HIGH ASPIRATIONS

KNEBWORTH

Primary and Nursery School

Deep Roots High Aspirations

Relational Behaviour Policy

This policy is reviewed on an annual basis
Next review date: September 2027

DEEP ROOTS

RESPECT - RESPONSIBILITY - RESILIENCE

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Knebworth School Governors' Statement of Behaviour Principles

- Every child is entitled to receive full-time education suitable for their age, ability and aptitude and any special educational needs they may have. Behaviour is a form of communication and is a choice and should not define the child.
- Every child has the right to learn from their mistakes and should not be stigmatised for their behaviours. This process may take time and resources, but we invest in all of our children.
- There is no "one size fits all" approach to understanding behaviour management and responses need to be personalised to the very specific needs of each individual child.
- Expectations for all stakeholders will be high and in line with our Knebworth School Values.
- The voices of stakeholders will be sought and listened to where appropriate.

Our behaviour principles are underpinned by Relational Practice: A Hertfordshire approach for positive behaviour management and is in line with the Protective Behaviours programme, which promotes and supports children to recognise safe and unsafe choices and their subsequent logical consequences.

Aims

"Deep Roots and High Aspirations."

At Knebworth School, we passionately believe in developing the whole child and giving them the secure foundations essential for them to **be respectful**, **responsible**, and **resilient** young adults who can thrive in an ever-changing world. We aim to nurture kind and respectful individuals who take responsibility for themselves and their choices, know how to keep themselves safe and who show resilience in the face of challenges.

The Knebworth community share a collective responsibility to ensure that the rights and responsibilities of every member of the school are adhered to.

Child and Staff rights

- To feel safe.
- To learn and teach.
- To be treated with respect.
- To have a voice and opinion.

Child and Staff responsibilities

- To make safe choices.
- To respect everyone and our environment.
- To listen and value others' opinions.
- To take responsibility for their choices.

Parents should

- Work in partnership with the school.
- Be respectful to everyone.

- Be positive role models for their children, building happy and healthy relationships.
- Acknowledge their own emotional wellbeing and support their child's.

We strive to nurture positive children who will contribute to society in positive ways. Our aim is that this behaviour policy allows our community to develop positive relationships and positive, valued behaviours. We aim for everyone to be included so that everyone sees themselves as part of a happy learning community.

Our approach teaches children how to become individuals who contribute positively to our school community. The learning process is complex, and this can take time. The basis of this relational practice approach is that *positive experiences lead to positive feelings, which result in positive behaviours.* We aim to analyse and not moralise when incidents happen and identify the needs that are not being met in order to minimise, as best we can, future occurrences. We do this in the understanding that change takes time, and lives are complicated so finding a solution quickly is not always possible. Supporting an individual to change their default response can take time and investment and so we invest in all of our children. This document outlines the processes and procedures we have in place that help this learning take place.

Knebworth School Values

Values is the name used to describe the positive behaviours that are important to us. They are the behaviours that we want to see. At Knebworth School, our core values are **Respect**, **Responsibility** and **Resilience**.



All of our behaviour work is linked to our values, which are embedded into the fabric of school life. The image above is shared with the staff, children and parents. It is visibly displayed around the school for all to see and refer to. Animal characters are assigned to these values to help our youngest children develop an understanding of these terms through association with these characters and their traits.

From starting at Knebworth School, children are nurtured and supported to explore and listen to their feelings and thoughts, to make mistakes, to learn from them and to take responsibility for their actions. They are encouraged to explore their feelings and recognise safe ways to respond to them. Solution-focused reflective practice is adopted based on the Relational Practice and a variety of positive approaches to support children are used linked to Knebworth School's Values.

"There is nothing so awful we can't talk about it with someone."

"My feelings are my feelings; my behaviour is a choice."

"Unacceptable behaviour and not unacceptable child."

The messages above run through our behaviour policy and leave no room for any form of prejudice or discrimination. Children recognise that their behaviour is a choice. **It is the choices that may be unacceptable, not the child.** We adopt a consistent, shared approach to behaviour, which reinforces safe, valued choices and helps to scaffold and support unsafe, detrimental choices by using therapeutic and holistic strategies linked to Relational Practice and Protective Behaviours.

We have high expectations and where a child is unable to meet these high expectations, we will make reasonable adjustments in order to support them in their journey towards improving their choices. Safe choices, which demonstrate our school values of **Respect, Responsibility** and **Resilience** will be positively acknowledged.

