Milton Road Primary School

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

Relationships and Behaviour Policy

Date	June 2023
Date of next review	June 2024
Member(s) of staff responsible	**Mrs Rae Snape, Headteacher** **Mrs Nina Burton, Deputy headteacher** **Mrs Ali Hall, Assistant headteacher**

Contents

1. Legislation and statutory requirements

This policy has been developed in accordance with:

- Behaviour and discipline in schools (Ref: DfE00023-2-14 [2016])
- Mental Health and behaviour in schools (Ref: DfE00435-2014 [March 2016])

It has also been developed following guidance from:

- Cambridgeshire Steps Therapeutic approach
- Education Endowment Foundation evidence

2. The School approach

The relationships and behaviour policy at Milton Road Primary School (MRPS) is designed to secure optimal educational outcomes for all pupils by promoting and supporting positive relationships and productive enabling learning environments. Through a consistent whole school approach to building, strengthening and maintaining positive purposeful relationships, adults and children can work considerately and effectively together with the common purpose of helping everyone learn.

3. Aims

To create a happy secure place for all, at MRPS we aim to:

- Ensure that all children and adults have a sense of strong sense of belonging, feeling emotionally and psychologically safe, secure and valued.
- Promote a whole school ethos that we are CREW not Passengers to foster, nurture and give value to strong and healthy relationships.
- Create a positive, calm and purposeful working atmosphere which supports outstanding teaching and learning opportunities.
- Maintain a consistent approach and shared understanding of our practices and procedures regarding behaviour across the school, with high expectations, which includes rights and responsibilities clearly set out and communicated.
- Have well-communicated and clearly documented whole school systems, rituals and routines.
- This includes an understanding of being "Ready to Learn" with specific routines for coming in to class, approaches to learning, and expectations about how to look after the school and its resources.
- Enable staff to support children with managing their own behaviour through providing students with strategies to self-regulate as well as co-regulate as Crew. This includes providing a rounded curriculum to support Personal Development including mindfulness, forest school, dialogic activities and CREW games.
- Ensure that our children feel intrinsically motivated to do the right thing because it is the right thing to do.
- Promote an ethos of high expectations, and Milton Road Standards which includes taking pride in ourselves, in our school, and having "self-managing classrooms" and a self-managing school.

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4. Underpinning principles

At MRPS, we have the following underpinning principles:

- An ethos of CREW – We all individually contribute to the success of our school.
- An ethos of No Outsiders – Everyone is welcome in our school
- An ethos of Milton Road Standards - high expectations for safety, kindness, calm, diligence, productivity and success.
- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults learn best when they feel safe, have a strong sense of belonging, feel secure, appreciated and valued.
- An expectation that everyone (with support and challenge) is responsible for their own learning
- A belief that everyone is accountable for their own actions and their impact on others.
- The Rights and Responsibilities *Take Care Agreements* (see Appendix 1), displayed in every classroom

See Appendix 2 for the fundamental British Values which inform our aims.

Our whole school behaviour policy is underpinned by our school values **Courage, Responsibility, Excellence and Wisdom.** Being part of crew, whether as a child or an adult, encourages a strong sense of belonging and accountability (for our social behaviours and actions as well as our scholastic and creative endeavours). The image of everyone in the same boat is displayed in classrooms and around the school and reinforces a central idea of our shared ethos. **We are crew not passengers**.

Everyone has unique talents and skills and **everyone** has a part to play in making our school a happy, healthy and brilliant place to work, learn and have fun.

As a school we also follow the **Cambridgeshire Steps** therapeutic approach to managing behaviour approach. Steps is a therapeutically thinking and trauma-responsive approach to behaviour emphasising the importance of teaching internal regulation, rather than imposing external, discipline with a focus on care and control, rather than punishment. To enable this, all staff receive on-going training so that know how to promote pro-social behaviours and manage difficult, anti-social or dangerous behaviour, and have an understanding of what particular behaviours might be communicating. All staff are trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. We have also received training around supporting children who have experienced trauma and to promote a trauma-informed approach within school.

Enabling environments, positive relationships and carefully sequenced curriculum support children to become increasingly able to self-regulate and co-regulate, to socialise effectively and to co-exist as a positive and productive member of the school community.

