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## Behaviour and Relationships Policy

At Milton Parochial Primary School we provide Christian teaching and Christian worship. Spiritual and moral development are central to the life of our School and this will be reinforced in the School's behaviour and relationships programme where appropriate. This policy should be read in conjunction with (where appropriate) Anti-Bullying Policy; Inclusion Policy; Staff expectations handbook; safeguarding policy; Teaching and Learning Policy. In addition to these documents the following guidance has been used; SEND code of practice 2015 and behaviour and discipline in schools January 2016 and 2017.

### Aims

It is our aim to provide a safe, caring environment where every child is able to reach his or her full potential. To ensure that all individuals are fairly treated we aim to:

- Promote self-regulation and teach children to understand and accept the consequences to their behaviour choices
- Encourage and expect positive behaviour choices and respect for others

### Principles

We believe that:

- Children learn best when they feel secure and happy.
- A consistent approach across the whole school is the most effective.
- Children have the right to be able to work and play without disruption or danger, in an atmosphere of good manners and respect for others and their property.
- Staff have a right to work in a safe, caring and respectful environment.
- Parents have the right to expect a safe, caring environment for their children.
- Parents should share with the school the responsibility to teach their children self-regulation, moral and social awareness and other qualities which prepare them for wider social experiences and society as a whole.
- Governors will use, as appropriate, all powers, at their disposal to assist the Executive Headteacher in securing a safe, caring and well-disciplined environment.

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### **General School Rules**

At Milton Parochial Primary School we have 4 whole school rules: **Be Responsible, Be Respectful, Be Kind, Be Safe.** These four rules underpin all aspects of school life for all members of our school community.

### **Class Agreements**

Staff and children work together to develop meaningful whole class agreements which are based upon whole school values and the four school rules. These enable children to consider what best helps them to learn and to consider collectively how we can work together to enable everyone to achieve their full potential. Children approve and agree their class agreements to encourage ownership, responsibility and accountability. They are displayed in every classroom and are referred to, reviewed and updated regularly.

### **Recognition Boards**

Every classroom has a Recognition Board to promote both whole school values and individual learner values identified in class agreements. Names of children are added to the Recognition Board to recognise and praise learners who are demonstrating desired values, attitudes and dispositions to learning. The focus on the Recognition Board is refreshed regularly with the aim being for every child to have their name added to the Recognition Board by the end of the week. Children will be able to take part in Golden Time on a Friday afternoon if their name has been added to the recognition board that week.

### **Credits**

Children earn individual credits for demonstrating our School Values, a positive attitude and for academic work. These are awarded by all members of staff and can be earned in any part of the school day, including assemblies and breaks. For each 30 credits they earn, children receive a Bronze, Silver and then Gold certificate and badge. These are presented in assembly and parents are invited to attend. The number of credits earned are combined weekly to earn points for their house, the total for which is shared in Achievements Assembly.

### **Headteacher Half Hour**

Children who have been recognised demonstrating 'over and above' behaviour through the star of the week awards in celebration assembly will be invited to join in a half-termly event with the Headteacher.

### **Hand up and count down**

If an adult raises their hand, all children are to respond by being quiet by the time that the adult silently counts down from 5 (on their fingers)

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### **Tracking behaviour**

Each class will keep a behaviour log record, which will be reviewed regularly by the SLT. Where children have been sent for time out or their parents/carers spoken to will be logged in this book. The SLT will also keep a behaviour log record for when children have been sent to a member of the SLT and/or a member of the SLT has spoken to their parent/carer in regards to their behaviour.

### **Strategies for promoting positive behaviour and relationships**

- A member of staff greets the children and “good morning” or “good afternoon”
- Good quality teaching
- Interesting and exciting learning experiences
- Clear and consistent high expectations and behaviour instructions.
- Positive behaviour management techniques and positive language used consistently
- Praise used effectively and specifically
- Celebration of success (sharing in class, Celebration Assembly, work shown to other adults within the school)
- Recognition boards for children going over and above
- Assemblies make use of appropriate real-life experiences and stories to promote our values and positive moral ethos
- Children experience democracy in making rules and understanding their rights and responsibilities
- Relationship Builders: children are listened to and involved in discussion about their behaviour and its consequences for themselves and others to enable them to make positive choices in future
- Children are given roles and responsibilities around school (buddies, sports leaders, house captains, school council, play leaders, librarians, classroom monitors)
- Golden Time
- House reward system (house points, half-termly reward, house events, house trophy)
- Conversation with parent (face-to-face or telephone)
- Lunchtime clubs – Monday: Mindfulness, Tuesday: Choir, Wednesday: Cards, Thursday: Construction, Friday: Book club

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### **Strategies for modifying unacceptable behaviour**