Developing Safe, Valued Behaviours

We recognise that valued behaviours are not automatically learned for all children. Instead, they must be modelled, explained, taught, supported and recognised. By focusing on the relationships, we have with children and the ones they have with each other, we aim to develop and nurture respectful and caring people. This is explicitly taught through our bespoke behaviour curriculum.

Safe behaviours are explicitly taught and regularly reinforced to ensure that all children understand the expectations placed upon them. The process for explicitly teaching positive behaviour consists of:

- IDENTIFY the behaviour we expect
- CREATE conditions for excellent behaviour
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." Pam Leo

Our school empowers children to self-regulate and be reflective about their contribution to the wider school. When anyone is experiencing big feelings, we recognise there may be changes to their behaviour.

Positive Language and Relational Practice Approach

Our shared school values ensure there is a consistency in language in all areas of school life. We will strive to use language that does not judge but seeks to understand the reason behind the change in behaviour. We model and support the children on how to understand their behaviours whilst supporting them to make positive choices. We focus on safe choices rather than unsafe choices.

Many children, especially the ones in the younger years, have not yet learnt how to do this and their behaviour can reflect this. *When children feel positive, their behaviour becomes positive*. We focus on the positives using language linked to our school values to support children to move towards consistently showing positive behaviour choices.

Some of the ways in which we recognise valued behaviours are:

'In the moment' celebration (non-verbal and verbal recognition)

1. Visiting a trusted adult of their choice to share their success
2. Positive Noticing postcards/phone call home
3. Individual Values Points
4. Positive Noticing Celebration Tea with the Headteacher & Deputy Headteacher

Behaviour Pathway

Behaviour is a communication, which is often the result of an individuals need. Therefore, it is important to recognise that some children need additional support to help them make positive behaviour choices. At Knebworth, we understand that **all children will make mistakes**, and it is important the appropriate conversations and steps are in place for them to learn from these.

When communicating with children whose behaviour does not align with our school values and expectations, we aim to de-escalate the situation quickly and safely for all children. If a child makes an unsafe choice, shows low level concerns of behaviour or behaves in a way that does not align with our school values **Respect, Resilience, Responsibility**, then there are a number of steps followed to support them. This is always considered with the child's age and stage of development in mind:

1. Non-verbal communication
2. Verbal communication
3. Repeated verbal reminder
4. Time away. E.g.: in a different area of the classroom/ playground, working in a different classroom or time with Phase Lead or Trusted Adult
5. Escalation of time away involving a member of The Senior Leadership Team (SLT)
6. Parents invited to a meeting with SLT
7. Internal Suspension

8. Suspension
9. Permanent Exclusion

Some possible examples are given in the Behaviour Pathway Examples (see Appendix 1) Each individual incident will be reviewed and assessed on a case-by-case basis, taking into account the specific circumstances of the incident and any relevant prior knowledge of the child.

Lunch Times

Lunchtime incidents will be discussed calmly, impartially and respectfully with all children involved to establish, as far as reasonably possible, what has occurred. Any physical injuries will be addressed as the immediate priority in accordance with the school's First Aid procedures.

It may not always be possible to determine the full circumstances of an incident. If any information becomes available after the incident, then the situation would then be reviewed.

- If, on balance, it is an accident, apologies should be made to repair, and children can return to the playground.
- If, on balance, one party has purposefully acted against the schools' expectations and values, the child will have a reflection conversation with a member of The Inclusion Team or SLT.
- If, on balance, both parties have purposefully acted against the schools' values and expectations both parties will have reflection conversations with a member of The Inclusion Team or SLT.

The Play Leader will have an Inclusion Area walkie-talkie, to be able to contact the member of staff to tell them a child/ren is/are being brought in for a reflective conversation. This will take place in the Inclusion Area or in the SLT Office.

The member of Inclusion Team or SLT on duty will spend some time with the child having a reflective conversation to help them understand what mistakes were made, how they need to repair the situation and what they will do differently next time. Reparation will then take place and a decision made by SLT on if there needs to be further reflective steps.

Inclusion

We pride ourselves on being an inclusive school, and we are proud that our community is made up of a wide demographic of staff, children and families. All children will have their own unique circumstances, which they bring with them every day. This can sometimes contribute to unsafe choices. We recognise that some children do need additional help in developing safe, valued behaviours and we will work with families and, if necessary external agencies, to take a collaborative approach to support them. As with any other area of school life, some children will require adaptions to the behaviour policy or an individual approach. This will always be determined based upon the individual child and their needs.

