



MOUNT CHARLES SCHOOL EMOTIONAL DEVELOPMENT, RELATIONSHIP AND POSITIVE BEHAVIOUR POLICY AND GUIDELINES

Revised Autumn 2020

1. RELATIONSHIP AND BEHAVIOUR STATEMENT

At Mount Charles School high standards of behaviour are the recognised norm. We believe that outstanding behaviour can be modelled and taught like any other skill. Our school is invested in supporting the very best relational health between; staff, child and child, staff and child, staff and parent, parent and child as well as with outside agencies at all levels. To this end, our school is committed to educational practices that Protect, Relate, Regulate and Reflect, discussed later in this document. Mount Charles School is fair, non-discriminatory and does not put individuals or groups of people at a disadvantage, as per the Equality Act 2010.

In order to maintain high standards we expect that all staff, pupils and their parents make a positive contribution and take collective responsibility for maintaining these high standards. All staff consistently use the Read, Write, Inc behaviour signals in class (team stop and 1,2,3 for transitions). All staff have received 'Emotion Coaching' and 'Trauma and Mental Health Informed Schools' training and use these methods to de-escalate and investigate situations. This training is part of any new staff induction.

All adults are expected to have high standards of personal behaviour and be excellent role models for pupils. Unacceptable behaviour by adults will be challenged with appropriate and reasonable action taken.

All staff must expect high standards of behaviour from pupils and must take appropriate and reasonable action if these high standards are not met. All pupils are expected to speak politely to adults and to each other; to treat others in a way in which they would like to be treated; to move sensibly and appropriately around the school and to look after and respect their own property, the property of the school, and the property of others. Staff are expected to model this behaviour.

It is an expectation that all members of staff, when dealing with incidents of poor behaviour, give all pupils involved the opportunity to explain what happened. **No assumptions should be made and adequate time must be given to resolve the problem. Only then can the correct action be decided upon.** We understand that unwanted behaviour is a form of communication and therefore dedicate time to understand what each child is trying to communicate and to support them in their emotional development and in finding more appropriate means of communicating this in the future.

2. POLICY AIMS

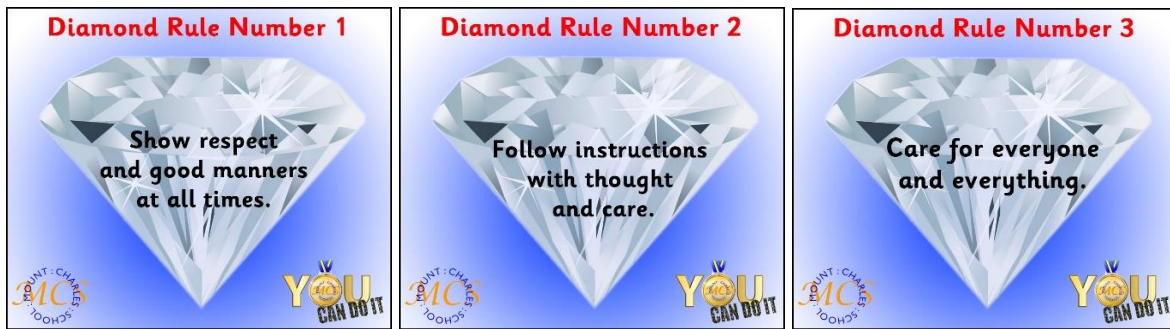
This policy aims to provide staff, pupils and their parents with a clear understanding of the school rules with regard to pupil behaviour. It has been reviewed in line with updated guidance published by the [Department for Education on Behaviour and Discipline in Schools \(2016\)](#). Although rarely used it identifies the legal powers of staff members to discipline pupils whose behaviour is unacceptable.

Our policy has been fully endorsed by the school's Local Governing Body.

