



Behaviour & Relationships Principles

Written	Rae Snape	September 2024
Reviewed	Teaching and Learning Committee	18 th November 2024
Ratified	Full Governing Body	2 nd December 2024

We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place.

Behaviour & Relationships Principles

- We want all our children to feel happy, safe and ready to learn.
- Every child has the right to learn, and every child should understand that they do not have the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Our fundamental approach to behaviour is a positive, relational one, drawing attention to, and rewarding pro-social behaviours and promoting mutual respect through our CREW ethos and values: Courage, Responsibility, Excellence and Wisdom.
- Pro-social skills and Community Cohesion are proactively taught through the curriculum in a number of ways including through PHSE lessons (Personal, Health and Social Education) RSE lessons (Relationships and Sex Education) CREW time, Assemblies (Fundamental British Values) and No Outsiders, Forest School, Physical Education, as well as through our pedagogy that promotes creativity, collaboration, communication, critical thinking changemaking, citizenship, competencies and compassion
- It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.
- We will seek to give every child a sense of personal responsibility for his/her own actions and where appropriate include them in discussions and decision making.
- Pupils will be taught the skills for co-regulation and self-regulation.
- Expectations of behaviour are communicated very clearly and specific behaviours are taught and practiced so that they become automatic.
- Our relationships and behaviour policy provides greater detail about how pro-social behaviour is expected and promoted in our school, as well as the process for rewards, and natural consequences.

- Where there are significant concerns over a pupil's anti-social behaviours we will share the strategies we use with parents; working on an active partnership with them to promote desirable behaviour. Strategies may include positive behaviour reports or preventative natural consequences.
- Early support and intervention will be organised at the earliest opportunity;
- Behavioural anti-social incidents will be recorded on Arbor. Reports are discussed every two weeks in Senior Leadership Meetings, where there is a high level of concern surrounding a child's behaviour, these will be further investigated, interventions will be introduced (e.g. meetings with parents/carers, preventative consequences such as playing in allocated areas only) and the behaviour will continue to be monitored.
- We will seek advice and support from appropriate external agencies e.g. Family Worker
- We will constantly seek to inform ourselves of good practice and further strategies to improve pro-social behaviours and positive attitudes to learning. This may be through articles and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff to secure consistency.
- Milton Road has a whole school approach to behaviour management with high expectations and consistent approaches and routines for everyone, but with due regard for individual circumstances including a wide and creative range of reasonable adjustments where appropriate.

Rae Snape – Headteacher

Reviewed Teaching & Learning Committee November 2024

Next Review November 2025