If a child consistently and regularly receives reflective conversations, they may be referred to the SLT so that behaviour choices can be discussed as a team and any additional support, following the Hertfordshire's Tiered approach (Appendix 2), can be put in place.

Following discussions with the SLT, an appropriate strategy will be put in place, depending on the children's age and developmental stage. Strategies may include:

- Additional pastoral or behaviour support with the Pastoral/Behaviour Lead. This may be a regular 1:1 session or access to a regular group session.
- Lunch Club and Wildlife Haven access to support children to develop the necessary social skills during unstructured times. Children have targeted support with the area of social interaction they are finding challenging. This is a temporary programme to support playtimes on the main playground.
- Additional time out for reflection in an alternative learning environment to allow the children and the teacher time to reset.
- Behaviour report – a daily or weekly record of behaviours (positive, safe and unsafe) seen throughout the day.

This will be communicated with parents to ensure continuity of support both at home and at school. If the behaviours persist and there is no sign of improvement, then parents are invited in for a further meeting with SLT to discuss the outcome of the strategies implemented and consider next steps/escalation. If relevant, referrals to external agencies, such as the school nurse will be discussed in line with Hertfordshire's Tiered approach.

Small Garden

The small garden area of the playground may be used at playtimes and lunchtimes. This is an area where children can enter freely. It is supported by a member of staff and children who have been chosen as Kindness Champions. It is used as a safe space for children to access quiet activities and self-regulation before returning to the main playground.

Lunch Club and Wildlife Haven

Access to Lunch Club and The Wildlife Haven is available for children who may need the additional support from an adult during less structured times in play. This will be discussed by SLT during leadership meetings with access to the space then discussed with parents/carers and reviewed on an individual basis. Members from SLT/Inclusion Team are available during this time.

Persistent Behaviour Incidents

Sometimes, a child will need further support to develop valued behaviours. If a child consistently and regularly receives reflection time, a meeting is scheduled with the class teacher and parents. When to take this action is up to the teacher's professional judgement. At the meeting with parents, actions will be put into place to support the children to make safe choices.

If behaviours are unsafe/detrimental and are putting themselves/others at risk, then the following may be considered to further support the child:

- Individual timetable created to meet their needs.
- Risk Reduction Plan.
- Time away in an alternative learning environment i.e. different classroom, Inclusion Area, SLT Office.
- Reduced timetable.
- 1:1 support.
- Pastoral support to target specific needs.
- Support from external services i.e. behaviour outreach services.

Serious Behaviour Incidents

Some incidents may result in immediate reflection time and/or further restorative or reflective actions. These responses will be proportionate to the nature of the incident and may serve a protective, educational, or restorative purpose, depending on the individual circumstances and context.

Suspensions (Exclusions)

We hope to support all children to learn how to work and learn in our school community however there may be times when a period of suspension may be necessary. This decision will be taken only by the Head Teacher with reference to the school's **Suspension/Exclusion Policy**.

Bullying

Refer to the **Anti-bullying policy** for definition and further guidance.

Bullying of any kind is unacceptable and will not be tolerated. Persistent bullying can severely inhibit a child's ability to learn effectively and is detrimental to their mental health and emotional wellbeing.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Knebworth School has policies and procedures in place to deal with bullying and poor behaviour so that, when incidents do occur, they are dealt with quickly. They include but are not limited to:

- Informing the parents/guardians of both parties.
- Meeting with parents and the Inclusion Team to discuss strategies to support children to feel safe.
- Understanding the motivation behind the behaviour: reflect, repair, restore (in line with Relational Practice)
- Arranging a safe space at break and lunch time.

- Giving support as appropriate to both parties.
- All bullying incidents recorded on CPOMS (Child Protection Online Monitoring System).

Some of the ways we may support children:

- The immediate opportunity to talk about the experience with a trusted adult.
- Avoid communicating that the child is 'helpless' or a 'victim' as this disempowers them.
- Avoid labelling a child as 'a bully'. This makes it difficult to repair the relationship.
- Work to restore the children's self-confidence and self-worth.
- Support the children to practise any agreed strategy and speak to a trusted adult if further incidents occur.
- Plan for children to feel safe during the school day.
- Continue to work with children to develop safe, valued behaviours

Confidentiality

Behaviour concerns will be discussed with individual children and their parents or carers in a timely and respectful manner. **These discussions will always remain confidential**. To protect the privacy of all children and families, we will not discuss another child with you unless we have obtained explicit consent to do so.

