

Mullion Community Primary School

Relationships and Behaviour Policy

Mullion Community Primary School has a moral duty to all pupils, parents/carers and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

The aims of this policy:

1. Encourage a happy, safe, nurturing and hardworking atmosphere
2. Create an ethos which values people as individuals in their own right
3. To encourage a culture of respect, harmony and tolerance
4. Develop self-discipline, resilience and independence
5. Develop the sense of responsibility and consequence
6. Achieve a consistent and predictable approach to praise and discipline
7. To define the role of staff in promoting good standards of behaviour
8. Develop an active partnership with parents as a means of encouraging positive behaviour for learning.
9. Create a shared understanding and language of feelings, actions and behaviours, empowering children to take an active role in managing their own behaviour.

Promoting Positive Learning Behaviours and Self-Esteem

At Mullion Community Primary School, staff are expected to make all children feel special and develop an 'can do' attitude to learning. Promoting positive behaviours and self-esteem is the cornerstone of children receiving a successful and happy education.

Teacher expectations	Key Characteristics
Create a 'can do' culture	Warm, approachable, engaging, sensitive, empathetic, nurturing, consistent, organised, demonstrate Mullion Community Primary's values in all aspects of work
Communication	clear instructions, visual/written timetables
Class organisation	Seating plan, appropriate equipment, clear expectations, visual reminders, clear rewards, clear consequences, timetabled PSHE/circle time.
Adaptation for inclusion	Appropriate support and challenge, variety of questioning, individual behaviour/safety plan (where required), IPM (SEND).

Teachers and staff should ensure they are:

Warm and approachable
Clear when communicating and offer appropriate instructions
Clear and consistent with boundaries
Predictable
Consistent
Empowering

Giving Praise and Constructive Feedback

What to praise:

- Effort, achievement and progress
- Good and improvement in behaviour
- Consistency of work
- Positive attitude
- Demonstration of Mullion Community Primary values
- Positively impacting on others
- Particular help and consideration of others
- Overcoming personal challenges

How to Praise:

- Verbal encouragement
- Written feedback
- Stickers
- Sharing work with another teacher, Assistant Headteachers or Headteacher
- Sharing with parents: in person, telephone call to family or postcard sent home
- Share success on Class Dojo
- Being given a special responsibility
- Share achievement in Celebration assembly
- Display work around the school
- Share achievement in the weekly newsletter
- Nominated 'Star of the Week'
- Nominated for 'Virtues Award'
- Team and class points
- Class rewards

Expectations for school staff:

- Praise and encourage
- Demonstrate a caring attitude to all children, all of the time
- Value and respect what children have to say
- Speak calmly and consistently at all times
- Be consistent and fair
- Encourage children to develop independence and find their own solutions

- Encourage children to help and support each other
- Think before tackling a challenging situation
- Feel confident in sharing concerns with another member of staff
- Always aim for closure of a situation before the end of each day and communicate this with the child and family.

Role of School Governors

School Governors will quality assure the implementation of the Behaviour and Relationships Policy. This will be achieved through termly analysis of data including:

- red, amber, blue behaviours
- Child on Child Abuse
- Removal from Classroom
- analysis of focus groups including PP, SEND and to ensure there isn't a disproportionate effect in pupils sharing a protected characteristic.

Governors will also speak with pupils to learn of their experiences in school.

The Mullion 3:

Our rules are made with the safety and consideration for others in mind. The rules are in place to ensure every child is safe, can have the best education and thrive whilst at Mullion County primary School. All children are expected to follow these rules at an age appropriate level. Mullion County primary School is an environment where all children have the support to grow and develop to the best of their ability. We call our rules the 'Mullion 3' in order to develop a sense of ownership and belonging of a team approach to making the school a happy and safe place to be for everyone.

