



Behaviour and Relationship Policy

Milecastle Primary school

Milecastle Behaviour and Relationships policy.

The Milecastle way - Right Place, Right Thing, Right Time

Right Place	Right Thing	Right Time
Being in the right place in the school	Sitting in the right way	Time for talking
Being in the right place in the classroom	Listening in the right way	Time for listening
Being in the right place during break and lunch time	Walking in the right way	Time for moving
	Talking to others in the right way	Time for playing
	Working in the right way	
	Making the right choice	

Our Routines

Entering school

Pupils greeted on the gate each morning by an adult.

Adults to greet pupils with 'good morning'

Teachers to be at their classroom doors and greet the pupils with a 'good morning' and a smile.

As the class re-enter the classroom after lunch time, staff to be at the door to greet the pupils and welcome them back into the classroom.

Milecastle Walking

- Hands by your sides
- Facing forward
- Without talking
- Without leaning on walls or tables when waiting

Milecastle Listening

- Sitting or standing up straight
- Putting things in our hands down
- Tracking the teacher
- Attention at all times
- Respectful to all

Breaks and lunchtimes

One whistle is blown to indicate that playtime is over. Pupils to stop, be still and be quiet.

- A second whistle is blown to indicate that the pupils must walk to their class's lining up spot.
- Good lining up will be required.
- Staff will meet their class on the yard and ensure they are lined up in the right way before bringing them back into the classroom.

Gaining the attention of the class

- A consistent method to be used throughout school
- to be made for younger year groups
- Staff to raise a hand to signal to the class that they require their attention and wait for children to copy.
- Use fingers of the raised hand to count down from 5 to 1 before speaking to ensure the whole class is ready to listen.
- In EYFS and year 1, two hands may be raised with the addition of an attention rhyme such as '1, 2, 3, eyes on me'.
- Raised hand to be used in the dinner hall by lunch time supervisors to gain the attention of a table or class
- Pupils to put down any equipment they may be holding and stop talking to show they are ready to listen.
- Staff to indicate to children when they should begin a task to avoid fussing and low level disruptions which may interrupt instructions - '1, 2, 3 it's time to work'

Positive Recognition

- Staff to actively look for examples of positive behaviours in the classroom.
- Staff to acknowledge these positive behaviours 'I can see that Abbey is showing me she is ready to listen.' 'Well done Tom that is wonderful walking.'
- Staff to give stickers (possibly personalised) to acknowledge those who go above and beyond during the school day
- Staff to award team points and stars in the jar
- Collection of team points more visible in school. Pupils to be given counters to represent their team to add into their team basket.
- Dinner supervisors to recognise positive behaviours over lunch time. Team points (counters) to be given out. Stars in the jar to be given out too over lunch time for acts of kindness.

Undesirable behaviours

Incidents of poor behaviour should be dealt with in the following ways:

- Acknowledging and positively recognising the desired behaviour of others in the room (choose someone who is in close proximity of the behaviour which is needing to be improved)

- Use of least invasive techniques – standing close to the child, gentle hand on the desk, quiet whisper to the child reminding them of the desired behaviour.

From this point on, a restorative conversation with the child may be needed.

- If behaviour continues, move child to another area of the classroom.
- Should the behaviour continues, pupil to spend a short amount of time in another classroom. On their return, they are expected to work and behave in the right way.
- Should behaviour continue, a member of SLT should be called for support.
- Where a child does not seem to be engaging positively with the behaviour policy, this should be raised with SLT for monitoring
- Parents should be informed and if needed a behaviour contract put in place.

When poor behaviour occurs, staff should eliminate the following issues as potential reasons for the behaviour:

- Has the child heard and understood the instructions and/or task?
- Does the child have all the equipment they need?
- Is the child able to access the activity in the most appropriate way?
- Is there an SEND reason for the behaviour (unmedicated ADHA, sensory issue)?
- Is there an issue with their peers?
- Has the child had a difficult or traumatic morning before coming to school?

