



MICKLE TRAFFORD VILLAGE SCHOOL

BEHAVIOUR RELATIONSHIPS POLICY

<i>Date of policy</i>	<i>September 2024</i>
<i>Date for Review</i>	<i>September 2025</i>
<i>Signed Headteacher</i>	
<i>Signed Chair of Governors</i>	
<i>Date policy approved by School Governing Body:</i>	<i>Shared at FGB 2.10.2024</i>

We care, we learn, we belong

We hope to show you right from the start of your child's learning journey with us how important these words are. We want your child to feel safe and happy and for you to feel reassured about this. Once they feel happy and secure, then their learning will continue. Finally, we want everyone to feel a part of the school. It is successful because of the positive contributions of so many and we hope this will continue for many years to come.

Introduction

Mickle Trafford Village School believes that children have a right to be taught and teachers the right to teach, that good behaviour should be rewarded and restorative consequences utilised when behaviour does not meet agreed expectations. Our behaviour policy aims to ensure all children are treated equally and fairly. We set clear behaviour expectations, that embody high expectations from all, conveyed consistently throughout the whole school community. We have a clear system of rewards and consequences and an accountability system that sets expectations for all staff, parents and children to play their part as much as they are able; aimed at all times to the mutual benefit of every member of the school community.

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression." (Paul Dix, Pivotal Education)

Our school motto is 'We Care, We Learn, We Belong'. It has been deliberately chosen to reflect the vision of our school community. We use it regularly to praise the children for their positive actions, which help to promote this statement and to remind them, when necessary, of what is expected of them. Cards and speech bubbles reflecting the motto are placed around school to identify areas where 'We Care, We Learn, We Belong'. We work together to create a culture where calm, dignity and structure encompass every space and activity.

Our key messages

- Visible consistency, visible kindness
- Praise in public, restore in private
- Be deliberately bothered - it is everyone's responsibility

Objectives

MTVS believes that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to improving educational outcomes for all children and supporting their engagement in education. We are committed to:

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Providing clear expectations for different situations that children will experience during the school day e.g. classroom, playground...
- Praising and rewarding good behaviour
- Challenging and disciplining misbehaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Developing positive relationships with children and families to enable early intervention
- Promoting a culture of praise and encouragement in which all children can achieve

Expected Behaviour

1. Listen and follow instructions
2. Always allow others to learn and play
3. Be kind and polite
4. Do not touch other people's property without permission
5. Walk calmly around school
6. Always play safely

These rules are not displayed in school but are embedded using our class charters and through the words of our motto, e.g. remember we walk in school because we care about everyone and if we run in school we may hurt ourselves and others, remember we have the right to learn and responsibility not to disrupt others, so we all need to listen.

We have class charters rather than class rules. Classes discuss articles from Unicef's Conventions of the Rights of the Child when deciding on their own charters. Charters are displayed in their classrooms. The children are helped to recognise that with every right comes a responsibility e.g. if they agree that everyone has a right to play then they all have the responsibility to include people in their games and to play by the rules.

We believe strongly in rewarding positive behaviour and this is done in four ways: as individuals, as groups, as a class and as a school, most commonly and importantly by praise. It is the responsibility of all adults to act as role models to our children – teaching them the importance of manners and considerate and respectful behaviour towards one another and demonstrating wherever possible how this looks in practice.

Our rewards and motivators

1. Positive verbal praise.
2. In **EYFS and KS1** pebbles are awarded to groups and individuals for their behaviour and work. In Year 2, table points are rewarded and 'Showing Boxes to take home' are given weekly for the highest points. When pebble pots are full, EYFS and KS1 classes are given a treat chosen by the children with guidance from the teacher to make these meaningful experiences. e.g. making snacks, an extra PE session, Art etc. A class reward is usually earned once or twice a term.
3. In **KS2**, through the use of Dojos, the emphasis is more focused on a whole class team approach. The KS2 class who has achieved the most points by Friday receive an extra 10 minute golden time break on Monday afternoon.
4. Any staff member can give Dojo points or pebbles – 1 dojo is for above with 2 only awarded where outstanding behaviour has been shown.
5. Certificates are presented to individual children in our weekly celebration assembly, rewarding an outstanding/noticeable act. This could be for behaviour or an academic achievement.
6. Praise time with the Headteacher, 'Hot Chocolate Friday' - this reward is given to children who are seen to go above and beyond.
7. Golden table – children are selected by our school cook and mini middays, for excellent behaviour during lunchtime. They go into lunch early, with a friend, and join a member of staff on the golden table.
8. Positive message home – these can be verbal, text or emails

Restorative consequences /Sanctions

The primary aim is to ensure that every unique child feels heard, understood, supported, safe and is equipped to reach their full potential.