Mullion 3	Which enables	Which prevents
Respect others, showing kindness and empathy	Positive and nurturing environment for everyone; whole school cohesion, friendships; developed self-esteem; teamwork; individuality	Name calling, hitting, lack of concentration, talking out of turn, interrupting others, not doing as asked, disruption to other's learning
Care for our school and everything in it	Children will enjoy a learning environment conducive to good outcomes; children feel safe; children and staff are proud of their school; equipment is readily available	Bullying, damaging equipment, being selfish, being rude or hurtful, annoying others, poor language, littering, harm to others
Take pride in my work and view challenge as an opportunity to learn	Children to achieve their potential; develop a growth mind-set to learning; develop life-long opportunity for success	Poor outcomes/progress, unsatisfactory presentation, spoiling other's opportunities for learning,

Children's behaviour is recorded stored on CPOMS software and notifications are sent automatically to the class teacher, Assistant Headteachers and Headteacher. This record enables staff to identify patterns and frequency of incidents which will support the creation of intervention required.

Zones of Behaviour

We encourage children to understand and take ownership of their own behaviour and in order to do this, staff are trained to support children in understanding their emotions. Zones of Behaviour allow children to see that their feelings affect their behaviour and that behaviour is never fixed. Children know they are able to improve their behaviour and make positive steps forward to solve a problem. Staff are always available to support a child regulate their feelings, which in turn, leads to positive behaviour.

Zone of Behaviour	0	1	2	3	4	5	6	7	8	9	10
Likely Behaviour	Complete dysregulation Hurting staff/children/self Damaging property	Serious verbal or violent behaviour, deliberately disrupting other's learning, damaging property, ignoring repeated instructions	Avoidance of work, disrupting others, disengagement with work, providing barriers to successful teamwork.	Engaged in learning, follow instructions first time, supporting others, demonstrating school values	Completely absorbed in learning, growth mind-set, actively seeking to improve their learning and the school environment						
Likely feelings and sensations	Fight or Flight response	Dysregulation, anger, red face, heavy breathing, adrenaline surge, loss of 'thinking brain', squeezing of fists, clenched jaw	Embarrassed, worried, unsure, anxious, tired, confused, poorly, passive	Happy, content, relaxed, calm, excited, eager, resilient							
Staff must focus on/provide in order to change/improve behaviour...	Co-regulation, maintain safety of child, self and others; clear instructions/op tions, RPI (as last resort)	Capture and share positive behaviour – remind child of right choices and options. Communicate clearly to the child, provide access to a calm space to allow regulation, breathing strategies, change the adult if necessary, apply correct sanction due to the behaviour (not the child), consistently apply classroom rules, follow Behaviour Plan (if appropriate), give time to reflect before discussion, reflect and resolve, always conclude by the end of the school day (where possible)		Promote, praise and celebrate, continue to develop positive atmosphere and class relationships, apply appropriate challenge, demonstrate recognition: certificates, Star of the Week, Values award, stickers, postcard home, telephone/meeting with parents, sharing work in newsletter.							
People involved are..	Headteacher Assistant Headteacher Parents Teacher Teaching Assistant TPAT Behaviour Lead	Class Teacher Teaching Assistant Parents (if ongoing)	Class Teacher Teaching Assistant Parents Whole School celebration								

Supporting children with their behaviour

At Mullion County Primary School, we aim to positively manage behaviour by identifying what the child is doing successfully. No matter what Zone of Behaviour a child is in, they will always be praised and rewarded for demonstrating positive behaviours and making the correct choices. A child will always be supported in identifying their behaviour and managing it successfully. If a child continues to demonstrate poor behaviour, sanctions will be applied as set out on the next page. This is to ensure a consistent approach across the school; empower children to make the correct choices; manage the safety of all children and adults, and finally, ensure all children are able to be effective learners in the classroom without disruption.

Classroom Behaviour Tracker

The behaviour tracker is displayed in every classroom. This is a consistent approach to supporting children's behaviour across the school. The Tracker is linked to the Behaviour Zone chart.

How it works:

- I *always* start the day on Green
- throughout the day, I can move up and down the tracker
- when I make positive decisions, I move up the tracker
- when I break a rule, I go down the tracker
- If I repeatedly go on Amber during the day, my parents will be spoken to
- If I go on Red at any point in the day, my parents will be spoken to
- If I go onto Blue, I will be positively rewarded by the class teacher and my parents notified

I go on Blue when...

