



Learning together for life

Milton Mount Primary School
Positive Relationships and behaviour
Policy

(See Milton Mount Anti-Bullying Policy)

Article 1: Every child has the right to express their views and feelings

Article 28: Every Child has the right to an education

October 2023- October 2024

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Our Rationale

Milton Mount is committed to creating a culture where exemplary behaviour is at the heart of productive learning. Everyone in our school community will maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We are a growth mind-set community; we build resilience so that children are not afraid to make mistakes and learn from them. We understand that positive behaviour, like other skills and abilities, is something that can be learned. Our staff are trained in trauma awareness and the effect it can have on behaviour and learning to help us all develop strong, healthy relationships. We believe in giving children opportunities to be kind to everyone in and out of school, to achieve, to be trusted and to be independent in order to achieve emotional wellbeing.

We understand that all children's behaviour is a form of communication. They can be communicating an emotional need or a need for support, which we will provide without diluting our high expectations of everyone's behaviour and our need to ensure everyone feels safe. We know that not all behaviour is a matter of choice, that being fair is not about everyone getting the same (equality), but about everyone getting what they need (equity). We believe in a non-judgemental, curious and empathetic attitude to behaviour at our school. We believe that behaviour can change for the better with the right support including resolution and restorative conversations applied consistently and fairly.

Our Approach: As a school community, we will:

Celebrate positive behaviour through:

- Verbal positive reinforcement
- Friday afternoon Enrichment Time
- Celebration Assemblies
- Class DOJO points
- Children sent to Head teacher, Deputies or Team Leaders to celebrate
- Phone calls to parents
- Newsletter – star and writer of the week

We will ensure pupils learn in a calm, safe and supportive environment by:

- Having a child centred and coordinated approach to safeguarding.
- Developing children's understanding of their rights through the teaching of the UNCRC and empowering them to stand up for those rights. (British Value: mutual respect and tolerance)
- Encouraging our children to see themselves as part of a whole school community, recognising their responsibility within this. Ensure all members of our school community are valued, treated fairly with dignity and kindness. Differences are respected and celebrated. (British Values: Respect, Tolerance)
- Build community cohesion based on the UNCRC which values kindness, care and empathy for others
- Create a culture of exceptionally good behaviour for learning, community and life, ensuring that excellent behaviour is a minimum expectation for all. (British Values: Rule of law)
- Understand that behaviour is a form of communication.
- Offer a broad and balanced curriculum that is well planned and stimulating including a PSHE focus on attitudes to learning, relationships and self-esteem as well as British Values. (Articles 28 and 29) Curriculum content will enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- Develop children's responsibility as global citizens. (British Value: Mutual Respect, Individual Liberty)
- Develop the skills of co-operation, critical thinking and discussion through discrete teaching of oracy skills. (British Value- Democracy)
- **Develop oracy skills necessary to resolve conflict and differences of opinion with sensitivity and explain their emotions and thoughts, as well as empowering children to speak out and be confident to speak to a trusted adult about incidents. Children are given opportunities (when appropriate) to symbolise experiences in their lives rather than just use everyday words for example, through play/drama/sand-play.**
- Ensure children know how and where to report concerns including speaking to someone, using class worry boxes or writing a letter/speaking to a trusted adult. (British Value- Mutual respect)

- Ensure children know the severity of and how to report child on child abuse. (British Value: Individual Liberty)
- Monitor pupil attendance and take swift action where necessary. (Article 28)
- Include children in decision-making. (British Value- Democracy and Rule of Law)
- Develop resilience, as increased resilience leads to better learning behaviour.
- Support all children to show positive behaviour and help them to have a positive approach to learning.
- Staff induction, development and support will include regular training for all staff on behaviour.
- Teach explicitly what good behaviour looks like, what is expected, encouraged and what is prohibited.

We will protect children and empower them to relate, regulate and reflect by:

