

Mullion Community Primary School

Behaviour and Relational Policy

January 2023



Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values or the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Governors approved: November 2022

Review Date: November 2024

Behaviour and Relational Policy

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1. Introduction

Mission Statement:

To instill in our children a love of learning and develop a 'can do' approach that enables them to grow ambition. Our children will develop an understanding of themselves as individuals, with their own talents and characters, as well as value the people and world around them. We are committed to preparing our children for the next stage on their journey so that they are able to grasp all and any opportunities for their future.

The curriculum is underpinned by four key aims:

- **Every child a reader:** A reading-rich curriculum which enhances learning, supports the development of communication skills and results in the acquisition of knowledge and understanding which enables pupils to know more, remember more and learn more.
- **Being Good Citizens:** A curriculum which celebrates differences, values individuality and promotes tools for mental health which enable pupils to develop a strong sense of community and also prepares them for life outside of Cornwall.
- **A love for learning and being curious:** A curriculum that is engaging and develops an enquiring mind with opportunities to apply prior learning and deepen understanding through hands-on experiences and connection with the environment and wider world around them.
- **Learning behaviours for success:** A curriculum which has high expectations of engagement and supports children to succeed by developing: curiosity, respect, determination, resilience, creativity, kindness

We know and understand that:

- ✓ Behaviour can change and that every child can be successful
- ✓ Praising and using a system of rewards are more likely to change behaviour than blaming and demanding
- ✓ Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- ✓ Celebrating success helps pupil to achieve more and increase self-esteem. ✓ Being aware of each child's needs and their individual circumstances help us to act the fairest way.
- ✓ We consider the safety of other pupils and minimize disruption while helping pupils

acquire self-discipline

- ✓ Reinforcing good behaviour helps out pupils feel good about themselves.

2. Implementation:

Our core learning behaviour values are curiosity, respect, determination, resilience creativity and kindness. These are taught explicitly within our curriculum to support and encourage positive behaviour habits. We establish and maintain positive relationships with parents and carers, these are key to recognising and understanding a child's ever-changing emotional state. Regular conversations take place to ensure we understand the whole picture of a child's 'lived experience'; provision meets this need and effective adult relationships will support a child. Our relationships with parents are key and nurtured around our core values.

Key routines and behaviour expectations, including a code of conduct, are embedded within our curriculum and reinforced during whole school opportunities such as assemblies and curriculum enrichment days.

Our behaviour curriculum incorporates the teaching of the Zones of Regulation. This is focused on self-regulation, identifying and naming emotions and learning strategies to manage them. This is then supported by additional interventions in small groups or 1:1 to support individual needs by ELSA (emotional literacy) trained staff who will lead this whole school approach. Key phrases are used as a communication tool and to ensure consistency across the school.

Behaviour is a language in itself. It often indicates that a child has something to say but does not have the words or the emotional understanding to express it. Our staff will endeavor to support children who dysregulate in order to understand and unpick the behaviour in order to help the child move forward together.

Our Provision

Classroom management and de-escalation skills are used to manage most eventualities in Mullion Primary School. Our Behaviour Curriculum equips our children with the skills to self manage but, on occasion and only to keep a student or other students safe, qualified staff may use positive handling strategies or a physical intervention. In these cases, the intervention will be recorded and parents or carers informed.

De-escalation

We recognise that de-escalation is key to positive behaviour management and to ensure a purposeful learning environment. Strategies will include: tactical ignoring, positive questioning, positive choices, distraction and emotional attunement.

3. Code of Conduct

Our core learning behaviours form the essence of our code of conduct. These are promoted through assemblies, PSHE lessons, around the school and through the school council. Teacher and support staff also model these behaviours within everyday teaching where opportunities occur so that they are embedded into everyday learning experiences.

4. Roles

Head Teacher

It is the role of the Head Teacher to implement the school Behaviour Policy, to report to Governors and ensure the safety and wellbeing of all children and staff in the school. The Head Teacher will support staff in implementing the policy and by setting the standards of behaviour and expectations. The Head Teacher has the responsibility of issuing any suspensions or permanent exclusions once Governors have been notified and parents informed of the incident or incidents that have led to the suspension. (Appendix: TPAT Exclusions Policy)

The Head Teacher will routinely review each class' Red Behaviour Book to identify any growing areas of need. This will include feedback and possible actions for class teachers to act on. The Head Teacher will also review Red Behaviour Books upon discussion or request from class teachers if they have recorded a high frequency of events from an individual or group of children. Significant events will be logged on the schools reporting system. This will form part of the Headteachers report to Governors.

The Headteacher will routinely review the class' Green Growth Book to identify any positive examples of behaviour. These will be used as scenarios for discussion in assemblies and opportunities will be made to promote growth broadly and frequently. The Green Growth books will also inform the Headteachers letters home.

Staff

It is the responsibility of all staff to ensure that this policy is implemented fairly and consistently. The Code of Conduct should be followed. School staff should treat all children with respect and understanding making agreed reasonable adjustments, with regard to the individual needs of identified children. It is the responsibility of staff to record incidents of inappropriate behaviour through the school systems. This will be monitored by the senior leadership team. Staff will communicate with parents and carers to share information regarding their child behaviour as appropriate.