- I produce outstanding work
- I have worked really hard to achieve my best
- I have adopted a growth mind-set approach to overcome a challenge or personal target
- I have been a fantastic friend to others in the school, helping them when in need
- I have made excellent choices in supporting the school environment and the people within it

I start on Green and to stay here I have to...

- Follow instructions from an adult
- Behave well, according to the school rules
- Treat my peers and the staff with respect
- Manage distractions
- look after the school and everything within in it, including the people and resources.


I go on Amber when...

- I have ignore reminders and choose not to correct a negative behaviour
- I have made a poor choice in the classroom or playground
- I have disrupted the learning of others
- I damage school property by making a poor choice
- I put the safety of myself or others at risk by making a poor choice
- I lie with ill intent

I go on Red when...

- I continue to make poor choices after receiving my 3rd warning
- I use words to intentionally upset another person
- I physically hurt another person
- I continue to tell lies
- I continue to disrupt my own and other's learning
- I deliberately damage school property

Managing continued negative behaviour:



Action	Staff	KS1	KS2	Purpose
Internal Exclusion and consideration of suspension	HT	Establish a safe environment to allow the child to remain in school/return to school safely. Meeting including family, child, relevant staff. Creation/adaption of Individual Behaviour/safety Plan.		Protect peers from dangerous behaviour and disrupted learning environment. Unpick issue over time to support re-integration back into the classroom.
Parents contacted immediately	SLT/HT	SLT member of staff to discuss incident(s) with family confidentially on the phone or in person. Arrange a face to face meetings.		Establish a positive home/school team to support child move forward and avoid internal exclusion.
Removal from Classroom to other learning space.	SLT/HT	Child meet with member of SLT to allow teacher to resume teaching of class.		Focussed intervention from SLT to identify problem and create clear next steps. Opportunity to continue meaningful learning
Discussion outside of classroom with teacher/SLT. Move to red on chart	Class Teacher/SLT	Miss breaktime/15 minutes of lunchtime.	Miss breaktime/30 minutes of lunchtime.	Stop disruption to other's learning and provide calm and safe space to unpick problem with an adult. Give clear understanding of escalation and opportunities to be positive.
3 rd verbal warning	Class Teacher	5 minutes off break or lunch for reflection with adult.	Miss breaktime for reflection with adult.	Opportunity to reflect and solve issue with an adult. Be given clear choices.
2 nd verbal warning Move to Orange on chart	Class Teacher	2 minutes off break/lunch for reflection with adult.	5 minutes off break/lunch for reflection with adult	Label behaviour and identify sanction if not improved. Opportunity to reflect.
1 st verbal warning	Class Teacher/TA	Check understanding of class rules – firm reminder.	Check understanding of class rules – firm reminder.	Label behaviour and make clear steps required to improve. Opportunity to reflect.
Reminder	Class Teacher/TA	Child will receive a gentle reminder about expectations.		Quickly re-engage learning with minimal disruption to class.

Positive Behaviour and Early Years Foundation Stage

Children in EYFS will be learning about positive behaviours for learning and social interactions as part of the EYFS curriculum. We understand that children who demonstrate negative behaviour may be doing so as they are struggling to communicate their feelings. Children will be supported positively to manage their feelings and communicate their needs effectively. Expectations of positive behaviour are clearly taught and re-visited regularly. Class rules are in place and a visual behaviour tracker is consistently used. Families will be involved when a child's behaviour ranges between 0 – 6 on the Zones of Behaviour so that early intervention can be put in place. If a child is violent or physical towards another child or adult, a member of SLT will be notified to support the class teacher and child, liaising with the family as deemed appropriate. If negative behaviour continues, the class teacher and

Special Educational Needs Coordinator (SENDCo) will work with the family in creating a behaviour plan of support and the consideration of appropriate external services to support will be discussed.

