



**MELLERS PRIMARY SCHOOL
RELTAIONSHIPS AND BEHAVIOUR POLICY
JANUARY 2024**

- Pay attention when others are speaking/signing

DOCUMENT ORIGINS			
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Revision date	Author of changes	Summary of changes

- Pay attention when others are speaking/signing

Mellers Primary School

Relationships and Behaviour Policy

Mellers Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relationships policy guides staff to teach self-discipline not blind compliance. It echoes our ethos with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and foster good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Basic Principles

We believe that all children should abide by our 3 key principles:

Ready, Respectful, Safe.

- Pay attention when others are speaking/signing

Ready

Always begin the school day in a positive manner

(Make sure you have your equipment, PE kit and that you arrive to school on time, start each lesson showing that you are ready to learn)

Respectful

Always have good manners around school

(Listen* to who is speaking* to you whether they're an adult or a child, put your hand up and be patient, say please and thank you)

Always be kind to others

(Treat others with respect and kindness, speak in a calm and respectful tone, give compliments, use respectful language)

Always be honest

(Tell the truth, no matter the circumstance)

Respect property: school or other people's

(Take care of school equipment, books and furniture, make sure you get permission to use others' things)

Safe

Always keep your hands and feet to yourself

(Respect others' personal space and boundaries)

Be calm and considerate in and around school

(Walk around school safely, speak quietly whilst indoors)

All staff

- Refer to '**Ready, Respectful, Safe**' principles
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson.
- Be **calm** and give 'take up time' when going through the steps. Prevent before
- sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency.

Middle leaders will:

- Be a visible presence in school to encourage appropriate conduct
 - Support staff in returning learners to learning by attending reparation meetings when needed and supporting staff in conversations
 - Regularly celebrate staff and learners whose efforts go above and beyond expectations
 - Encourage use of Positive Notes and Positive Phone Calls
 - Ensure staff training needs are identified and targeted
-
- Pay attention when others are speaking/signing

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency.

Senior leaders will:

- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies

Rewards for good behaviour

Throughout school we use an internet-based system called Arbor, which all members of Mellers staff can hand out points to children when they do something well. Every child in school has been sorted into a house (Air, Fire, Earth and Water). When good behaviour is demonstrated, a 'House Point' can be awarded on Arbor which is logged onto the system. The children collect House Points which equate to individual rewards. In turn, this adds to the running total of House Points for each Mellers house. When a particular milestone is reached, all members of that house will receive an extra playtime.

House Point Milestones

500

1500

3000

5000

10,000

When each milestone is reached by house, that house will receive an extra playtime the following week.

Individual House Point Milestones:

20 House Points earn a bronze sticker and certificate

40 House Points earn a silver sticker and certificate

60 House Points earn a gold sticker and a certificate

80 House Points earn a platinum sticker and a certificate

House Points will be rewarded for:

- Good effort with a particular piece of work, spelling tests or multiplication tests, being on task and ready to work; bringing reading diaries to school, with evidence of reading with an adult (these are just examples and not an exhaustive list). One badge will usually be awarded, but this can be increased to more in the case of exceptional work.
- Consistently behaving correctly or for an exceptional piece of work.
- Being kind, caring or helpful.

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Recognition Boards

Each week, the class teacher will choose a behaviour focus for their class to suit their needs and that relates to the three school principles. This focus will be displayed on the recognition board. The teacher will add the names of the children that meet that particular focus to the recognition board. This can be used to inform House Points on Arbor.

Celebration Assembly

There will be a weekly assembly in which good work and behaviour will be celebrated. Each Friday, class teachers will choose a child in their class to receive a Headteacher's Award. This is a certificate for children who have made an impact on their class in some way during the week. Parents/ carers are invited to attend this assembly to celebrate the good work that takes place in our school. Every half term, each class teacher will nominate one child for the Wise Owl award, which rewards children who have made a significant contribution to Mellers School.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct, ensuring that we follow the 'RIP and PiP' procedure: **Praise in Public, Reprimand in Private.**

Step 1: The reminder

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Example script:

You are not being (ready, respectful safe) because you are choosing to (talk when I am talking).
Do you remember (yesterday when you listened really carefully)?
That is the person I need to see today.

Step 2: The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Example script:

I notice that you are still (talking to your partner whilst I am talking).
This breaks the rule of (being ready and respectful).

- Pay attention when others are speaking/signing

If you choose to (continue talking to your friend) then (you will owe me 3 minutes at breaktime to discuss). If you choose to (stop talking and listen) we can (continue with the lesson).
I will leave you to make your choice.