We kindly ask parents and carers to respect this approach when raising concerns with the school. While we will always listen carefully, investigate concerns thoroughly, and explain the actions we are able to take, we cannot share information about the behaviour, circumstances, or consequences relating to other children.

Physical Contact

Knebworth School follows Hertfordshire Guidelines for physical contact/intervention in conjunction with DfE guidance, 2026 entitled 'Restrictive interventions, including Use of Reasonable Force, in Schools.'

Restrictive intervention means to prevent, restrict, or subdue movement of the body, or part of the body, of a child. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain children in different ways. There may be circumstances when it is appropriate for adequately trained staff to follow the guidance set out within this document.

The term 'reasonable force' used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Reasonable force should only be used if it is deemed to be in the best interest of the child/ren, following an analysis of the presented risks. It is unlawful to use reasonable force as a punishment. Its application should be to prevent or stop a child from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among children at the school, whether during a teaching session or otherwise

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a children's path, or active physical contact, such as leading a student safely out of the classroom.

It should be used as a last resort, and all staff have a responsibility to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Context

For the behaviour policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with the following:

- Health & Safety Policy
- Inclusion Policy
- Child Protection Policy
- Attendance Policy
- Anti-Bullying Policy
- Anti-Racism Policy
- Exclusions Policy
- Online Safety Policy

Legislation and Statutory Responsibilities

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools
- Searching, screening and confiscation.
- Restrictive interventions, including Use of Reasonable Force, in schools
- Suspension and Permanent
- Exclusion from maintained schools, academies and children referral units in England, including children movement

Appendix 1: Behaviour Pathway Examples

Reflective conversations and/or steps will be decided by the adult and will be appropriate for the behaviour and context.

These are some examples an adult may use but are not limited to:

- Reflective conversation (reflect, repair and restore.)
- Letter of apology to adult/child affected written in own time.
- Missing playtime (amount as appropriate – time can be hierarchical.)
- Time out in another classroom – time missed to be repaid in own time- to complete missed work.
- Loss of privileges i.e. breaktimes, lunchtimes, independent learning time, special/sporting experiences at school etc.
- Repairing damage caused to building/equipment in own time.
- Parents informed via phone call home.
- Removal of responsibility (temporary or permanent) by adult involved in agreement with phase leader i.e. roles in school.
- Parents are invited into school for a face-to-face meeting with the adult involved.
- Parents are invited into school for a face-to-face meeting with the adult involved and Phase Lead.
- Parents are invited into school for a face-to-face meeting with the adult involved and member of SLT.
- Attendance on school trips, including residential trips, where behaviour poses risk therefore parents may be asked to attend the ensure the safety and wellbeing of all.

Appendix 2: DSPL2's Tiered Approach: Working Together Through Local Support

Our commitment to every child also means knowing when additional expertise or support may be needed. Knebworth Primary and Nursery School is part of a **local tiered system for behaviour support**, enabling us to work collaboratively with partner schools and specialist services across the locality.

Where appropriate, we can access support at different levels:

- **Tier 2 – Partner School Support:** Through our local partnership, schools can refer to a behaviour support board to access advice, expertise, and practical support from other partner schools of which we are one. This enables us to learn from one another and develop effective strategies within our own setting.
- **Tier 3 – Larwood Outreach Support:** Where a child has specific **behaviour**, **social, emotional and mental health needs**, we may seek support from Larwood Outreach. This provides specialist advice and strategies tailored to the individual child, helping school staff and families better understand and respond to their needs.
- **Tier 4 – Respite Provision:** In some circumstances, Tier 3 support may step up to Tier 4, providing access to a **sixteen-week respite placement at a local specialist provision, The Willow Centre**. This additional support can provide a child with a carefully structured environment while strategies and longer-term support are developed.

As part of the **Hertfordshire Behaviour Strategy**, Education Support Centres (ESCs), ESC Academies and Primary Behaviour Services are also commissioned to provide educational provision for children identified by the Local Authority as being at risk of permanent exclusion.

These pathways reinforce an important principle of our relational approach: asking for additional support is not a failure; it is part of understanding what a child needs to succeed. We will continue to work with families, partner schools, and specialist services to ensure that support is proportionate, purposeful, and centred on the individual child.