Relationships and Behaviour Policy

Our school's Christian vision is:

'Love others as well as you love yourself'

Matthew 22:39 (The Message).

As demonstrated in the story of The Good Samaritan.

We thrive on hope, mutual respect, and the love of our friends in the school community and beyond.
We value all individuals and celebrate our diversity within a safe and welcoming family. Together 'We are Montreal'.

Caring, Loving and Learning Together.

Our Core Values:

LOVE   HOPE   RESPECT

Children need to be sure that every member of staff will respond in the same way to their behaviour, good or bad, and our actions should always reflect this high level of consistency.

We show our values in the ways we behave in school and in relationships with one another.

Love:	We show love to each other by being kind and acting safely
Hope:	We show hope by trying hard and encouraging others to do so
Respect:	We show respect in the way we use our language and by the way we treat objects and people.

Aims

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure safety by making boundaries of acceptable/appropriate behaviour clear and so children understand acceptable and appropriate behaviours towards themselves.
- To create a common sense of direction and feeling of purpose for pupils, staff and parents.
- To ensure that our children experience success which can be developed through the National Curriculum and broader curriculum.
- To ensure that our children recognise their own personal development and mental health as a priority.

Objectives

- Expectations of good behaviour are made clear.
- We encourage sociable behaviour by promoting mutual respect.
- Children are encouraged to take responsibility for their own actions and behaviour.
- Positive behaviour is recognised and rewarded both publicly and privately.
- A whole school approach is used when dealing with inappropriate behaviour.
- Parents are involved in any support programmes.
- Children are encouraged to report examples of positive behaviour.
- Where appropriate, the support of other agencies, such as Educational Psychologist, Behaviour Support Service and Learning Support Service is enlisted.
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Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.

- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.
- To love others as well as they love themselves.

Staff responsibilities:
- To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with families.
- To recognise that each child is an individual and to be aware of their needs.
- To love others as well as they love themselves.

All adult responsibilities:
- To be aware of the school rules and expectations.
- To model school expectations when on school premises or during school events.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

Strategies for positive encouragement include:

Staff congratulating children stating why we are praising them.

Celebrating achievements with others, either in class or during Celebration Collective Worship.

Positive feedback to parents (verbal and written via Postcard home, for example).

Presenting good work to the Headteacher or other class teacher.

Be put forward for 'Hot Chocolate with the Head'

Class / School behaviour management.

It is widely recognised that children have clear and consistent approached to behaviour they are more likely to also behave in a more consistent manner. Montreal Church of England Primary school operate a very clear approach to how we can gather a class back together / larger groups together quickly. The following process is to be used by all staff.

Raise your hand.
All others (including adults and staff) raise their hand and remain quiet when they see this gesture.
Once all have given attention the person will lower their hand and give their direction.

For when children move around class or school we use simple number gestures with our hands.

1. Stand
2. Move to new position
3. Sit down

Coming into school

How the day starts sets the tone for the rest of the day. At Montreal Church of England Primary School we firmly believe that all children should receive a warm welcome as they enter school. A members of the pastoral team and SLT will be on the entrance doors each morning to say hello / good morning to families, teachers and teaching assistants will be at the classroom door to welcome them into their class.

Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At Montreal Church of England Primary School, we operate the following system.

At the end of the break a teacher on duty will raise their hand. All others follow this gesture. Once all are still and quiet the teacher will lower their hand and children come to line up in classes. Teachers to collect their classes from the playground greeting the children positively.

At the end of lunch time a member of the senior team will be on duty to check that the children are ready to go back to class and learn.

Encouraging good behaviour

Children's good behaviour is noticed, encouraged and often rewarded. Strategies include:

- Emphasis on encouraging and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
- Promoting respect for individuals by:
    - including their culture and background
    - modelling desired behaviour
    - listening to children and communicating that you have heard what they have said.
- Creating safety, both physical and emotional with clear and consistent use of rules and consequences.
- Raising self-esteem by ensuring pupils experience and recognise their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.

Managing incidents of unacceptable or inappropriate behaviour

We follow the following stepped behaviour code:

1	Reminder	A reminder of the three simple values (Love, Hope, Respect) be positive in the behaviours you want to see to show these values. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. Attach 'Stay behind two minutes after class' to this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted. (Any incidents that reach this stage should be added to CPOMS)
4	Time Out	It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This takes place in the classroom reflective area which has age appropriate resources to support them thinking through actions and calming down.
5	Repair	This might be a quick chat at break time or a more formal meeting. This will involve the child and the adult that used the stepped approach and should be done privately once the situation has calmed.

A request for SLT support could be issued where a child consistently fails to conform to behaviour rules. This request will be asked for through the delivery card sent to the Headteachers office via a member of the class or a TA if available.This is an incident record within CPOMS should be filled in when a member of staff deals with a behaviour incident. At this point any work missed will be sent home and a parent/carer/guardian informed. Time out of class will be kept to a minimum.