If this is the case, specific adaptations may need to be made in order to regulate the child and bring them back to a place where they are able to engage in their learning.

The following steps may be used to support this:

- Time out of the classroom in a safe place with an adult.
- Complete a 'special job' for the teacher
- Move to a different area of the classroom
- Support from SLT

All steps must be in accordance with a child's specific special educational need support plan or behaviour plan.

Restorative Conversations

When a child has had to be moved to a different part of the classroom or has had to spend a short amount of time in another classroom, it is important that the class teacher discusses the reasons behind this with the child. The child needs to understand which of their behaviours was undesirable, why and what the impact of this is on their learning and that of others. The teacher may use the following points to structure the conversation:

- The specific behaviours which were causing an issue
- The impact of these behaviours on their learning and the learning of others
- The reasons for the behaviours
- Alternative choices which could be made
- Modelling of the desired behaviour
- Where in the remainder of the school day, the child has the opportunity to make the right choice and display the right behaviours.

When SLT has been called to support with a behaviour incident in the classroom, the restorative conversation must still take place with the class teacher and the supporting member of SLT. **Behaviour to be recorded on CPOMS by the class teacher or member of support staff.** Parents must also be informed. SLT and class teacher will decide if any further consequence is needed. Any missed learning time may need to be made up during a break or lunch time. The class teacher and SLT will decide after each incident if an individualised behaviour support plan or behaviour contract with parents needs to be put in place.

The Behaviour Curriculum

Autumn 1 (During week 1 alongside the Zones of regulation lessons)

- The explicit teaching of the behaviour curriculum
- Modelling and teaching of Milecastle Walking
- Modelling and teaching of Milecastle Listening
- Modelling and teaching of gaining attention
- Modelling and teaching of everyday classroom routines such as lining up, entering the classroom at the start of the day, end of break, end of lunch.

Teachers should take their classes out and around school to give them the opportunity to practise and embed the positive behaviours.

Games could be used to aid the learning of these behaviours and make them fun.

Autumn 2

Ongoing revision and reminders of content.

Spring 1

Longer and more focused revision and reminders of content at the beginning of term.

Spring 2

Ongoing revision and reminders of content.

Summer 1

Longer and more focused revision and reminders of content at the beginning of term.

Summer 2

Ongoing revision and reminders of content

All members of school staff should support the teaching of the behaviour curriculum, including in assembly. Support staff and dinner supervisors should positively recognise good behaviour and the following of school rules. When an adult enters a classroom for any reason, they should acknowledge examples of positive behaviours. When moving around school, staff should always acknowledge a positive behaviour before addressing undesirable behaviour and this should always be done using least invasive techniques.

Role of Adults in School

Support Staff

- Support the classroom teacher in the delivery of the behaviour curriculum
- Actively look for and acknowledge positive behaviours
- When working with small groups or whole classes, ensure the behaviour curriculum is adhered to through a consistent approach
- Discuss issues with the class teacher and/or SLT
- Model the Milecastle Way in and outside of the classroom e.g. when the teacher is gaining attention of the class, the member of support staff stops and responds too.

Classroom Teachers

- Model, teach and maintain the behaviour curriculum in classrooms and around school
- Build time into their day to ensure the principles and routines of the behaviour curriculum are taught
- Actively look for and acknowledge examples of positive behaviour.
- Follow the behaviour curriculum with consistency
- Discuss issues with SLT
- Monitor the behaviour within their classroom

SLT

- Model and support the teaching of the behaviour curriculum throughout school
- Actively look for and acknowledge examples of positive behaviour
- Support staff with their delivery of the behaviour curriculum
- Monitor the behaviour curriculum throughout school
- Evaluate the behaviour curriculum