This policy outlines:

- the school's expectations for behaviour
- positive reward systems
- the process of emotional development and relationship policy to adapt unwanted behaviours and support pupils in distress or crisis
- the emotional development and behaviour modification process

At Mount Charles our 'Diamond Rules' are:



3. BEHAVIOUR EXPECTATIONS

a. In Class

The emphasis should be on rewarding good behaviour and discouraging poor behaviour. It is the class teacher who takes the lead, with the support of their class teaching assistant. The class teacher uses their professional judgement to decide the strategies that will work best for their class and individual pupils. At the start of each academic year, the children write and agree their class rules, facilitated by their class teacher. Behaviour expectations are re-visited regularly with the children, at the very least at the start of every term.

At Mount Charles School, we are using Class Dojo to reward good behaviour. Class Dojo aims to create a positive culture, give students a voice and share moments with parents. Positive points are allocated to enforce positive behaviours, and to reward children who display the behaviour from the weekly Jigsaw PSHE focus. To foster a collaborative culture and reward team effort, these points are added up across the school as 'house points', and the winning house is rewarded each term.

Other possible options to reward good behaviour include:

- Verbal praise/a smile
- Speaking to parents about success
- Encouraging positive responses from peers to be reported
- Stickers
- Gold book citations and Celebrating Success certificates
- Being sent to members of staff to show good work or receive special praise
- A suitable personalised reward for an individual child e.g. additional playtime, sharing time with an adult or friend

b. Around the school

Good/poor behaviour around the school is the responsibility of all staff members.

In school we expect:

- children to walk at all times
- use quiet voices during break and lunch
- children to walk in silence during transitions and during lesson time
- the corridors to remain tidy and clear of obstacles

Pupils must be praised and rewarded for positive behaviour choices. Pupils should be reminded by staff of the Mount Charles expectations if not following the school rules. Adults should endeavour to role model the behaviour expected of pupils, e.g. if silence and listening is expected all adults should stop talking also.

c. In the Playground

The member of staff on duty is directly responsible for pupils' behaviour.

Class teachers are responsible for regularly discussing positive strategies and successful resolution ideas within classes. Pupils should be taught strategies for problems solving situations successfully.

Following an incident in the playground, if at lunchtime, refer to the TA for the year group to conduct the following:

1. Investigate fully with all children involved.
2. If a minor incident, apologies must be given and a sanction such as being removed from play for a short period to stand by an adult or at the edge of the playground, will suffice. If the action was deliberate it will then need to be recorded on CPOMS.
3. If a more serious incident, it needs to be referred to Mrs Hann or an Assistant Head teacher to ensure full investigation has been conducted and then appropriate sanctions put in place. This must then be logged on CPOMS, and passed to the class teacher.

More serious incidents, including any concerns regarding racial or bullying incidents, must immediately be referred to a Mrs Hann and an Assistant Head teacher.

They will make the decision to refer the matter to the appropriate member of the management team depending on the seriousness of the incident. Serious matters are instantly fast tracked to the Assistant Headteachers or Headteacher.

d. Behaviour in the ARB

In the ARB we have a positive and supportive approach to behaviour management due to the understanding of the needs of our children. An approach will vary depending on the child and what is best for them. Only in exceptional circumstances do we apply warnings or sanctions, as they would be meaningless, ineffective and inappropriate in our supportive environment. We aim to support behaviour in a pro-active as opposed to reactive strategy. This relies on us knowing and understanding the child we are working with and what will support them best so that they can achieve to their potential. The key being that the onus is on us to shine a light on the behaviour and to unpick why it is happening and what we can do to positively support the child.

For a more detailed account of Behaviour support strategies in the ARB please see the ARB Staff Handbook Section 7.

4. EMOTIONAL DEVELOPMENT AND RELATIONSHIPS

All staff have received Trauma and Mental Health Informed Schools training which emphasises the importance of positive relationships in overcoming challenging situations. Mount Charles School is committed to employing practices which Protect, Relate, Regulate and Reflect.