Class Teachers will effectively implement the schools recording systems by logging behaviours in line with this policy in the class Red Behaviour Book and Green Growth Book. Staff will inform the Headteacher of any incident that need more urgent review.

Staff will remind, refer and guide children to embed routines and expectations in line with this policy. All staff are responsible for implementing the policy in all areas of the school, on school trips and during any other off-site provision. *Every member of the school community is responsible for modelling and promoting these high expectations of behaviour.*

Local Governing Body

The Governing body is required to review and approve this policy annually. Governors should regularly monitor the implementation of this policy via the Head Teacher report at every LGB meeting. The Chair of Governors will be immediately informed of any exclusions and the Governing Body would be required to review any permanent exclusions or appeals as per Appendix “ DFE Suspensions and Exclusions Guidance Sept 2022”

Parents

The staff welcome early contact from parents, should they have a concern about their child’s behaviour or if they are concerns about the actions of others. If parents and school work in partnership we believe that the behaviour of all children will be maintained and respected by all. Parents can work jointly with staff to support the implementation of the policy by:

- ✓ Ensuring all children arrive punctually for the start of the day
- ✓ By ensuring regular attendance at school
- ✓ By agreeing and signing the Home–School Agreement
- ✓ By supporting our behaviours for success as state in our code of conduct

5. Rewards and consequences

Rewards

We recognise that positive behaviour management strategies have the greatest impact on ensuring a positive behaviour culture. A range of rewards include:

- ✓ Verbal or non-verbal praise
- ✓ Stickers
- ✓ Team points
- ✓ Virtues Awards
- ✓ Class reward (letters for Extra Play)
- ✓ Postcards home
- ✓ Special mention in the newsletter
- ✓ Entry in the class’ Green Growth Book
- ✓ Head Teacher’s letter home
- ✓ Discussions about intrinsic rewards

Consequences

The school's sanctions can be summarised into three stages. Within each stage there is escalation of the school's response. Not all sanctions in each stage need to be used before the next stage is implemented.

Stage 1 Parents may be informed

- Deflection
- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties such as the Zones of Regulation
- Warning of further sanctions leading to a yellow card/book unless behaviour changed.
- Yellow card issued and recorded in the yellow book (the child has the opportunity for this to be retracted throughout the rest of the day)
- Investigation into the underlying cause and appropriate interventions in place.
- Withdrawal of privilege (discussions at break times, restorative actions)

Stage 2 Parents will be involved and informed

- Joint intervention by the class teacher and parents if yellow cards are being used routinely.
The child should be included in discussions as appropriate with reference to growth
- Isolation within the class.
- Reflection or restoration time may be used at break and lunch times.
- Removal from the classroom to a supervised area for the remainder of the teaching session
- SLT involved
- Red card issued and the child continues learning supervised in another class
- Personal Growth Report discussed
- Pupils name is added to the Red Behaviour Book for the Headteacher to review routinely or as required if behaviour is becoming more frequent

Stage 3 School acts in partnership with the parents

- Personal Growth Report issued and coach assigned. Report is scanned and emailed home at the end of the week.
- Exclusion from certain activities e.g. lunch times
- Internal exclusion
- Individual behaviour plan written
- Suspension
- Managed move
- Permanent exclusion (Chair of Governors to be informed)

Interventions:

We understand that behaviour communicate need. When needs are identified, we promote a range of intervention approaches to encourage restoration and growth. These include but are not limited to:

- ✓ Draw and Talk
- ✓ Lego Therapy
- ✓ Meet and Greet
- ✓ Emotion Coaching
- ✓ Mentoring
- ✓ Bucket pf Worries
- ✓ Zones of Regulation and The Decider strategies
- ✓ Individual Behaviour Plans
- ✓ Risk Assessments
- ✓ Lunch time Clubs
- ✓ Circle of Friends
- ✓ Circle Time
- ✓ Cognitive Behavioural Therapy (through CAHMS)
- ✓ Referrals for external agency support

6. Appendices:

This policy should be read alongside the following policies:

- ✓ Anti-Bullying Policy
- ✓ Attendance Policy
- ✓ Safeguarding Policy
- ✓ Equality and Diversity Policy
- ✓ SEN Policy
- ✓ TPAT Behaviour Policy
- ✓ Home-School Agreement

- ✓ DFE guidance regarding Searching, Screening and Confiscation of children's property
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

- ✓ DFE guidance regarding suspensions and permanent exclusions
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

- ✓ DFE guidance on Restrictive Physical Interventions
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Appendix:

Stages of Intervention

The school's discipline procedures can be summarized into three stages. Within each stage there is escalation of the school's response. Not all sanctions in each stage need to be used before the next stage is used.

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Growth Report

Personal Growth Report

Pupil:		Coach:			
Reasons for Growth Report		What do we want to achieve?		What does success look like?	
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 1					
Break					
Morning 2					
Lunchtime					
Afternoon					
✓ ✓ ✓ = very positive		✓ ✓ = some further growth needed		✓ = revisit coaching	
<u>End of Week review:</u>					

Pupils Code of Conduct:

At

Mullion Primary School

we do practice:

CURIOSITY

RESPECT

DETERMINATION

RESILIENCE

CREATIVITY

KINDNESS