- Welcoming children into school every day.
- Training staff in the PACE modes of interaction (Playfulness, acceptance, curiosity and empathy) and how to enable children to see themselves, their relationships and the world more positively addressing damage caused by traumatic lives.
- Ensuring all staff are aware of systems within school that support safeguarding including the Child Protection Policy, the Positive Relationships and Responsibilities and Rights Policy, the staff behaviour policy and the school's safeguarding response to children who go missing in education.
- Making all staff aware of the indicators of abuse and neglect.
- Ensure that all vulnerable children have easy access to at least one named emotionally- available adult.
- Making all staff aware that mental health problems can and, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Adjusting expectations around vulnerable children and neurodiversity to correspond with their developmental capability and experiences of traumatic stress.
- Providing a provision for children of a clear, confident and non-shaming system of self- referral for help/talk time.
- Nurturing school staff, as a high priority, in such a way that they feel valued and emotionally regulated to positively interact throughout the school day with children.
- Implementing strategies to enable children to feel calm, soothed and safe to support learning, the quality of life and to protect against stress- induced physical and mental illness now and later in life.
- Supporting parents to have meaningful empathetic conversations with vulnerable children who want to talk about their lives and empower children to do that.
- Making it clear that there will be no tolerance for child on child abuse: Children do abuse other children and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff/parents recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. *This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; up-skirting and initiation/hazing type violence and rituals.* Our school culture is that this is not acceptable and will not be tolerated or dismissed as banter or just having a laugh. It is not an inevitable part of growing up. We recognise that dismissing these behaviours can lead to a culture that normalises abuse leading children to accept it as normal and not coming forward to report it. Please see anti-bullying policy for details of prevention, identification and response.
- Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. **Sanctions are in place for when children's conduct falls below the standard which could reasonably expected of them. (Keeping Children Safe in Education)**
- Putting measures in place to ensure that both general and targeted interventions are used to improve pupils' behaviour and supporting all pupils to help them meet Milton Mount behaviour standards and help children with disabilities as needed.

Children have a right to play time, but if they choose to have play time during learning time, they must learn during play time.

School Charter		
Every child has a right to:	To respect these rights, children agree to:	To respect these rights adults agree to:
be treated with respect. Article 29	treat everyone with respect.	treat everyone with respect.
have a say and be listened to, in matters concerning them. Article 12	listen to and value other people's opinions.	ask for, listen to and value children's opinions.
feel safe at school. Articles 19 and 36	behave in a way that keeps themselves and others safe.	take every reasonable precaution to keep children safe.
the best education possible. Articles 28 and 29	work hard to be the best you can be.	make learning interesting, relevant and fun.
Throughout the year we will have specific foci on different UNCRC Rights.		

Class Charters

Each class has a Charter on display in the classroom. Charters are based on the United Nations Convention on the Rights of the Child (UNCRC); each class will personalise and develop these statements over time to show how children will behave responsibly to protect these rights for themselves and others. To support these rights, routines are also agreed by the class: to support positive behaviour. Involving children in developing these agreements and routines supports ownership, understanding and promotes positive choices. The use of a Charter (in place of school 'rules') is a deliberate choice. We place the children's responsibility for their actions/behaviour as central and key to their development into self-controlled, mindful and respectful citizens.

If a child is unable to uphold the charters or expected behaviour, we have a shared progression of actions:

De-escalation and opportunity for the child to self-regulate

Encourage resolution discussions with children, modelling the desired language

Follow regulation ladder

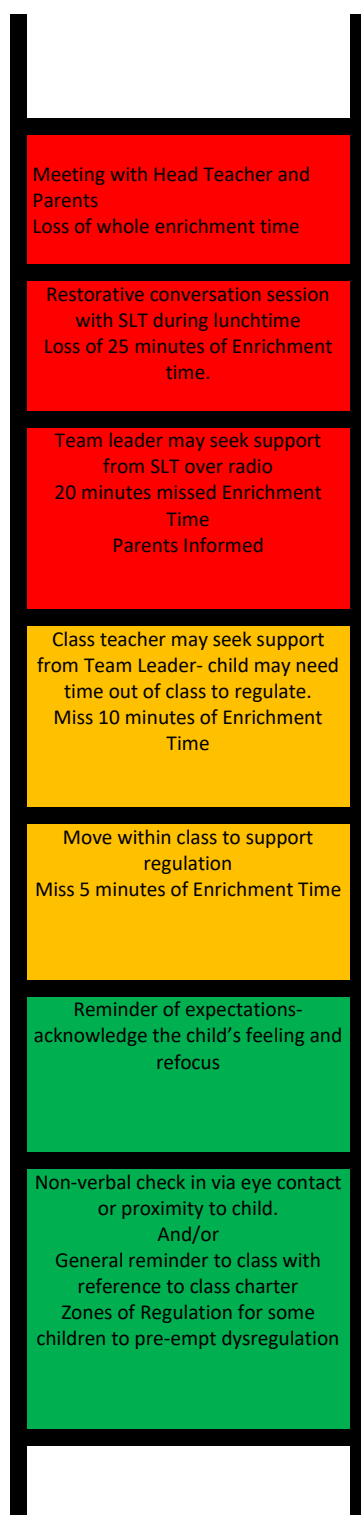
For more serious behaviour we will use Positive Behaviour Support grid and parents will be called.

As a last resort the use of acceptable touch to control or restrain a child is down to professional judgement of the staff concerned, and will always depend of individual circumstances and be recorded.

Staff have the right to search pupils and their belongings if there is good reason to suspect they had something that would cause danger to themselves or others.

For extreme behaviours involving assault on child or member of staff, exclusion or a reduced timetable will be considered in line with Academy/West Sussex police.

Regulation Ladder



We have a consistent approach to **minor** disruptions that occur within the classroom and during assembly.

These are shared regularly with children.

Children have the option of going to Giant Redwood at playtime to discuss any disputes.

Fresh start at the end of each session for all children

Where a child is asked to leave the classroom, this is to protect the learning and well-being of others and allow the child to take a break and 'reset'.

Article 28: Children have a right to an education.

Responding to positive behaviour:

- Enrichment time- every Friday afternoon
- Verbal praise
- Dojo points- rewards for children earning the most points (Winner chooses Enrichment Activity that week Y1-4; Dojo shop Y5-6)
- Communicating praise to parents via DOJO or phone call

Positive Behaviour Support Grid

Sanctions for when conduct falls beneath the standard which could be reasonably expected of the child.

All incidents on the playground to be written in key stage incident book.

British Values: Rule of Law, Individual Liberty, Mutual Respect, Understanding of others and Democracy.

Where rewards or sanctions are applied differently because of individual circumstances, these adaptations should be made clear to other children involved.

actions	Rights violated	Consequences/sanctions
Violent behaviour intended to cause harm. Swearing. Racist, homophobic, transphobic or ableist language. Language intended to hurt or provoke a response. Child on Child abuse including cyber bullying. Repeated refusal to follow adult's instructions	Every child has a right to feel safe at school. (29) Right to own religions and cultures and right to practice this. (Article:14) Every child has a right to be treated with respect (29) Every child has a right to feel safe and be helped on the playground (19 and 36)	Restorative conversation with member of SLT. Number of sessions decided by SLT based on the outcome of the conversations. Class teacher must be informed if incident happens during lunchtime play. Parents contacted by class teacher on the same day Part or whole loss of Enrichment time.

Serious behaviour incidents in EYFS and Key Stage 1 (Years 1 and 2) will be dealt with on an individual basis.

Use of de-escalation:

Use of de-escalation strategies and positive behavioural support through:

Use of spaces, management of time, changes to the environment, facial expressions, voice, words and TACO. PACE approach used.

Reasonable force will only be used if a child is in danger of injuring themselves or others. Staff will be offered support and time to reflect on extreme behaviour incidents.

P **Playfulness**
 • Playfulness in interactions can diffuse conflict and promote connection
 e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this not to be done carefully)

A **Acceptance**
 • Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement

C **Curiosity**
 • Being curious to where a behaviour has come from (in your head or out loud...)

E **Empathy**
 • Really connecting with how they are feeling and showing compassion

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by @danphms

Well-being plans:

We recognise that some children may need enhanced support and protective factors implemented so that they are able to regulate their emotions and behaviour. Where this is identified, a well-being plan will be created by a team of supportive adults which may include: class teacher, LSA, SENDCOs and/or SLT. A well-being plan details support for the child and an individual plan for de-escalation and regulation. Well-being plans will be shared with parents (and pupils where appropriate).

Supporting the behaviour and self-regulation of pupils with additional needs

This policy is written to support the needs of all children in at Milton Mount Primary School. However, there are times when the whole school and class systems are not enough to support and manage the needs of an individual child. When a child's behaviour indicates the need for additional support, the schools graduated response will be implemented under the guidance of the SENDCOs. Where further advice is necessary, external agencies may be contacted with permission of the parents. Please see SEND policy and SEND information report for further details of our SEND offer.