Protect

- Increased 'safety cues' in all aspects of the school day, e.g. meet and greet, positive communication starts to each day.
- Staff trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathic, playful and curious which is proven to reduce anxiety and fight/flight/freeze responses.
- Staff ensure that interactions are socially engaging.
- Whole school commitment to use calm voices that change in tone and pitch and positive comments when communicating.
- Staff will interactively repair with a child after time of ruptured communication.
- School procedures ensure staff know the children in their care, e.g. I wish my teacher knew, one page profiles.
- All children have access to emotionally available adults. Some children are allowed access to a specific adult when required.
- Staff adjust expectations of vulnerable children to correspond with their emotional development level to avoid 'triggering' an emotional response to a situation.
- Culture of nurture ensuring that children feel truly valued and emotionally regulated enough to be able to interact in a socially engaging way throughout the school day.

Relate

- Staff trained in emotion coaching and in relating to children with affect attunement, empathy, soothing and containment.
- Whole school commitment to enabling children to see themselves, their relationships and the world more positively.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to move towards 'trust' and 'help-seeking'.

Regulate

- Implementation of interventions designed to bring down stress hormone levels, enabling children to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions support and repair through play and enriched adult-child interactions.
- Emotional well-being and regulating of staff is treated as a high-priority.

Reflect

- Staff trained in good listening, dialogue, empathy and understanding.
- Provision of skills and resources to support parents and staff to have meaningful empathic conversations with children in order to empower children to better manage situations.
- PSHE on mental health, mental ill-health, relationship health, family and how to do well in life enables children to make informed choices about how they relate to others and how they treat their bodies, brains and minds.
- Vulnerable children are provided with specific opportunities to explore painful life experiences. Staff trained to help children to move from 'behaving' their experiences, to reflecting on them through empathic conversations.

5. EMOTIONAL DEVELOPMENT AND BEHAVIOUR MODIFICATION PROCESS

Staff at Mount Charles are committed to curiosity around unwanted behaviours, resolution, interactive repair and reflection enabling modified responses.

All staff have adopted 'Emotion Coaching' as their primary behaviour strategy.

Children are verbally praised for following the diamond rules and for the characteristics of effective learning. Children are supported through 'Emotion Coaching' and try to self-regulate using these strategies. Adults carry out conflict resolution listening to both sides, problem solve using restorative justice and actively promote positive behaviour choices.

Parents will be contacted, behaviour will be monitored closely and outside agencies will become involved if there are concerns.

If a pupil's behaviour continues to challenge, either in the classroom or at break times, then their parents are immediately informed, generally by the Class Teacher and/or the Pastoral Care Manager. There is an opportunity to discuss any underlying reasons for the behaviour. Behaviour begins to be monitored in more detail by using a behaviour plan. Records are made of any incidents that occur and the strategies used. Pupils and parents are made aware of the consequences for challenging behaviour. There are regular meetings with parents. When parents and school staff work together the problems can generally be resolved. If there is inadequate progress over a period of a half-term, then the pupil will be referred to an outside agency. Please see the *Special Educational Needs policy* for further information.

It is an expectation that all members of staff escalate behaviour concerns to the Pastoral Care Manager or Senior Leadership Team. This may be one off examples of challenging behaviour or it may be regular low level disruption. Individual members of staff must not deal with these situations alone.

Exceptions to the following graduated response:

Challenging behaviour, including racist behaviour, bullying and cyber bullying, is not tolerated. See MCS *Anti-bullying policy* for information.

Escalation of response

A look

This will often be enough to let a child know they are not behaving appropriately.

If the behaviour continues in the lesson

Give a clear warning

*"This is your first warning..."
Explain why the behaviour is unacceptable.*

If the behaviour continues during the day

Child's name is written the Amber Chart

The child will receive an immediate 5 minute missed break/lunchtime.

If this happens on 3+ occasions

Teacher and child meet with Phase Leader / AH.

If the child appears 3+ times in a week, inform the phase leader/AH and the child will miss 15 minutes with them.

If the behaviour continues

Behaviour monitored through a Behaviour Plan

Personal behaviour targets are set, including regular meetings with parents. This is usually recorded on a timetable, session by session.