As children progress through the school, they will learn how they can contribute to make the classroom and school a safe and fair learning community for all. Children will also be

taught that no child has the right to disrupt the learning of others or act in a way that negatively impacts on the well-being of others.

In order to do this, we strive to create an environment that fosters high standards of behaviour where everyone will be:

• Kind and considerate to each other
• Courteous and polite
• Co-operative and willing to work together
• Hardworking and dedicated to doing their best work
• Honest, truthful and respectful of other people's property
• Trusting and helpful towards each other
• Responsible and sensible in what they do
• Sensitive and attentive to their own needs and the needs of others

We take care:
• of ourselves
• of others
• of our learning
• of our school community and world
• for the future

Children are taught through crew time, assemblies and PHSE lessons that rules are essential in our school for maintaining a calm, orderly, and purposeful Environment. When rules are followed, children's positive behaviour is recognised and praised. Children are encouraged to do the right thing to a very high "Milton Road Standard" as part of CREW.

See Appendix 3 for "We are CREW" and "We are "Ready to Learn - Milton Road Standard" details.

4.1.   Reminders, warnings and consequences
When rules are broken children are gently **reminded** of the expectation of the group or school, and if poor behaviour continues will be **warned** that there may be protective or preventative consequences if the behaviour continues. Children are taught that rules are there for everybody to ensure that everyone in our school is happy, safe and learning.

4.2.   Boundaries
Children are also taught and reminded about keeping safe **boundaries**. Children are taught that a boundary is a physical or imaginary line and that a boundary can separate physical and emotional space including feelings, they communicate how people want to be treated and how to treat others.

Children are told that no one has the **right** to hurt them, or waste their learning time, or hurt their feelings.

Children are also taught they have a **responsibility** not to hurt others, waste their learning time, or hurt others' feelings.

At MRPS, we recognise that most children self-regulate their behaviour and behave very well every day and rarely need reminding about how to behave appropriately. We want to encourage these children and also to provide positive and therapeutic support to encourage those children who may need this to manage their behaviour appropriately so that they are able to be socially included as part of the group or class.

5. Roles and responsibilities

5.1. Governors

The governors of Milton Road Primary School are responsible for promoting a positive approach to the management of behaviour. They will also review this behaviour policy in conjunction with the school staff and monitor effectiveness.

5.2. Staff

At MRPS we believe that **all** staff share the responsibility for managing and promoting good relationships and behaviour, we support each other to promote pro-social behaviour at all times. All adults provide role models for the children and we are mindful of the way we behave around the school at all times.

It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting inappropriate behaviour and change the circumstances in which the behaviour occurs.

The whole school has received training as part of the Cambridgeshire STEPs initiative led by a certified STEPS trainer.

5.3. The Headteacher

The Headteacher will ensure that the school environment promotes prosocial behaviours, that staff teach positive behaviour choices and will monitor how staff implement this policy.

The Headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the Teaching and Learning Committee.

5.4. Teachers and TAs

Class teachers, with teaching assistants, have day-to-day responsibility to provide a caring classroom atmosphere, based on building positive relationships and management strategies, to reinforce good behaviour.

To ensure this they:

- Take the initiative in establishing relationships with pupils
- Establish clear expectations and routines for the classroom, ensuring that children understand these, and expect them to be followed
- Expect, praise and encourage thoughtful and sensible behaviour and high standards of effort
- Be consistent, keep calm, be fair but firm, use humour when appropriate
- Provide a challenging and stimulating programme of study including adjusting lesson planning to have a positive impact on behaviour

- Provide a personalised approach to the specific behavioural needs of particular pupils, including individual plans where appropriate
- Communicate effectively with parents including using Seesaw to share positive work.
- Record behaviour incidents on CPOMs

5.5.   Lunchtime supervisors

Responsibility for managing behaviour during the lunch break has been delegated to the midday supervisors. Midday supervisors should be treated with the same respect as other adults in the school, and other staff should challenge children when this is not the case.

5.6.   Inclusion Manager

The Inclusion Manager has responsibility for keeping a clear record of behaviour incidents and for referring to and coordinating the work of any external agencies to support behaviour and the writing of individual support programmes, in discussion with the class teacher and, where appropriate, parents/carers and external agencies.