30 Second Script:

I noticed you are....   (state clearly the negative behaviour you wish to stop)

You are not showing our value of.... (Love/Hope/Respect)

You have chosen to.... (state clearly the consequence for the behaviour)

Do you remember when you... (example them showing the values successfully)

That is what I need to see today.

Thank you (for listening).

Managing incidents of unacceptable or inappropriate behaviour from playtimes

School will follow the same guidance as above.

If the negative behaviour takes place during lunch time the midday supervisor on duty will follow the steps once the last chance script to be used 2 minutes will be lost from play time instantly which will be spent with the SLT on duty. If the child still shows negative behaviours SLT will continue with steps 4 and 5.

If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school and don't want to be on the playground at lunchtime they can access Chapel Chums instead.

Managing incidents of unacceptable or inappropriate behaviour outside

 of school The DfE state the following in their guidance;

Pupils' conduct outside the school gates – teachers' powers What the law allows:
23.Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated on the DfE
guidance school will follow a proportionate response in line with how these behaviours would
be managed in school as stated above.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da
ta/file/488034/Behaviour_and_Discipline_in_Schools_-
_A_guide_for_headteachers_and_School_Staff.pdf

Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan of action etc?

Managing Behaviour over time:

The headteacher, SLT and Learning Mentor monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in their class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding certificates, specified praise, headteacher awards, postcards home, hot chocolate with the head, values VIP
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.
- If children have not completed work due to negative behaviours this will be sent home for completion.

The headteacher's/Senior pastoral team involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents or incidents are of a serious nature e.g. swearing at a person intentionally, hurting someone intentionally, using any protected characteristic inappropriately (The characteristics that are protected by the Equality Act 2010 are: age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- A Pupil voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to learning Mentor/ELSA to identify possible strategies if appropriate
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support
- Consideration of suspension or permanent exclusion if all other strategies have proved unsuccessful or incidents are of a serious nature

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

1) what the other(s) has/have done to upset them
2) how they feel about it
3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

· the turns are taken,
· children adhere to the three steps
· they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Use of Force

Key Points Regarding Use of Force
- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.
- Some staff are trained in Team Teach Techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where TEAM teach / use of force is used must be recorded on CPOMS.

What is Reasonable Force?
1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Conclusion

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all of us, Staff, Governors and Families to ensure that the children of Montreal Church of England Primary School are educated in a caring, friendly and orderly School. We strive to work together to ensure that we achieve these worthwhile goals.

Appendices

- Paul Dix – Quotes to support our approach to behaviour management
- The Restorative Approach compared to other approaches
- Understanding ACE's
- Six stages of a Crisis
- Reframe the Behaviour

It is a consistency routed in kindness, not in the machismo of zero tolerance.

Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with 'magic' behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy.

WHEN THE ADULTS CHANGE EVERYTHING CHANGES PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.

It might be comforting to think that we reach a certain age and suddenly know how to behave. The reality is that there is no such age.

But why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.

It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school. Without visible consistency from the top, collaborative agreements are just discardedsticky notes at the end of an INSET day.

They don't need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children's names still appear on the board even when they have been rubbed off.

Token economies, where a credit or merit system is used to reward individuals, can never be consistent. It always rewards the highest achievers or the worst behaved...They do not add anything to behaviour practice that can't be done with a sincere 'well done' or a round of applause from the class.

THE COST OF ADULT EMOTION – When adult behaviour is wobbly there are lots of hidden costs. The knock-on effect on the workload of others is considerable. If we don't address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with improvised responses.

You can land a sanction with a hard edge or you can land a sanction with an immediate reminder of the child's previous good behaviour. Done well, with good timing and perfect tone, there is a little magic here:

"It was the rule about ... (lining up/staying on task/bringing military hardware into school) that you broke. You have chosen to .... (move to the back/catch up with your work at lunchtime/ speak to the man from Scotland Yard). Do you remember last week when you ... (arrived on time every day/got that positive note/received the Nobel Prize)? That is who I need to see today ... Thank you for listening.

(Then give the child some 'take up' time.)" ...Save your finest performance for when it has **most impact**: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.

Great policies embed basic expectations with absolute certainty while allowing professionals the autonomy to meet the needs of individuals.

Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.

There is a reason why the UK has the highest imprisonment rates in the European Union, and it is the same reason why sticking children in silent detentions or imprisoning them in isolation booths doesn't solve anything...

Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up.

Damaged children need people, not punishment.

Expecting restorative meetings to be a quick fix. It takes time for pupils to be able to answer questions fully and reflect properly. It takes time to change behaviour. Persist and gradually trust is built, conscience is developed and everyone is more aware of their behaviour.

Punishment doesn't teach better behaviour, restorative conversations do.