Step 3: The time-out

The learner is asked to speak to the teacher away from others. This will be 3 minutes of time that the child will 'owe back' to make up for lost learning. This could be at playtime or during lesson time. Boundaries are reset. The learner is asked to reflect on their next step and their feelings. Again, they are reminded of their previous conduct/attitude/learning. The learner is given a final opportunity to reengage with the learning / follow instructions for the rest of the day. Children should only stand outside classrooms during lessons if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Example script:

You made the choice of (talking over the top of the teacher)
I understand/ hear that you may have been (finding the work difficult/ feeling distracted by others) but it is important that we (listen carefully in lessons).
What could you do differently for the rest of the day? How do you think you could avoid this happening again?

Step 4: Restore

Sometimes, incidents occur which require more time and discussion to ensure that all learners feel safe. The reparation meetings at Mellers Primary School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

- 1 What's happened?
- 2 What was each party thinking/feeling?
- 3 Who feels harmed and why?
- 4 What have each party thought since?
- 5 What behaviours will each of us show next time?
- 6 Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed Targets in the form of the report card. The parents of any child that is at the 'restore' stage on a regular basis will be asked to come to school to meet their child's teacher. If the negative behaviour persists, the parents will be asked to come into school to meet the headteacher and teacher, or a letter will be written home to parents.

Working with Parents and Carers

We are committed to working in close partnership with parents and carers in all our work. This is particularly important in the establishment of good child behaviour. To this end we:

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- Expect all parents and carers to support our Behaviour Policy. This is specified in our Home: School Agreement, which is signed by the headteacher and the child's parents/carers on admission to school.
- Provide regular feedback to parents about their child's progress in school. This is done both through informal contact at the start and end of the day, and through twice yearly 'Meet the Teacher' evenings.
- Inform parents early if their child has shown a pattern of missed playtime punishments (see above).
- Work closely with parents in the establishment of any Individual Behaviour Plans and negotiation of behaviour charts with individual children who have significant behavioural needs

Special Educational Needs

There are a number of children who have difficulties which prevent them from responding to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with an approach towards repairing and reviewing, which are tailored to their individual needs. This is discussed with the classmates of those children, so that the classmates don't feel that the system is unfair and so that they understand why some children require personalised plans. On the very rare occasions that a child's behaviour is dangerous and will put them, other children or staff at risk, causes significant damage to property, trained staff be required to use de-escalation strategies and remove a child from a situation. This is a last resort, in all cases, and we prefer to avoid this kind of intervention using the other strategies named above. Key members of staff are fully trained in these interventions. Parents of the child concerned are always informed if physical intervention has been required with their child.

Outliers

There are four kinds of behaviour, which are totally unacceptable and will lead to the immediate involvement of the headteacher or a member of SLT, without necessarily moving through the above practical steps.

1. Bullying, intimidating, threatening or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent or hurting others
4. Deliberately causing serious damage to school or other people's property

Any child that causes damage to school property will be asked to pay to replace or repair it. The incident will be discussed with the parent.

Deaf Inclusion

Mellers is committed to meeting the needs of their deaf pupils by establishing models of good practice that facilitates 'access to learning'. This is the inclusive practice and differentiation that ensures the deaf pupil's environment is structured and modified to promote inclusion, learning and access to the core curriculum, the culture of the educational setting and broader social inclusion.

Research confirms that hearing loss in itself is not a risk factor for poor behaviour: increased severity of hearing loss is not related to the level of behaviour problems a deaf pupil may display. However,

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deafness is itself a risk factor for language delay and low language competence and this in turn can be linked to behaviour problems for both deaf and hearing pupils.

Focus provision staff have identified the following adaptations that aim to make the Relationship policy accessible and meaningful to Mellers Deaf pupils primarily by supporting their acquisition and understanding of the language used throughout the policy.