5.7.   Parents

Working in partnership with parents is crucial in supporting pupils learn how to manage their behaviour and make the right choices. We look to parents to make their children aware of appropriate behaviour in all situations and to encourage in them respect, responsibility and self-regulation. We expect parents to support the school's important principle that all children have a right to learn and take responsibility for the conduct of their child. We will share with parents/ carers positive news and work either by directly speaking or via Seesaw. Where there are concerns or there have been specific incidents of unacceptable or inappropriate behaviour, we believe it is essential that parents/carers are informed so they can work together with the school and their child. To help us to support the children, parents should also inform the school of any changes in circumstances that may affect the child's behaviour

5.8.   Children

Children are expected to show respect for the rights and needs of everybody in the school community, both adults and other children, they are also expected to become increasingly involved in their own self-regulation as they progress through the school. Children are encouraged to do the right thing to a very high Milton Road Standard as part of CREW, rules are there for everyone to ensure that everyone in our school is happy, safe and learning.

6. Positive relationships and behaviour management

The process of managing behaviour is based on the use of positive strategies, with teachers and support staff aiming to build a positive ethos which encourages all children to be ready to learn and seeking to create and sustain a positive and secure learning environment.

6.1.   Pro-active approaches for building relationships and motivating appropriate behaviour

These approaches are based on the Education Endowment fund recommendations for Improving Behaviour in Schools 2021. They are:

6.1.1. Ensure children have positive experiences that create positive feelings and therefore positive behaviour, including raising self-esteem
- Use crew time to build up cohesion through dancing, singing, sharing dialogue.
- Provide opportunities for memorable experiences to build sense of belonging eg special days, planned "off-timetable" activities

6.1.2. Know and understand your children and their influences including:
- Develop a positive relationship with pupils
- Greet children in the morning/at the start of lesson
- Focus intentionally on those who it is most difficult to connect with, learning about their hobbies, interest, what motivates them, actively listen.
- Additional time and focus on those children most in need of a consistent, positive relationship.
- Pro-active efforts to prevent the quality of the relationship diminishing with time eg greet, positive notes home, random special noticing.
- Communicate a sense of importance to all individuals
- Repairing harm after negative interaction.
- Close working with parents
- Comfort and forgiveness
- Concluding the day positively and starting the next day afresh

6.1.3. Use classroom management strategies to support good classroom behaviour including:
- Create and maintain a stimulating learning environment that encourages pupils to be engaged.
- Plan engaging, outcome-led lessons that are well differentiated for different learners.
- Establish clear routines.
- Good classroom management of time, allow time for clearing up, personal organisation and task completion where possible
- Use consistent, clear and agreed boundaries.
- Highlighting, promoting and reminding of good behaviour, with positive reinforcement
- Verbal recognition of positive behaviour and attitude to learning with reward and personal feedback
- Display and celebrate children's work following good effort and achievement.
- Share good work with parents via Seesaw

6.1.4. Establishing boundaries:
- Ensure all are aware of boundaries and how they keep us and others safe.
- A boundary is a real or imaginary line.
- It could be a line denoting where you can or cannot go.
- A boundary has rules attached to it which can separate one space from another – such as on the playground.
- A boundary can be the difference between right and wrong – "do not cross the line"

- Boundaries show your responsibilities including how to be treated and how to treat others.

6.1.5. Teaching learning behaviours alongside managing behaviour
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- At the heart of our approach to behaviour is the belief that children are taught how to behave pro-socially rather than are just being expected to follow orders.
- Social awareness and understanding the needs and rights of others are taught as part of the curriculum
- Social and Emotional Aspects of Learning (SEAL) are taught as an integral part of the curriculum.
- Emphasise children's responsibility through providing choice

6.1.6. Consistency
- Using consistent, clear and agreed boundaries
- Ensure children understand these rules and expect them to be followed
- Use of scripts, repetition and structure.

6.1.7. Role modelling
- Be a good role models, punctual, well prepared and well- organised.

6.1.8. Use of targeted approaches to meet the needs of individuals
- Using knowledge of individuals to write individual plans to support children so they feel secure and strategies put in place around them.
- Having a plan for helping 'unlucky pupils' make better behaviour choices

6.2. Managing challenging or disruptive behaviour
Occasionally children will behave inappropriately for whatever reason.

See Appendix 4 for further recommendations by the Education Endowment Foundation.

