



Relationship and Behaviour Policy

Ready, Respectful and Safe

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Our core behaviour values

Ready: We are ready to learn and do our best.

Respectful: We value each other's views and rights.

Safe: We look after ourselves, each other, and the school.



1. Policy statement

Mundella 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 behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour.

Staff will be approachable, kind and are there to help manage behaviour but not punish. Staff understand the importance of being a positive role model to our pupils and their essential role in teaching and modelling behaviours we expect in school. Staff will treat the children how they wish to be treated. They will talk to children respectfully and calmly. Where a member of staff has difficulties managing behaviour, they will seek support in order to make a positive change.

This policy has been developed to ensure guidance for staff, and information for parents and governors, to promote safe, kind, ready to learn behaviours in school. The procedures and guidance in this document provide a consistent approach across the school.

For some of our pupils it is recognised that variance on procedures may need to be made to meet their specific individual needs or disability which requires a personalised approach. Guidance for this should be discussed with the SENCo. Understanding a pupil's individual context will ensure we provide effective responses to any inappropriate behaviour.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

2. Aim of the policy

- To create a culture of exceptionally good behaviour for learning.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To ensure that our children and staff have a sense of belonging, feel safe, secure, valued and are listened to.
- To build a community that values kindness, care, good humour, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all and displayed through our school values;

Caring	Being helpful Considering others
Creativity	Share your aspirations
Respect	Respecting others and their property
Independence	Following instructions Trying your best
Collaboration	Valuing others point of view Learning/ Playing well together
Honesty	Being fair

3. Positive Strategies to show Ready, Respectful and Safe Behaviour

At Mundella, we recognise that most of our pupils can self-regulate their behaviour and behave very well every day. This is encouraged and celebrated in school in a variety of ways including:

- Adults welcome the child to the classroom each morning with a smile and a greeting.
- Staff use positive body language and tone, model respect and understanding- reinforcing unconditional positive regard at all times.
- Regular whole school or class assemblies to describe model and encourage expectations of behaviour (Ready, Respectful and Safe).
- Weekly celebration assembly with parents and carers invited.
- End of term values assemblies- awarding those who demonstrate our school values.
- Verbal and written praise through face-to-face conversation, phone calls home, or Class Dojo.
- Recognition boards in each classroom.
- Positive praise at the start and end of each lesson/activity and throughout the session- always drawing attention to the positive.
- Staff focus on providing attention to the children showing the expected behaviours- 'naming and faming'
- Collaborative success through the house point system.
- Every day is treated as a 'new day'.
- Quality First Teaching enables all pupils to access the curriculum, engage with lesson content and participate in learning appropriate to their individual needs and level of development.
- Check-ins within the classroom to identify how children are feeling throughout the day, with additional support for those who need it.
- Assertive, scripted language (see Appendixes)

Check In Board's:

Classrooms will display and use a 'check in board' to help pupils assess their feelings. Adults can use this to adapt support throughout the day.

Blue	Green	Yellow	Red
 sick	 happy	 frustrated	 angry
 sad	 calm	 worried	 mean
 tired	 feeling ok	 silly	 yelling
 bored	 focussed	 excited	 hitting
 moving slowly	 ready to learn	 loss of some control	 disgusted
 depressed	 alert	 restless	 biting

4. Supportive systems to meet the needs of children displaying unsafe behaviours

We understand that universal behaviour systems are unlikely to meet the needs of all our pupils, all of the time.

At Mundella, we embrace the 6 principles of nurture and these underpin our strategy for supporting all learners. The principles are

- 1. Children's learning is understood developmentally-** the foundations of learning begin at birth and develop through a close relationship with an adult. Children develop independence through dependence and social empathy and learning develops from being valued and encouraged by others. All staff respond to each pupil at whatever emotional or social age s/he appears to be and plans accordingly.
- 2. The classroom offers a safe base-** all classrooms provide a routine bound structure to the day with a visual timetable available for all pupils. Adults are fair and consistent and set boundaries without causing children to feel negative. Space is available for children who need extra support to manage their emotions.
- 3. The importance of nurture for the development of wellbeing-** all children and staff are valued, listened to and treated as individuals. Achievements are noticed and praised at every opportunity and time is given to share successes. Shared activities such as play, reading, circle time and other learning activities allow the opportunity to problem solve and discuss together in a purposeful environment.
- 4. Language is understood as a vital means of communication-** the importance of language as a way of putting feelings into words is crucial however we realise that sometimes our children will not have the appropriate vocabulary and may therefore 'act out' how they feel. Informal opportunities are provided in school to support our pupils in developing their understanding of emotions including circle time, zones of regulation, assemblies, social stories, restorative conversations.
- 5. All behaviour is communication-** understanding that a child is communicating through behaviour enables staff to respond in a firm but not-punitive way by not being provoked or discouraged. Staff do not take the behaviour personally and remain calm, seeing the behaviour as an expression of need. If a child senses their feelings are being understood, they will feel more settled in their response.