Supporting Positive Behaviour in school and at home:

Our role, as a school, is to keep all children safe physically and emotionally so that they can learn: this is every child's right. We know that most children will make mistakes along the way to becoming attuned, self-regulated, responsible people and that some children have identified challenges (eg: children with social, emotional and mental health needs; autistic spectrum condition; attachment and sensory needs as well as other developmental or genetic conditions) on this journey. We will support children with individual needs using bespoke strategies. We believe that children need the right relationships and right response to their behaviour mistakes so that they feel open and able to make progress – just like in any learning experience. Getting this right will mean children are more able to take responsibility (rather than defend themselves from a negative judgement/consequence by denying or avoiding responsibility). We know that not all behaviour is a matter of choice and that being fair is not about everyone getting the same (equality), but about everyone getting what they need (equity). We believe in a non-judgemental, curious and empathetic attitude to behaviour at our school. We expect support from home to reinforce positive behaviours and will involve parents in decisions that we make. If parents need additional help with behaviour issues at home, we can recommend supportive agencies that can help. We use Zones of Regulation to support behaviour at school.

How parents can support:

- Support the school ethos of inclusivity- challenge stereotypes and unacceptable language
- Encourage their children to take responsibility for their behaviour and support the school's decisions
- Treat all adults and children in the school with respect
- Read nightly with their children and model the importance of books and reading
- Speak to your child and encourage discussions at home
- Have high expectations for children's behaviour and learning.
- Monitor children's use of technology and observe the age restrictions on social media.

STOP BULLYING

Milton Mount Primary School

Anti-Bullying Policy



RRS Article 29- Children have a right to be treated with respect.

RRS Article 36- Children should be protected from bad treatment.

What Is Bullying?

In our school a bully is someone who hurts someone on purpose again and again, by using behaviour which is meant to hurt, frighten or upset another person.

It can be:

Emotional: Hurting people's feelings, leaving people out.

Physical: Punching, kicking, spitting, hitting and pushing. This could also be Peer on Peer abuse.

Verbal or written: Teasing, name-calling, using racist, sexist, homophobic, transphobic or ableist language.

Prejudice and Discriminatory based bullying: Being unkind based on someone's identity, or perceived identity.

Cyber: Saying unkind things by using texts, email or any social media.

What is Bullying?

Several
Times
On
Purpose

S
T
O
P

What to do...

Start
Telling
Other
People

Who can I tell?

A trusted adult
A friend Mum/Dad
Childminders
Grandparents
Teachers
School friends
Lunchtime staff
Any other adult



Do:

- Ask them to **STOP** if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Use the Worry Box if you are too scared to speak openly about it.
- Talk to a friend, a teacher or any school adult.
- Do your best to stay calm and look strong.
- Tell someone!

Don't:

- Do what they say.
- Hit them.
- Think it's your fault.
- Hide it.

Discrete teaching of Anti-bullying strategies is embedded in the PSHE curriculum and forms a large part of our PSHE teaching. We participate in Anti-Bullying week every year and this is reinforced through regular classroom practice, PSHE and assemblies throughout the year. Parent information about anti-bullying materials can be found on the website.

Please see anti-bullying policy for further information.

All feelings are okay, but all behaviour is not.

Safeguarding: (See school Safeguarding Policy)

At Milton Mount we are committed to

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Acting to enable all children to have the best outcomes, including referrals to local authority. If after the referral, the child's situation does not seem to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed.
- Children absent from education procedures in place. (do we need to say what or refer)
- Children missing in education procedures in place.
- If staff have any concerns about a child's welfare they should follow the child protection policy and speak to a DSL (Designated Safeguarding Leader- Head teacher, Deputy Head teacher, Assistant Head teachers)

- **Online safety: (See on-line safety policy)**

At Milton Mount, we believe that part of the broad and balanced curriculum included teaching children on line safety, particularly within our PSHE lessons which is audited to ensure that the content is relevant and appropriate for the risks faced by our children. Online safety teaching is adapted for our SEND children.

There are regular circle times where children can discuss current online safety concerns and ask questions. We will provide parents with termly support/information about keeping their children safe on line along with updates about current areas of concern.

Staff will receive training on roles and responsibilities regarding filtering and monitoring systems. DSL will include this in safeguarding training.

Identify children who are at greater risk than others on and off line.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

IT IS THE PARENTS' RESPONSIBILITY TO MONITOR THEIR CHILDREN'S ONLINE BEHAVIOUR AT HOME. EVERYONE SHOULD BE TREATED WITH KINDNESS, RESPECT AND DIGNITY.

Agreed date	Review Date	Person responsible
October 2023	October 2024	Senior Leadership Team

This Policy has been developed within the context of current legislation, policy and guidelines with input from children, teachers, and support staff, parents, ELSA, Learning Mentor, SENCOs, Rights Respecting School leader as well as the School Council.

Children Act 1989

NSPCC Safeguarding Audit

Keeping Children Safe in Education **updated 2023**

Education Act 2002

UNCRC