6.2.1. Actions by staff for managing challenging or disruptive behaviour are based on important principles, as follows:
- It is the inappropriate behaviour that is rejected, not the child, e.g. I don't like the choices you just made
- All behaviour is communication; consideration should be given to what the child is trying to communicate
- Staff should seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.
- To enable change, we need to understand the child's behaviour, not just suppress the behaviour.
- A child's success at reducing inappropriate behaviour should be acknowledged.
- Children should be guided to accept responsibility for their actions, be **reminded** of what expected and later if necessary **warned** of the possible **consequences** of the behaviour, both intended and unintended.
- Responses need to be personalised and designed to meet the specific needs of each individual child,

The aim for all staff is to help children and always try to reduce conflict, not do anything that may escalate it, at all times keep the situation calm.

6.3.   Managing anti-social behaviour

When a child is not demonstrating positive behaviour, staff will:

- Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
- Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger.
- Give a non-verbal **reminder** (e.g. changing position in the classroom to be nearer the child to re-gain their attention)
- Give a positive **reminder** of the class rules which need to be adhered to.

Some behaviours can present as more difficult to manage, and at MRPS, we use the Cambridgeshire Steps response to difficult behaviour, and aim to de-escalate through one of, or a combination of the following as appropriate:

6.3.1.   Positive phrasing:
- "Stand next to me"
- "Put the pen on the table"
- "Walk beside me"
- NOT don't run, Don't throw the pen.

6.3.2.   Limited choice:
- "Put the pen on the table or in the box"
- "When we are inside, you can have Lego or drawing"
- "Talk to me here or in the corridor"

6.3.3.   Disempowering the behaviour:
- "You can listen from there"
- "Come and find me when you come back"
- "Come to me in your own time"

6.3.4.   Reminder of a consequence:
- "I'll need to check you understand this work before you go out to break"
- "You'll need to have finished the test before you go to lunch"
- "If you choose to be out of your seat, I'll send the work home and you can finish it there"

6.3.5.   Use of a de-escalation script:
- Use the child's name – "David"
- "I can see something is wrong"
- Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me and….."

6.4.   Consequences

Consequences act on internal discipline by creating a learning opportunity that relates the anti-social behaviour to the harm caused. Any consequences will be educational and logical and will fall into these two categories:

6.4.1. Protective consequences

This is implemented immediately and is designed to stop the behaviour from escalating to where a child causes harm to themselves or others, they may be given a protective consequence that restricts their free time partly, or fully, until staff are sure other children will be safe. When implementing protective consequences, focus on the immediacy of the consequence rather than the weight of punishment.

Examples of Protective consequences are:

* Increased staff ratio
* Limited access to outside space
* Escorted in certain situations
* Differentiated teaching space
* Withdrawal space

See Appendix 5 for guidance on physical intervention and touch.

6.4.2. Educational consequences

This is often implemented a little while after the incident (potentially the next day if necessary) and is designed to support a child with understanding the impact of their behaviour and how to do things differently in similar situations. Educational consequences should be focused around the teaching of the pro-social behaviour and rely on finding the answers to two questions:

* What does the child need to learn
* How am I going to teach them

Examples of Educational consequences are:

* Completing tasks during alternative times such as finishing work during part of playtime
* Rehearsing pro-social behaviours
* Assisting with repairs or tidying up
* Restoration activities

6.5.   De-escalation script

This is a prepared script to be used when a child is in a state where conflict or destructive and unsafe behaviour is inevitable or already happening.

Staff are advised to:
Make sure the child is not in front of an audience by taking them aside. Lower their body down to the child's eye level and talk in a calm yet assertive voice at all times.
The script is:

* Use the child's name – "David"
* "I can see something is wrong"
* Tell them why you are there – "I am here to help"
* Offer help – "Talk to me and I will listen"
* Offer a "get-out" (positive phrasing) – "Come with me and….."

In applying the de-escalation script, the following are important considerations, of which staff have been advised:

- All staff should use the same script, although it can be in a different order.
- The script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.
- Always give the child time to respond to the reminder – remember that they may not immediately act on your conversation.
- Allow them the opportunity to self-regulate and act accordingly.
- If the child has chosen not to respond after a set period of time, begin the script again with the added protective consequence.
- Avoid confrontation and being 'sucked into' discussion
- Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.
- Arrange a 'reflect, repair, restore meeting' when the child is at a reduced state of anxiety.
- After dealing with a dangerous behaviour, a staff de-brief is set as soon as possible to discuss events and to check staff wellbeing
- Recovery time' should be given for the child to calm down after an incident
- Arrange a 'reflect, repair, restore meeting' when the child is at a reduced state of anxiety.