Positive Behaviour and SEND

Children with Special Educational Needs will have an Individual Education Plan or Safety Plan. This will detail their individual targets and progress is formally reviewed termly with the child, family and school staff. Children with SEND are expected to follow Mullion Community Primary School's rules. In addition to an IEP or Safety Plan or Personal Behaviour Plan will be created in partnership with the child and family when a child requires greater support in managing their own behaviour and feelings. This is a supportive and positive document which allows the child and others to remain safe whilst in school. This document is agreed by the child, family and staff and reviewed each term. Appropriate external services may be consulted as part of the process in promoting positive behaviour for children with SEND. At all stages, the root of the behaviour and its trigger points should always be explored in order to support the child to get back to demonstrating positive learning behaviours.

Dangerous Conduct/ Crisis Behaviours

If a pupil is showing they are in crisis and showing behaviour that is dangerous to self or others, appropriate de-escalation strategies should be employed and the pupil should have time to regulate. This follows a Trauma Informed approach of:

Attune / Validate/ Contain / Regulate.

If a pupil carries out dangerous behaviour, this must be reported to a member of the SLT immediately. At all times the pupil is informed of what is happening and why.

We have a number of staff trained in the use of physical intervention of pupils, through the PRICE programme. This is always the only or last resort approach and will be to maintain the safety of the child or others. If needed, this is used in pairs. A report is logged and parents are informed. All staff members have a duty of care to maintain safety of the child or others. This may mean they need to guide or hold a child but they must communicate with the child that they are acting to keep them safe. However, this MUST be recorded on CPOMS. All logs are to be shared with the Headteacher and completed within 24 hours.

Staff members will be encouraged to take time out to recover from managing any crisis situation. Staff must also bear in mind that other pupils, that have witnessed this behaviour, will need attending to, debriefing and given an opportunity to share worries and receive reassurance from staff.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal from the classroom will be considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

- a)** to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b)** to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c)** to allow the pupil to regain calm in a safe space.

Removal will be distinguished from the use of the sensory or nurture room for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, school will apply its agreed sanctions and actions as described in this policy.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

Sexual violence and sexual harassment are never acceptable and will not be tolerated.

Pupils whose behaviour falls below expectations will be sanctioned. School will challenge all inappropriate language and behaviour between pupils. Sexually abusive language or behaviour will not be regarded as 'banter', an inevitable fact of life or an expected part of growing up.

Pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

Suspension and Permanent Exclusions

The decision to suspend or exclude a child is never made lightly. Before deciding to suspend or exclude all other alternatives will have been explored, the impact of suspension/exclusion will be assessed and guidance taken. It is for the Headteacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance. The Headteacher will always consult with the Trust's Behaviour Lead when considering a suspension or exclusion.

Examples of when suspensions be used are:

- Specific one-off incidents of challenging behaviour, for example, an unprovoked attack on another child, fighting or stealing
- Repeated incidents of low level, disruptive behaviour; when a pupil has failed to respond to previous sanctions and his/her behaviour is having a negative impact on other pupils' learning, for example, persistent defiance.

Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent incidences of defying criminal law. The governors' discipline committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.

Exceptional Circumstances

Restrictive Physical Intervention (RPI)

The school views physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation. However, there are circumstances where restrictive physical intervention may be necessary, for example to separate pupils found fighting or where there is a risk to the safety of pupils, staff or visitors. See Positive touch policy

Discipline Beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips and representing the school outside of normal school hours, for example in a sporting event. When a pupil is wearing the school's uniform they are indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when travelling to and from school and when on the school premises at the start and end of the school day.

Bullying including cyber bullying of and by any of our pupils will not be tolerated. Any form of bullying outside of normal school hours will be subject to the same sanctions as if the bullying had occurred on the school premises, during the school day.

Signed: _____ **(Chair of Governing Body)**

Date: September '23

Next review: July '24

This should be read in conjunction with:

The Anti-Bullying Policy

Child on Child Abuse Policy

Safeguarding and Child Protection Policy

Suspensions and Exclusions Policy (TPAT / DFE Guidance)