

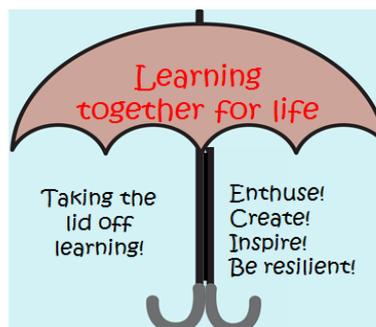


Learning together for life

Milton Mount Primary School

Respectful Relationships, Responsibilities & Rights [Behaviour Regulation] Policy

2020-2023



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 understand that negative behaviour in children is often 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 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 are a growth mind-set, learning community and believe that behaviour can change for the better with the right support. We understand that positive behaviour, like other skills and abilities, is something that can be learned. We believe that behaviour is communication and our staff have been trained in attachment awareness and the effect it can have on behaviour and learning in order to help us all develop strong, healthy relationships. We believe in children being given opportunities to be kind, to achieve, to be trusted and to be independent in order to achieve emotional wellbeing.

Our Approach

As a school community, we will:

- Develop 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)
- Focus on the Empowering Learning Wheel which progressively build skills to enable the children to be: effective participators, reflective learners, team workers, independent enquirers, resourceful thinkers and self-managers.
- Encourage 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 and that differences are 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 negative behaviour is a form of communication.
- Help learners find strategies to regulate their behaviour and be responsible for the consequences of it, including use of Zones of Regulation.
- Offer a broad and balanced curriculum that is well planned, prepared and stimulating including a PSHE focus on attitudes to learning, relationships and self-esteem as well as British Values. (Articles 28 and 29)
- Developing children's responsibility as global citizens. (British Value: Mutual Respect, Individual Liberty)
- Develop the skills of co-operation, critical thinking and discussion. (British Value- Democracy)
- Develop skills necessary to resolve conflict and differences of opinion with sensitivity
- Ensure children know how and where to report concerns including speaking to someone, using class worry boxes or writing a letter to a trusted adult. (British Value- Mutual respect)
- Ensure children know how to deal with peer on peer disputes- " Stop I don't like that" (British Value: Individual Liberty)
- Monitor pupil attendance and take swift action where necessary. (Article 29)
- Help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- 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.

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

Charters based on UNCRC

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.

Lunchtime charter		
Every child has a right to:	To respect these rights, children agree to:	To respect these rights adults agree to:
have a clean area to eat their lunch. Article 24	keep your eating space clean and tidy; respect other children's allergies and keep your food in front of you	wipe the tables clean.
talk and listen to my friends. Article 15	talk quietly and be polite, showing respect and good manners.	be polite and respectful.
eat dinner without anyone touching it. Article 24	touch only your own food or drink. Eat only your own food	listen to and deal with any complaints about this.
have time to eat all of my lunch.	Eat in good time.	encourage children to eat and not waste time.

Playtime Charters		
Every child has a right to:	To respect these rights, children agree to:	To respect these rights adults agree to:
have friends to play with. (Articles 15 and 31)	be friendly and show respect to other children.	help children to play respectfully with friends.
be included. (Articles 15 and 31)	treat all children with respect.	help children to feel included. treat all children with respect.
feel safe and be helped on the playground. (Articles 19 and 36)	behave safely. Tell an adult if you see anything unsafe.	be aware of possible dangers and keep children safe.
not be bullied. (Article 19)	not bullying other children. Speak up and tell an adult if you see bullying behaviour.	listen to and help anyone who feels they are being treated badly or bullied.

Class Charters

Each class has a Charter on display in the classroom. Each Charter is 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. To support these rights, routines are also agreed by the class: strong routines 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 want to place the children's responsibility for their actions/behaviour as central and key to their development into self-controlled, mindful and respectful citizens.

How will all staff behave?

- Meet and greet children each morning
- Always listen and respond to all of the children's concerns
- Model and build positive relationships
- Plan exciting and engaging lessons
- Never ignore or walk past learners behaving badly
- Plan lessons that engage and enthuse
- Teach children how to stay safe online
- Recognise that behaviour is communication
- Clear expectations reflected in every conversation about behaviour
- Act as a role models for controlling emotions
- Prevention before sanction- use Zones of Regulation
- Encouraging increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- Have an individualised approach to children's needs

How will children behave?

- Respectful to all members of the school community, recognising differences in culture, relationships and identity as valued
- Accept responsibility for behaviour and the consequences for poor choices
- Ensure that they follow rules to stay safe online
- Speak out if someone is being unkind or hurtful to them or others.
- Speak out if they are worried or concerned about any kind of abusive behaviour they have experienced, inside and outside of school including peer on peer.
- User Hand of 5 for trusted adults
- Be a respectful learner- no one has the right to take another person's learning away

How will parents behave?