Unacceptable behaviours include:

- Any intimidation, verbal or physical aggressive or threatening behaviour by a group or individual towards others.
- Bullying (including cyber-bullying) – see Anti-Bullying Policy
- Racist, homophobic or transphobic abuse – See Anti Bullying Policy and Inclusion Policy
- Any form of fighting. Children are helped to understand that ‘play-fighting’ invariably turns nasty, whether intentionally or not, and someone is likely to get hurt
- Swearing
- Rudeness to any adult including refusal to carry out an instruction
- Disruption of others’ learning
- Any damage or theft of property, whether school’s or personal property of others
- Any dangerous behaviour which risks the safety of others
- Lying to get oneself out of a difficult situation. Children are helped to understand that honesty is the better option to resolve a situation quickly and without escalation.

Consequences include:

- Verbal reminders which may link to emotional regulation colours
- Redress for any mess or damage incurred and child enlisted to help ‘clean up’
- Discussion regarding behaviour with class adult or lunchtime supervisor (relationship building)
- Withdrawal of privilege or free time (playtime, lunchtime football with coach etc), the reason having been clearly explained
- Removal of child from a situation (to parallel classroom or member of SLT)
- Referral to senior member of staff
- Informing parents and parental discussion
- Internal or external exclusion

Strategies for dealing with persistent unacceptable behaviour may include:

- Regular discussion with child and parent
- ‘Meet and greet’ at the door
- Individual behaviour plans or pastoral support plans
- Tracking a child’s behaviour (personal reward charts)
- Structured lunchtimes

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- Structured learning time (broken down tasks with quick rewards)
- Teams of adults working closely to support the child
- Knowing individual children well and awareness of their 'trigger points' and how to avoid or manage these
- Personalised consequences to deal with very specific behaviour
- Referral to outside agencies
- Restraint (all staff are trained in 'positive handling' techniques. De-escalation is the first strategy and handling children is a last resort. Restraint is only used when children are at risk of harming themselves or others, damaging property or seriously disrupting the learning of others. Parents are informed)
- Internal exclusion (child works away from their classroom in isolation)
- Fixed term exclusion
- Permanent exclusion

### **Exclusion**

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion. In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced. The Headteacher informs Northamptonshire local authority, Peterborough Diocese Education Trust and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. If an appeal to an exclusion is made the Governing Body will convene a panel consisting of 3 governors.

### **Restorative Conversations**

Restorative practice is used at Milton Parochial Primary School to support children to take responsibility for actions, resolve conflicts and build positive relationships. We consider everybody's needs and nurture relationships whilst recognising responsibility, encouraging accountability and repairing harm done to relationships. It develops emotional literacy through teaching children how to communicate with one another using a set of 5 key questions.

1. What's happened?
2. How were you feeling?
3. Who do you think has been involved or affected?
4. What can we do to make this better?
5. How is everyone feeling now?

We also address building resilience, friendships and emotional well-being in our PHSE lessons following the Jigsaw scheme of work.

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## **Bullying**

For further information please refer to Anti-Bullying Policy.

The School treats any incidents of bullying very seriously. We regard “bullying” as repeated, targeted unkind behaviour. Our children recognise bullying behaviour as happening: **Several Times On Purpose**. They know to help to resolve bullying issues, they should: **Start Telling Other People**. Children regularly discuss these messages in assembly and classroom learning.

Bullying is behaviour which is deliberately targeted towards a specific child / children and is repeated behaviour which leaves the victim / victims feeling intimidated, frightened, excluded or unhappy or hurt. Staff and pupils are aware that bullying may be in many different forms, for example: continuous name calling, pinching, punching, threatening behaviour, hiding equipment, exclusions from games etc. as well as cyber-bullying and can occur in and out of school.

Children will be encouraged to talk to members of staff or another trusted adult if they feel they are being bullied. Pupils will also have opportunities to write down their concerns and use the class ‘Worry Box’ or online ‘Worry Box’ which is monitored by the SLT. Some pupils may also tell other pupils as a way to seek support.

Bullying incidents will be investigated, usually in the first instance by the Class Teacher. Incidents are recorded in the Class Behaviour Log and also in the central Bullying Incidents Files. The Executive Headteacher is informed of bullying incidents recorded in the file. Both the perpetrator and victim are supported to ensure pupils have a good understanding of the wider issues around bullying behaviours including how to keep yourself safe and the dangers of persistent bullying. Parents of both perpetrator and victim will be informed and appropriate sanctions will be discussed. Persistent bullying will be dealt with by the Executive Headteacher.

## **Pupils with SEMH**

Some pupils may display behaviours that may be a symptom of a deeper need. The school will investigate, support and educate through the graduated response as set out in the SEND CoP 2015. Our trained members of staff in mental health wellbeing will work 1:1 or in small groups with the pupil.