ONE (OWL NORTH EAST) Trust Partnership Support

The ONE Trust Partnership can offer support to pupils at risk of exclusion. This may be offered, where appropriate, to aid the inclusion of a vulnerable pupil. The Head

Teacher will negotiate the terms with the partner school and parents regarding completing a fixed term period of work at a partner school. This will be a restorative process, allowing the pupil time to reflect and complete work away from their designated school. At the end of the period, a reintegration meeting between the school and parents will take place to discuss the outcomes and next steps. If a child is absent on the day of their exclusion to another setting, the exclusion will be carried out on the day they return to school. If there is no agreement to the exclusion then an alternative consequence will be put in place, but this may lead to a fixed term exclusion.

SEND

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need or Disability. When concerns about behaviour are significant, we will establish whether SEND needs may be a contributing factor and will ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. This does not invalidate the behaviour and discipline policy but is an indicator that school takes account of need at the correct stage.

Milecastle Primary School understands that behaviour and Special Educational Needs and Disabilities are closely linked and that in order for positive relationship to be built and maintained, reasonable adjustments may need to be made on a child specific basis.

In order to ensure that this happens, all children, regardless of need may be offered the following if they are dysregulated or struggling:

- A safe space with a trusted adult
- Intervention to meet their need
- Appropriate fidget toys
- Time out of class when needed
- Wellbeing weeks
- Zones of Regulation strategies embedded into the curriculum

Staff will ensure that any sanctions are appropriate to the child and their needs.

BULLYING

Bullying is defined as the **repetitive, intentional harming** of 1 person or group by another person or group, where the relationship involves an imbalance of power. (This includes child-on-child violence).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional bullying - Being unfriendly, excluding, tormenting
- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice-based and discriminatory, including:
 - Racial
 - Faith-based
 - Gender (sexist)
 - Homophobic/biphobic
 - Transphobic
 - Disability-based
 - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Milecastle has a no-tolerance stance on bullying. We support our children in a number of different ways to help avoid instances of bullying. On the rare occasions on which there may be instances of bullying the following actions would be taken:

- Discussions with pupils about building and maintaining positive relationships
- Sessions delivered as part of our PSHE, RSE and Computing curriculums
- Additional sessions for pupils within school
- Visitors in school who are professionally trained to support instances of bullying such as 'Show Racism the Red Card' and the NSPCC
- Discussions and restorative conversations with parents/ carers

This Behaviour and Relationships Policy aims to support the continual building of positive relationships between peers. It is further supported by the strategies outlined in the Anti-bullying Policy and the PSHCE Policy.

EXCLUSIONS

Exclusions guidance is based upon DfE guidance and current legislation (available online: Exclusion From Maintained Schools) which sets out the responsibility of the headteacher, the governing body and the LA.

Exclusion will not be used if there are alternative solutions available (e.g. internal exclusion, managed move).

Only the Head Teacher has the authority to exclude and will notify parents/carers within one school day by telephone and letter. In the absence of the Head Teacher, the Deputy Head Teacher takes on this authority.

Detailed records of incidents are kept and exclusions reviewed by governing bodies.

Exclusion will only be used for serious breaches of school policy e.g.:

- Verbal and physical abuse.
- Violent or threatening behaviour, including sexual violence.
- Persistent, defiant, disruptive behaviour.
- Racist or homophobic abuse.
- Persistent and repeated bullying.

For fixed period exclusions of more than five consecutive days, the school will provide full-time education. Details will be specified for pupils from day 6 in the note to parents if this is appropriate. Parents will be required to attend a reintegration interview regarding a pupil's fixed period exclusion. A child can be excluded for up to 45 days (accumulative over an academic year, including exclusions from a previous setting) on a fixed term exclusion before a permanent exclusion must be made.

Permanent exclusions

Permanent exclusion is an extremely serious step and an acknowledgment that the school can no longer meet the needs of the pupil.

This can arise from an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.

Serious one-off offences may include:

- Serious actual or threatened violence.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.