6.6.   Reflect, repair and restore

The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective. It is an approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Teachers or support staff should spend time talking to children to encourage them to think about their behaviour if someone is upset or hurt by their actions.

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened (tell the story)
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how
- Explore how we can repair relationships
- Summarise what we have learnt so we are able to respond differently next time

Comic Strip, Social story or Blob tree resources can be used to help with this process.

7. Individual behaviour plan

Those very few children whose needs are exceptional and for whom the usual everyday strategies are insufficient, may need a risk management plan. This will include learners who may require some specific intervention to maintain their own and others' safety and to

ensure learning takes place for all. This plan will be undertaken with the support and guidance of the Inclusion Manager with teacher, parents and teaching assistant; outside agencies may be included in the programme if necessary. These plans are informed by the relational approach of Cambridgeshire STEPs with a focus on supporting those who are facing or are recovering from adverse childhood experiences (ACEs).

A plan will:
- Emphasise the importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict
- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Identify the underlying influences on behaviour, to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

8. Exclusion as a last resort

8.1. Guiding principles
Exclusion at Milton Road Primary School are guided by DfE guidance in *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2003*, as follows:

- "Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for head teachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities."
- "For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected."
- "Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access alternative provision which will help ensure an excluded pupil remains engaged in education. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it."
- "The government supports head teachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected."

- "To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school."

8.2.   Duties under the *Education and Inspections Act 2006* regarding exclusions

Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- promoting self-discipline and proper regard for authority among pupils,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- securing that the standard of behaviour of pupils is acceptable,
- Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

9. Training

All staff will be supported in the positive management of pupil behaviour so that the standard of behaviour is consistently good or better across the school. Both in-school training and attendance on external courses will be made available for staff as identified through the performance management process.

10. Confiscation

In the case of a pupil bringing an inappropriate item to school, that item will be kept safe for the child during the school day and given back to them to take home at the end of the day, with the instruction that it should be left at home in the future. If the item is particularly inappropriate, valuable or might present a danger to the pupil or others, the pupil's parent will be contacted and the item will be returned into their hands.

11. Internal recording systems

Incidents of behaviour are recorded on the school's on-line reporting system, CPOMS; the types of incidents which are recorded in this way are usually those where someone may have been hurt as a result of the behaviour. The completed record should provide a clear account of what happened and what action has been taken to remediate the inappropriate behaviour. The incident record is a helpful way of noting where behaviour patterns are escalating or indeed where appropriate interventions have succeeded in reducing undesirable behaviour.

12. How we support staff in the application of this policy

All staff members have a communal responsibility for behaviour within the school and are expected to help and support each other, when needed, and without reservation. We try to ensure that no member of staff is, or feels, isolated at any time.

12.1. New staff / supply teachers

Information about how behaviour is managed is included in the information that is given to new staff and to supply teachers to ensure that the school policy is consistently and fairly applied.

13. Linked policies and training

This policy should also be used in conjunction with the following policies:

- Anti-Bullying Policy
- Child Protection Policy Equality Statements
- SEND Policy
- Supporting pupils with medical conditions in schools

14. References

Steps is a therapeutically thinking and trauma-responsive approach to behaviour for all educational settings (mainstream, special, pre-school, primary, secondary and further education) https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-services/cambridgeshire-steps

"**Attachment Based Teaching**" – Creating a Tribal Classroom - Louis Cozolino

"**Well-Being in the Primary Classroom**" – A practical guide to teaching happiness – Adrian Bethune

"**Settling to Learn**" Settling Troubled Pupils to Learn: Why Relationships Matter in School Louise Michelle Bomber, Daniel A. Hughes

"**Know Me to Teach Me**" - Differentiated Discipline for Those Recovering From Adverse Childhood Experiences – Louise Michelle Bomber