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## **Behaviour from parents/carers and visitors to the School**

### **Statement of principles**

Our School encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one. As role models, and for the safety and well-being of our children, staff, parents and other visitors are expected to behave appropriately when on school premises.

Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.

The vast majority of parents, carers and others visiting our school set a good example. This policy addresses those rare occasions when behaviour is inappropriate.

### **Incidents involving others' children**

If an incident has happened at school involving your child, please do not approach/telephone other parents. By all means come in and tell staff how you are feeling and what your child's account of the incident was but let us deal with it in school.

Approaching someone else's child in order to discuss an incident or "tell them off" because of their actions (whether alleged or observed) is not appropriate in any circumstances. If you have concerns about something that has happened in school please speak to a member of staff promptly.

### **Unacceptable behaviours**

Aggression, verbal and or physical abuse towards members of school staff or the wider school community are unacceptable no matter what the circumstances are. Examples of behaviour that are considered serious and unacceptable and will not be tolerated include:

- shouting at members of the school community, either in person or to school staff over the telephone;
- physically intimidating members of the school community, eg standing very close to her/him;
- the use of aggressive hand gestures;
- threatening behaviour;
- shaking or holding a fist towards another person;
- swearing;
- pushing;

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- hitting, eg slapping, punching and kicking;
- spitting;
- breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

***Unacceptable behaviour may result in the Governing body and the police being informed of the incident which could result in a ban from the school site.***

### **Action of staff when facing unacceptable behaviours**

The School expects and requires its members of staff to behave professionally in difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all staff and pupils have the right to feel safe in the school environment. All members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

Procedure to be followed:

If a parent/carer behaves in an unacceptable way towards a member of the school community, the Executive head teacher, Head of School or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent/carer may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included
3. The chair of governors will be informed of the ban

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4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

In implementing this policy, the school will, as appropriate, seek advice from the Peterborough Diocese Education Trust, to ensure fairness and consistency.

### **Conclusion**

This policy sets out the aims and principles of the School in our approach to managing behaviour and relationships in accordance with our Christian ethos and strong moral and Christian values. This policy should be read in conjunction with (where appropriate) AntiBullying Policy; Inclusion Policy; Staff expectations handbook; Teaching and Learning Policy. If you require any further detail or clarification regarding this policy, please see the accompanying appendices or contact the school.

### List of Appendices

- i. Specific behaviour expectations during the school day.

This policy will be reviewed annually.

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## **Appendix i**

### **Specific behaviour expectations**

#### Before and after school

- Pupils should not play on the field or the play equipment before school, after school or at any other time not supervised by a member of the school staff.
- Bicycles, scooters, roller skates, etc should not be ridden in the school grounds and children are expected to wear helmets. Children in Years 5 and 6 who have completed Bikeability training may ride their bike to school and leave these secured on the bike rack in the car park. Parents who wish to ride to school with their children may also leave children's bikes secured on the bike rack with permission from the school.
- At the end of the school day children must vacate the playgrounds quickly and on no account play unsupervised on any of the school equipment. If a child finds that there is no-one there to meet him/her then that child must come back into the building and inform a member of staff.

#### Playtimes / Lunchtimes

- Children leave their classes and cloakroom areas, walking onto the playground once a supervising adult is present.
- The duty teachers will decide if the pupils may play on the field given the particular conditions e.g. weather conditions
- The duty teachers and staff are responsible for the conduct of children in the playground and on the field at playtimes.
- Children are to demonstrate safe behaviour at all times.
- A designated area for ball games will be accessible to children during playtimes.
- Permission needs to be obtained from the duty staff if a child wishes to re-enter the school building during playtime (both at break times and during lunchtime play).
- When the bell is rung, children are expected to stand still and remain silent, facing the teacher, to await instructions to line up in year groups.
- Each class will then be called to walk into the building. Class teachers will oversee this and the duty teacher will check all children are in the building.
- In the event of wet weather, it is the duty teacher's decision to inform colleagues whether the children will remain in their classrooms. Teachers will ensure adequate supervision is provided.
- For lunch, children must enter the hall quietly and proceed to their allocated tables or the serving queue (depending on the year group).
- Children should eat their lunch quietly and use good table manners.

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- When they have finished their lunch, children with packed lunch will put rubbish in their lunchbox. Children with hot dinners in years R to 5 must seek permission to leave the table so that an adult can assess whether they have eaten and drunk sufficient amount. They will return their hot meal tray to the clearing trolley and return to their seats. Year 6 are given the responsibility to clear their trays without adult monitoring. All children will wait for adult permission for their table to leave to hall and to go out to play.