<https://www.nurtureuk.org/the-six-principles-of-nurture/>

For children who exhibit challenging behaviours, the approach must be adapted to meet their individual needs. Training for staff is ongoing to support them to develop the strategies to support our children with complex needs. These may include;

- Use of fidget/sensory toys including ear defenders and wobble cushions
- Use of calm boxes, calm spaces and timers.
- Sensory circuits and movement breaks
- Visual communication cards (e.g. 'Now and next' boards)
- Individual learning stations, personalised timetables and risk assessments
- Social stories
- Additional adult support/ switching adults
- Use of nonverbal communication or signing e.g. Makaton
- Targeted assessments/groups/interventions. This may include nurture and external referral support.
- Attention autism interventions
- Play Therapy
- Use of scripted phrases e.g.- I wonder..., I imagine..., I notice..., I guess...
- Mindfulness
- Consider HALT- is the child hungry, angry, lonely, tired?

Step System to Manage Behaviour

1. Initial verbal reminder (consider preventative strategies as above)
2. Second verbal reminder (followed by clear next step or consequence)
3. Implement next step
4. If behaviour continues, review and amend strategy. Contact with parents to be made, behaviour logged on system.
5. If behaviour remains disruptive to learning, a call to SLT can be made where collaborative next steps will be agreed. This may be time out with SLT to de-escalate if appropriate so the class team can re adjust strategy and integrate.

Restorative Practise

We support children to restore and repair, so that children can move back to a learning zone. Staff will talk calmly to the child and listen to their views. The aim of restorative practise is to reintegrate. This approach is underpinned by RESPECT, RESPONSIBILITY, REPAIR and RE-INTERGRATE.

Staff will use a script to help their conversation;

**What happened?
How did you feel about it?
Who has been affected/hurt/harmed?
What needs to happen to put things right?
What can we do differently next time to avoid this happening again?**

Positive Handling

On the very rare occasion, children are not keeping themselves or others safe, staff may need to intervene. This will only happen as a last resort. It will be documented and parents/carers informed. Please refer to the trust policy on the Veritas website.

Bullying

At Mundella, we will treat all cases of unkind and targeted behaviour seriously. We want all children to feel valued and safe. If behaviours towards a child are persistent and targeted, we will use our Anti Bullying policy to provide clarity on next steps and rectify the behaviours. This is often a learning process for all children involved and works best when parents and carers work alongside the school to develop strategies.

5. Working with Parents and Carers

Keeping an open dialogue with parents and carers is vital to supporting behaviour. Parents and Carers can support in the following ways:

- Ensure a good handover daily and notify in person (or by phone) any concerns.
- Praise your child for their effort and learning
- Attend assemblies and events (including parents evening) to share successes
- Support the school to create support plans and risk assessments as needed
- Talk to the class teacher or SENCo for further investigation of support or assessments.

6. Suspension and Exclusions

Mundella Primary School will do all it can to create an environment where school exclusion is not necessary as pupil behaviour does not require it. However, there may be occasions where all behaviour management approaches have been exhausted and suspension or exclusion is necessary as a last resort. If this is deemed necessary, all relevant school, local and national policies/guidance will be adhered to.

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812212/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf)

7. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice including:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Veritas Policies https://www.veritasmat.co.uk/page/?title=Policies&pid=24](https://www.veritasmat.co.uk/page/?title=Policies&pid=24)

Designed in consultation with research from:

- Nurture Schools UK
- Paul Dix (2017)- 'When the Adults Change, Everything Changes'
- Education Endowment Foundation (2021)- 'Improving Behaviour in Schools'
- Parents/Carers, Governors, Pupils and Staff.
- National College. (ACES Trauma informed approach)

Example of Scripted Conversation:

1. Initial verbal reminder (consider preventative strategies as above)

"I am/we are expecting you to ... (not talk when I am talking, etc.)

"It was the rule about.... (walking safely around school) that was broken then"

"This behaviour is stopping learning. What do you need to do to behave safely?"

2. Second verbal reminder (followed by clear next step or consequence)

"I am/we are expecting you to complete your work. When children do not finish their work, they need to stay in to finish it at playtime"

"I am/we are expecting kind hands at all times. When children don't use kind hands they need to sit/play separately from others so everyone can be kept safe"

"I am/we are expecting you not to spit. When someone spits I need to keep them inside so everyone can be kept safe, spitting is not safe. I/we will need to talk with parents about this

3. Implement next step (with additional adult support if needed)

4. If behaviour continues, review and amend strategy. Contact with parents to be made, behaviour logged on system.

"I can/we can see you are still finding it hard to .../not to...I am not going to give up on you, how can I/we help?"

5. If behaviour remains disruptive to learning, a call to SLT can be made where collaborative next steps will be made. This may be time out with SLT to de-escalate if appropriate so the class team can re adjust strategy and integrate.

Restorative Script

What happened?

How did you feel about it?

Who has been affected/hurt/harmed?

What needs to happen to put things right?

What can we do differently next time to avoid this happening again?

Completed by:

Date: