can we de-escalate situations? Predict and prevent. Go for a walk, key staff, allow time etc.

2. Risk Assessments

Risk Assessments are continually reviewed and updated, particularly after key incidents. Tutors are expected to keep ownership of these but are available to all staff.

3. Onsite Intervention

This provides a learning and intervention space for our young people at The Little Kinvaston School. This allows us to provide:

- A supportive and calm environment.
- Young people to regain trust, and reintegrate back into the School.
- Young people can achieve, improve their attendance and receive focused interventions.
- Respect between staff and young people to increase, relationships restored using this intervention space, as a positive place for conversations.

4. Exclusion Prevention Meetings (EPM)

EPMs allow for all parties to meet and decide what is best for the young person after a serious incident. This may mean specific interventions onsite, restorative conversation, or a period on Outreach.

5. Outreach

Our outreach service provides 1:1 learning off site for a set period of time. This is then reviewed and transition back into the School begins.

6. Fixed Term Exclusions

We use these as a very last resort and for as short a time as possible. The time is used for reflection and as a way of adapting/changing that young person's provision. Plus enabling the all important restorative conversation on the young person's return to school.

Our Approach to Positive Behaviour

All our young people and staff belong to a form group. We use our form groups to create a sense of belonging and ownership.

1. Our first attention is for best conduct – Recognition Board

We always look for ways to praise our young people. One of the ways in which we do this is the Recognition Board. At the end of the day, teachers write names on the board of any young people who have done something worthy of public praise. The following morning staff and the young people see the names, giving a positive conversation starter.

2. Rewards Lunch

Weekly, the senior leaders invite 2 young people to a rewards lunch. This is related to positive points and for most progress, for example in attendance, progress, and excellent behaviour.

3. Our ABCs (Achievements Behaviours Conduct) – Teacher Led Reward System

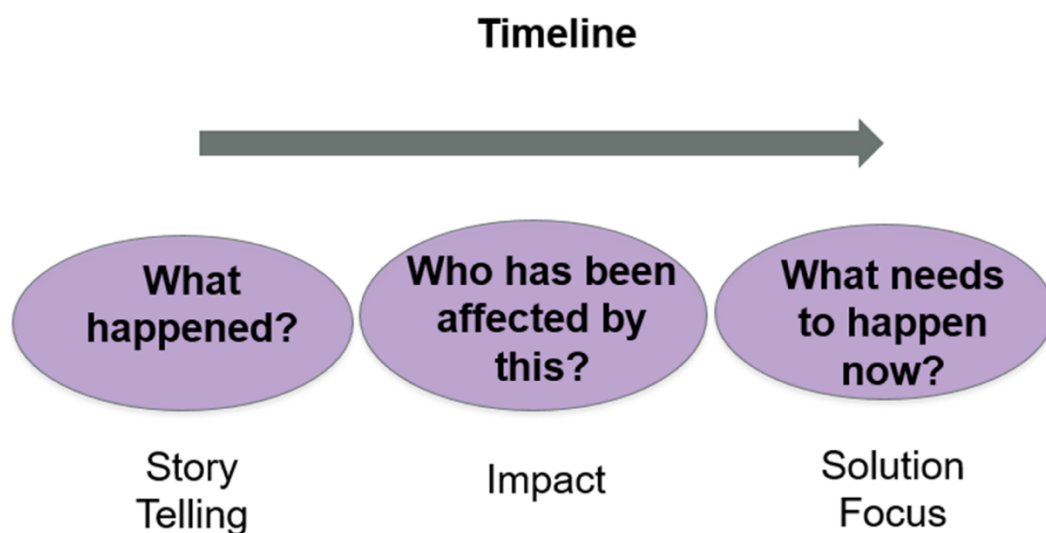
The ABC's are key, they enable us to give accurate information to all professionals, evidencing how a young person is making progress in terms of behaviour. Teachers are expected to input Achievements and Behaviours on SIMS every lesson. Young people know their worth in evidencing their Achievements, and know that they lead to half-termly gold, silver and bronze reward trips such as go karting, cinema, lunch at a restaurant, or an outward-bound activity.

We follow four steps to support a child in crisis:

1. Protect: Move to a safe space; increase social engagement, reduce the stress, remove the audience, protect their dignity
2. Relate: Show empathy, listen, find words for feelings, allow the child to feel understood
3. Regulate: Mindfulness, micro scripts, physical intervention, protect dignity
4. Reflect: Emotional Coaching; restorative practice asking five key questions to ensure the conversation is reflective yet is not detrimental to a young person's view of themselves.

The Restorative Conversation

Our staff carry out these restorative conversations throughout the day, but particularly after an incident with a pupil. These conversations can happen at any time, whenever possible before that pupil leaves that day. Allowing everyday to be a new day.



The Restorative Five:

- 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?

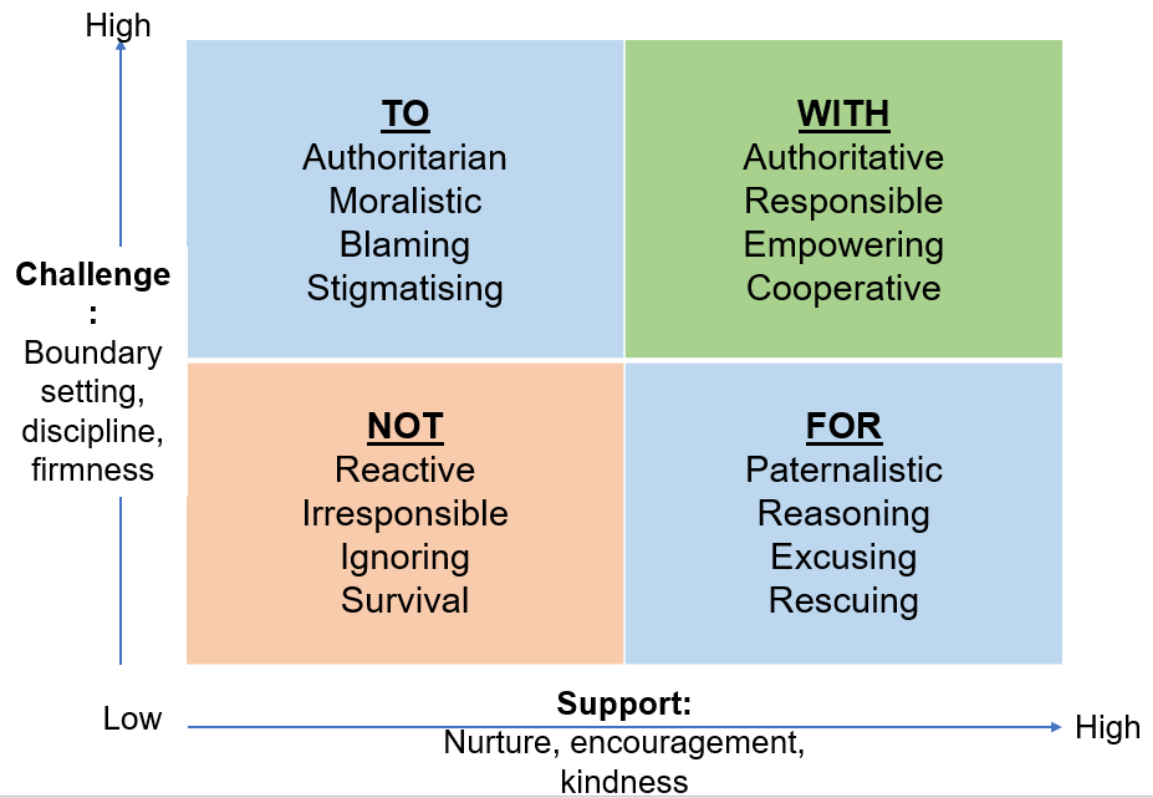
Deliberately Building Relationship Capital

We believe in building relationship capital as the best way to challenge behaviour. We do this in every interaction we have, but also via deliberate "relationship capital" building activities, built into our curriculum. In the afternoon our enrichment timetable enables staff to interact with young people away from the pressure of outcomes and academic learning expectations, our enrichment offer includes: Pottery, Art, Sport, Outward Bound/Biking/Hiking, Music/DJ/Guitar, Film Club, Golf, Woodwork, Nail Art, Cooking, Boxing, Pottery, Crafts.