Adaptations

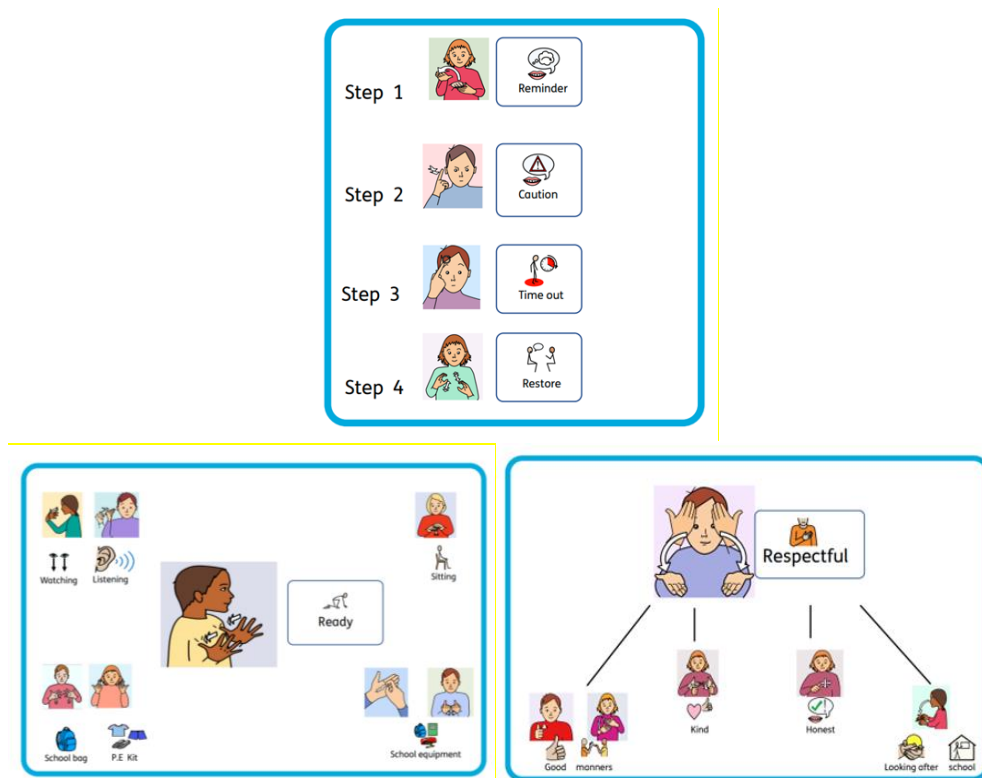
Additional teaching within the FP

Teaching sessions that address the individual learning needs of each deaf pupil will take place in the Focus Provision focussing on

- meaning of the key words and vocabulary used throughout the Policy.
- social understanding and social behaviour.
- understanding the specific practical management steps.

Visual Supports

Each classroom to display key written words with signs taken from the BSL lexicon. These can be displayed with the appropriate widget symbols to support understanding of the written word and printed BSL sign e.g.,



All Mellers staff to learn how to make the key signs relating to the practical management steps.

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Communication Support

To ensure understanding and clarity of communication:

- Deaf pupils must be given the opportunity to have the practical management step scripts delivered to them in their preferred mode of communication (BSL or SSE) by a member of Focus Provision team.
- All staff members to request communication assistance of members of Focus Provision team. when initiating practical management steps.
- All staff members initiating practical management steps to deliver spoken scripts alongside the appropriate signed support.
- Responsibility for delivering the practical management steps must remain with the staff member who initiates the process and not delegated to other staff offering communication support.
- All Mellers staff to learn how to make the key signs relating to the practical management steps.
- Practical management steps must be delivered by staff members in a suitable quiet environment following the golden communication rules. Focus Provision staff will check that hearing aids and cochlear implants are working optimally.
- All Mellers staff to understand the importance of clear body language and facial expressions to support pupil understanding.
- When contact with parents is necessary staff can make direct contact with hearing parents of deaf pupils as they would normally. When communication is required with a deaf parent, support can be offered by the Focus Provision team.

Parental Involvement

We talk to parents and carers about our approach to behaviour at an initial meeting.

Parents/carers are informed of any incidents of inappropriate behaviour and the action which was taken on the day that the incident occurred. We also like to inform parents/carers of positive behaviour and encourage them in a non-intrusive way to let us know of any events taking place within the home, which may be influencing their child's behaviour e.g. the arrival of a new baby or any medication that they are taking.

Suspension

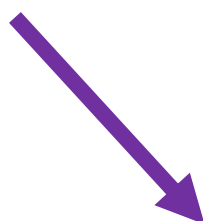
Mellers is an inclusive school where we value all children and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may in certain circumstances lead to a period of fixed term exclusion from school. Extremely serious misbehaviour may lead to permanent exclusion.

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Practical steps in managing and modifying poor behaviour

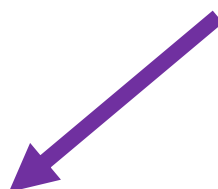
Step 1: The Reminder

A reminder of expectations 'Ready, Respectful, Safe.'



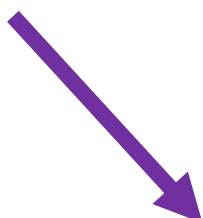
Step 2: The Caution

A clear verbal caution outlining the consequences of the choices made.



Step 3: The Time Out

3 minutes of time is owed back to make up for lost learning. This is time to reflect and discuss steps moving forward.



Step 4: Restore

A longer discussion to repair relationships and trust

- Pay attention when others are speaking/signing