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

Support beyond the classroom

- ELSA(Emotional Learning Support Assistant)
- Learning Mentor
- Thrive – a therapeutic approach to learning
- School therapy dog
- Headship team on playground at lunchtime
- Training for Middy Meal Supervisors

Ways exemplary conduct and learning may be celebrated

- Verbal positive reinforcement
- Friday afternoon Golden time earned throughout the week by following the Golden Rights.
- Children setting an example of following specific rights of the child awarded Golden Leaves at the end of each week.
- Individual class reward systems
- Children sent to Head teacher, Deputies or School Improvement Leaders.
- Phone call to parents
- Celebrated in Year Group assemblies
- Newsletter

Consequences: Consistent consequences agreed by all staff, school council and parent focus groups.

- De-escalation where possible
- Encourage resolution discussions with children modelling language
- Follow minor disruption ladder
- For more serious behaviour use 'lanyard'
- As a last resort the use of acceptable touch to control or restrain a child is down to professional judgement of the staff concerned, should always depend of individual circumstances and be recorded.
- 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 policy
- *See Covid 19 Appentix

Sent to Head Teacher with expected work

Sent to Deputy Heads with expected work

Miss 5 minutes of break KS2
Miss 2 minutes of break KS1

Sent Team Leader to complete expected work

Move with in class

Specific verbal warning

The Look

We have a consistent approach to **minor** disruptions that occur within the classroom. These are shared regularly with children.

Fresh start at the end of each session for all children

Article 28: Children have a right to an education.

All staff wear lanyards, with the agreed procedure for addressing behaviour falling beyond minor disruption.

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

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

actions	Rights violated	consequences
Swearing, spitting, biting, hitting, kicking or fighting with intent to harm. Racist, homophobic, transphobic or ableist language. Language intended to hurt or provoke a response. Antagonistic behaviour or words.	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)	Headship Team 3 missed lunchtime play KS2/individual KS1 Parents informed Complete loss of Golden Time KS2 Restoration session instead of Golden time KS1
Throwing things, name calling, pushing, not doing what has been asked, low level fighting/arguing.	Every child has a right to feel safe and be helped on the playground (19 and 36)	Dealt with on playground/in class with 5 minute time out Parents informed if this becomes a pattern.
Minor disruptions	Children have a right to an education 28	2 minute time out for KS1 5 minute time out for KS2 on playground Children to remain with adult during this time.

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

Restraint will only be used if a child is in danger of hurting themselves or others

It is important that staff acknowledge the need for 'release time' when restraining over a period of time, a signal can be given to another member of staff to take over; staff will have time for debriefing and a break after the situation has been resolved.

Staff will be offered support with ongoing behavioural challenges.



Individual therapeutic behaviour plans:

We recognise that there are individual children who can find understanding behaviour expectations challenging and may need individual behaviour plans based on whole school procedures in collaboration with parents. In this case, we will work in conjunction with the SENCOs (Special Educational Needs Coordinators) and will seek external advice from professionals. Our practice is 'time in' rather than 'time out'.

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 particular 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 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 are able to recommend supportive agencies that can help.

Anti-bullying

As a school, we have agreed the following leaflet for children, parents and staff to refer to. This document is sent home with information packs at the beginning of each year. This can be found on the website, displayed in classroom and with playground behaviour books. There are anti-bullying assemblies each half term and we have Anti-bullying Ambassadors who represent their classes.

Milton Mount Primary School



Child Friendly

Anti-Bullying

Information

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

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

If you are bullied:

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.
- Tell someone!

DON'T:

- Do what they say.
- Get angry or look upset.
- Hit them.
- Think it's your fault.
- Hide it.

What should I do if I see someone else being bullied?

- Don't walk away and ignore the bullying.
- Tell the bully to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening.

The Headship Team, the Governors and the staff will work together to:

- Make our school a place where everyone can feel safe and happy. This means no bullying allowed.
- We will help everyone to get on with each other; we believe that everyone has the right to be who they are.

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.



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

Physical: Punching, kicking, spitting, hitting and pushing.

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

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

When is it Bullying?



Several

Times

On

Purpose

We promise to always treat bullying seriously.

Who can I tell?

A friend

Mum/Dad

Childminders

Grandparents

Teachers

School friends

Lunchtime staff

Any other adult

MOST IMPORTANTLY:

If you are bullied:

Start

Telling

Other

People

As a school we participate in Anti-Bullying week; this is reinforced through regular classroom practice, PSHE and assemblies throughout the year. We also have Anti-Bullying Ambassadors who meet regularly. Parent information meeting focus and anti-bullying materials can be found on the website.

The Anti-bullying information sheet shared with children and referred to regularly.

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
- Taking action to enable all children to have the best outcomes.
- 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 teachers or SENCOs)

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. This includes:

Content- being exposed to age inappropriate material including racist, pornographic or radical and extremist views.

Contact: being subjected to harmful online interaction with other users

Conduct: personal online behaviour that increases the likelihood of or causes harm- including online bullying.

IT IS THE PARENTS RESPONSIBILITY TO MONITOR THEIR CHILDREN’S ONLINE BEHAVIOUR.

Agreed date	Review Date	Person responsible
September 2020	September 2023	Headship 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

Education Act 2002