Child's Name	Target	Actual	Notes

If the behaviour continues

Internal Exclusion

Away from the class.

If the behaviour continues

Fixed Term Exclusion

When children present unwanted behaviours, all staff will remain socially engaging and demonstrate PACE- play, accept, curious and empathic. This will support the child to remain socially engaged rather than defensive which could then lead to escalation and possible crisis.

At each stage of response, the child is supported and encouraged to modify their behaviour responses with clear, positive instructions on how to achieve this. E.g. sit down, hands up, hands to yourself.

All incidences of poor behaviour from this point onwards are recorded on CPOMS and shared with parents, Pastoral Care Manager and Phase Leader/AH.

Advice/support may also be requested from an outside agency.

Throughout this process, early meetings with parents should be held to discuss behaviour concerns. The Pastoral Care Manager must know these meetings are taking place and may choose to escalate concerns to a member of the Senior Leadership Team. Often the Pastoral Care Manager will be present in the meeting.

Sanction escalation will be accelerated depending on the severity of the behaviour.

6. EXCLUSIONS

The decision to make an exclusion is never made lightly. Before deciding to exclude a child all other alternatives will have been explored, impact of exclusion will be assessed and guidance is taken from 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017).

It is for the Headteacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Examples of when temporary, fixed term, exclusions may be used are:

- Specific one off incidents of challenging behaviour, for example, an unprovoked attack on another child, fighting and stealing.
- Repeated incidents of low level, disruptive behaviour; when a pupil has failed to respond to previous sanctions and his / her behaviour is having a negative impact on other pupils' learning, for example, persistent defiance.

Permanent exclusion will be used for extreme challenging behaviour, extreme violence towards others resulting in significant injury and possession of prohibited items such as drugs, alcohol or weapons.

Permanent exclusion, as detailed above, will also be used if a pupil is found to have made malicious allegations against a staff member.

See exclusion policy for more detailed information.

7. EXCEPTIONAL CIRCUMSTANCES

This section has been reviewed in line with updated guidance published by the [Department for Education on Behaviour and Discipline in Schools \(2016\)](#). Although rarely used it identifies the legal powers of staff members to discipline pupils whose behaviour is unacceptable; it upholds the rights of pupils to learn in a well-managed and purposeful environment.

a. Restrictive Physical Intervention (RPI)

The school views physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation. However, there are circumstances where restrictive physical intervention may be necessary, for example to separate pupils found fighting or where there is a risk to the safety of pupils, staff or visitors. ***Further information and guidelines can be found in the school's Restrictive Physical Intervention Policy and Safe touch Policy.***

b. Searches

Legislation states that the Headteacher, or a staff member authorised by the Headteacher, have the power to search pupils or their possessions without their consent where they suspect the pupil has a 'prohibited item.'

c. Discipline Beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips, residential trips and representing the school outside of normal school hours, for example in a sporting event.

Bullying, including cyber bullying, of and by any of our pupils will not be tolerated. Any form of bullying outside of normal school hours will be subject to the same sanctions as if the bullying had occurred on the school premises, during the school day. Please refer to the school's Anti-Bullying Policy for further information.

When a pupil is wearing the school's uniform he / she is indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when travelling to and from school and when on the school premises at the start and end of the school day. This request is reflected in the Home School Agreement.

d. Children with SEND

If a child's poor behaviour is as a direct result of their specific SEND, this will be taken into account and reasonable adjustments will be made to the escalation plan. Strategies for support will be implemented and support from outside agencies may be sought. **See SEND Policy for further details.**

8. STAFF RESPONSIBILITY

All staff must familiarise themselves with this policy and guidelines. It is part of staff induction.

9. COMMUNICATION TO PARENTS

The policy must be published on the school website.

The policy and guidelines will be reviewed annually by the Local Governing Body, following opportunities for input from school staff.

Written: September 2018

Agreed: Autumn 2020

This policy is to be read in a line with the following policies

Safeguarding

Anti-bullying

Restrictive Physical Intervention

Safe Touch

Exclusion

SEND