Should a child struggle to meet our clear behaviour expectations and display inappropriate behaviours we will support the child to restore their behaviour and move forward positively, taking into account all those affected by the behaviour.

Our steps to low level disruption

1. **Reminder** – staff use positive praise for those who are following our charters. The child is given a discreet verbal reminder that their behaviour is not meeting the agreed expectations and they will be prompted to repair their behaviour.
2. **Care and check in** - Should this behaviour continue, the child receives a four coloured 'think card' the adult will check with the child '*what's going on?, can I help you?*, adult to praise previous positive behaviour. This card is intended to serve as a further reminder that they would likely benefit from visiting their Zones Toolkit in order to self-regulate (please see website for details about our Zones of Regulation). The 'think card' is taken away by a member of staff upon noting the child's progress-
3. **Reflect and restore** – the child has a chat with an adult in private to talk through the situation using restorative language, agreed script and reflection sheet (see appendix A)
4. **Persistence** -If the behaviour continues or is repeated, a member of the SLT will become directly involved and consequences imposed (these consequences follow the School discipline & exclusions guidance Oct 2016 gov.uk)

More serious concerns, which may include violence against another pupil or staff member, damage to property, use of offensive or aggressive language, will not follow these steps but will be referred to SLT and consequences implemented to reflect the incident. In the first instance please ensure that all parties are safe - staff to call for support when appropriate. Parents of all parties will be informed.

Serious or ongoing incidents will be logged on our online reporting system EdAware and the child's parents/carers informed.

Sanctions

Reflect and Restore Time: the child will spend up to ten minutes with an adult. This time is used to support and regulate the child, ensuring they are able to meet behaviour expectations. During this time, the reflection sheet will be completed together unless dysregulation continues, where it can be revisited at a later time.

Unstructured Times: Children may need reflection time with an adult at breaktimes and lunchtimes if behaviour is not aligned with our school motto and expectations.

We recognise that every child and every circumstance is unique; therefore, the level response will also be unique. .

It will always be explained to the child that it is the behaviour we are trying to change NOT the person. Discussions will also take place to show the child that we recognise what they do well so that they can see that we value the more positive aspects of their character. When an incident has been dealt with it is then closed and not referred to again unless it is used to build a wider picture– we want our children to understand that we forgive and they can move forward from their mistakes.

Some children may require a more bespoke approach, therefore on some occasions it is necessary to introduce an individual programme to support the child- This is alongside the child, parent and class teacher. This plan will highlight areas of focus e.g. listening to instructions, not calling out and will detail sanctions and rewards that will follow depending upon how the child chooses to behave. Once agreed it will be shared with staff to ensure consistency....It is not expected that a child will remain on a programme for an extended period of time.

In extreme circumstances, where the safety and well-being of the school community is compromised, then the Head teacher can resort to excluding a child from school for a period

of time. In most cases, this will only be used when all other strategies mentioned in this policy have been put in place. If a child is to be excluded from school then the Head Teacher (or deputy in her absence) will follow the guidelines as laid down by the LA.

Role and responsibilities

The governing board has the overall responsibility for

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this policy

The SENCO and Pastoral Lead will be responsible for:

- Collaborating with the governing board and headteacher as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of children's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Ensuring that the school rules and class charter are enforced in their class, shared with parents as part of the annual home school agreement.

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- And accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any child with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher
 - SENCO
 - Pastoral lead
 - Class teachers
- As authorised by the headteacher, sanctioning children who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Children will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances, which may affect their child's behaviour.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to support a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Please see our Complaints Policy

Home / School Agreement

A home/school agreement which fits in line with this behaviour policy highlighting an agreed set of goals that we are all working towards is shared with families at the beginning of the year.

Monitoring

All staff monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Wellbeing Ambassadors

The school has a team of children who support this behaviour policy in their class and around school. Each term, two Wellbeing Ambassadors are selected from Y2-Y6 as being excellent role models to their peers. They have half-termly meetings with a member of staff to discuss their role and offer any suggestions as to how they can help to improve behaviour in class or around the school generally. They will ensure that everyone is being treated fairly; they will help at playtimes and lunchtimes to ensure systems already in place run smoothly, they will look out for people who are standing out as good examples of exemplary behaviour and let their teacher know.