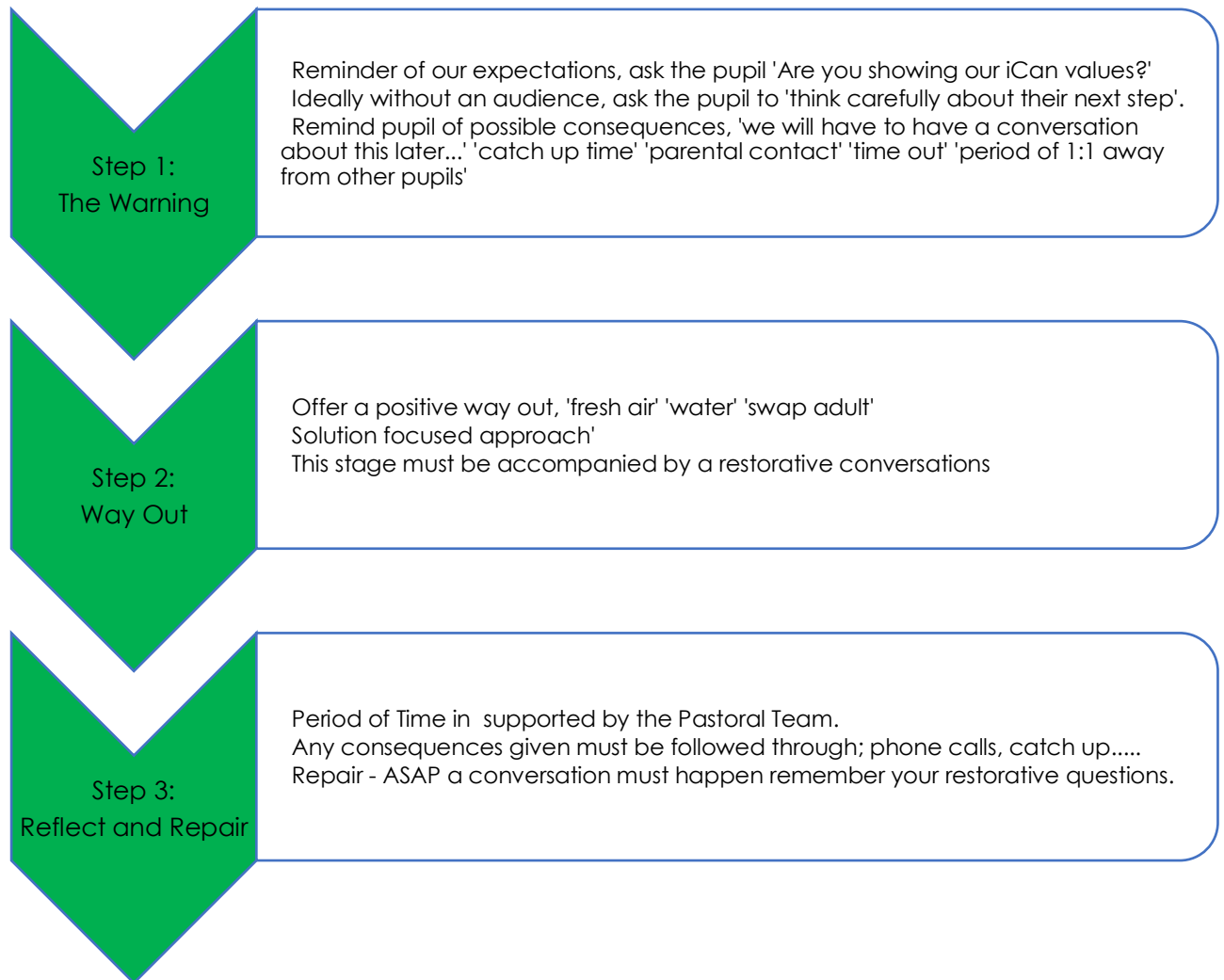
We understand that our aims and values require the presence of positive relationships. Staff and young people relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with their peers must be built upon Support, Trust, Achieve Respect and tolerance for each other.

Building Relationship Model

We strive to make all our interactions fit the 'with' square of the Building Relationship Model. Highest challenge with the highest support. Staff reflect on all their interactions, have they stayed within the 'with' square?



Our Behaviour Steps for Staff



Pupil Voice

We ensure that all young people always have a voice. We have a strong student council who meet regularly and feedback to the staff. We assess young people wellbeing via tools such as the Emotional Literacy Checklist, intervening early when a problem is identified. Relationships are positive, warm and welcoming so young people are able to talk to any member of staff, however their tutor is the person to champion their tutees.

Working with Parents/Carers

Clear communication on behaviour issues with parents/carers is critical. Tutors call parents/carers daily if young people have had a good day, and alongside the behaviour team will contact if issues need discussing. Simple agreements that give the young person the same message have maximum impact. Parents/carers must take responsibility for their young person's behaviour – this responsibility does not stop at the school gate. Some of our best moments as a school are events such as the Christmas Fayre or Graduation when parents/carers come in for positive reasons.

Working in partnership

As a School we work in close partnership with a range of agencies to improve outcomes for our young people. This includes working with partners such as;

- Staffordshire Council
- Multi Agency Support Hub
- Education Welfare
- Social Care
- The Police
- School Nurse
- Connexions
- YOT
- Educational Psychologists

And finally.....

We do not give up on young people; we provide chance after chance. Using a dynamic approach, we utilise different types of strategies and opportunities within our School. The aim is to always provide our young people a chance to put things right and demonstrate positive behaviour and re-engage with their learning.