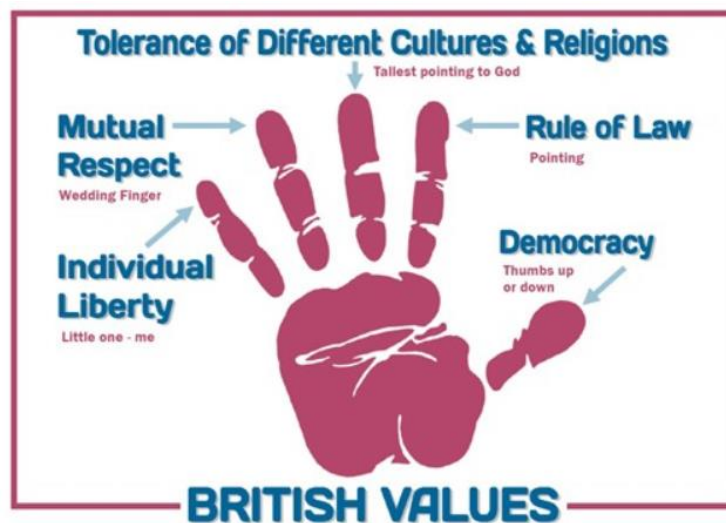"**Belonging, The Ancient Code of Togetherness**" – Owen Eastwood

"**Let's Talk About Body Boundaries, Consent and Respect**" – Jayneen Sanders & Sarah Jennings

"**Body Boundaries Make Me Stronger**" – Elizabeth Cole

Appendix 1 – Take Care Agreement

Appendix 2 – Fundamental British Values

Appendix 3 – Ready to Learn – Our Behaviour Curriculum – Ready To learn

We are CREW - Not Passengers!
We are "Ready to Learn" - Milton Road Standard!

1) **Manage your self!** Be an example. Self-managing learners, self-managing classrooms & a self-managing/co-managing school!

2) **Enter the learning space quietly**, on time in an orderly manner. Hands by your sides or behind your back; straight to your activity.

3) **Be polite**, positive, courteous and **COURAGEOUS**, try all tasks!

4) **Tidy up**! Keep your spaces neat & tidy. Be calm and **RESPONSIBLE** Register order, Desk inspection, Return toys, Collect jumpers!

5) **Respect adults.** Listen to the Teacher, Follow the teachers' instructions, no calling out, no disruption, no time wasting!

6) **Respect your crew mates**, listen to each other, share ideas, share games, play nicely, be friendly, learn together. *No Outsiders*

7) **Work hard,** practice well, produce **EXCELLENT** work to be proud of!

8) Be **WISE** Think about the impact you have on others, make kind, safe, wise choices everywhere! Contribute to **CREW success!**

Give Me 5
1. Eyes Watching 👀
2. Ears Listening 👂
3. Lips Zipped 🤐
4. Hands Still 🙌
5. Feet Quiet 🦶

We are a safe happy, healthy, calm & co-regulated; a self-managing school. We are CREW!

Appendix 3 – Ready to Learn – Our Behaviour Curriculum – Ready To learn

Appendix 4 – Further Education Endowment Foundation recommendations

The EEF recommends that schools should teach learning behaviours alongside managing misbehaviour.

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

Appendix 5 – Physical intervention and touch

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student
- To direct or steer a student
- For activity reasons (for example in drama, physical games)

Intimacy

Physical intervention should be in the student's best interest and should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

Regardless of age, physical intervention should not provide intimacy within a transient relationship.

Guides and Escorts

These are to be used, following Local Authority training, to prevent situations escalating or as a final step, where all attempts at de-escalation have been exhausted and a child's, other children's or adult's safety is at risk.

Open mitten (used to steer a student away)

- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

Closed mitten (used to draw a student close)

- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

Offering an arm (to support guide or escort)

- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security

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Supportive hug (to support guide or escort)

To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed

Supportive arm (to support, guide and escort)

- Hip in
- Head away
- Sideways stance

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- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention

Open mitten guide (to protect or turn)

- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort (to support, guide and escort) Hip in

- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention

- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten escort – paired (to support, guide and escort)

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape, (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Students who are allowed to plant their feet may choose to drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options.

If the student digs their feet in resist the temptation to oppose the force, relax, give a little and the student will reduce resistance.

Remember the desired outcome is SAFETY NOT DESTINATION.