

Kilburn Infant and Nursery School Relationships Policy

Kilburn Infant and Nursery School recognizes its responsibilities for child protection and the need for procedures to ensure the welfare of the child is paramount.

We believe that everyone is unique and of equal value. We believe that all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs. No child or group of children will be treated any less favorably than others in being able to access services which meet their needs.

Relationship Policy Principles

At Kilburn Infant and Nursery School we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We adhere to the values of being 'Ready, Respectful and Safe' using our child friendly school rules;

Kind to others

Interested in learning

Notice the good in each other

Smile, succeed and be safe.

Aims of the relationship policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff, parents and carers of expected levels of behaviour
- To provide a calm and consistent approach
- To ensure all adults take responsibility for behaviour and follow up personally
- To ensure adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments.

Purpose of the relationship policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad children' just 'bad choices'
- Encourages children to recognise that they can and should make 'good choices'
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

All staff must:

- Take time to welcome children at the start of every day
- Be at the door of the classroom at the beginning and end of each lesson
- Never walk past or ignore children who are failing to meet expectations

- Always redirect children by referring to the KINS school rules

The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage the use of positive praise, postcards home, certificates, stickers and smiley faces
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviour

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Our children want the adults in school to:

- Give them a 'fresh start' every lesson

- Help them learn and feel confident
- Be fair
- Make them laugh
- Give them stickers
- Smile at them
- Tell them they have done good things

Behaviour for Learning

We recognise that clear structure and predictable outcomes have the best impact on behaviour. Our Head teacher and Deputy Head teacher set out the rules, routines and visible consistencies that all staff and children follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behavior is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private.

In the Early Years, a cloud is used alongside the Bee Brilliant board as this is an effective strategy for most children when they first start school and are learning the rules. This is located in a private place where the children can't see it to ensure we reprimand in private. The children always have the opportunity to move off the cloud before the end of the session/day. We will review this annually and amend according to the need of the cohort.

'When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with'. Both extremes harbor an irresistible idea that there is a short

cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.' Paul Dix, Pivotal Education

Our school has 4 child friendly rules which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations is beyond their developmental level. In this case, these children will have a bespoke positive behaviour plan which may include specific rewards to reinforce positive behaviour.