



Muscliff Primary School

Relationships & Behaviour Policy

The policy is reviewed annually, or more regularly as necessary.

Approved by: FGB	Date: September 2025
Last reviewed on:	September 2025
Next review due by:	September 2026

Our Vision and Ethos:

Our school is a place where staff, directors and parents **actively work together** to ensure all children receive an **engaging, ambitious, rich curriculum to inspire thinking and promote deep sustainable learning**.

Children become **lifelong learners, aspiring to high standards of achievement** in **all** areas of their life.

Policy statement

As a school, we are committed to developing a trauma and mental health informed approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. Our relationships and behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This policy is designed to help staff to understand and practice our approach so that we can work together with parents in the best interest of the children. We have a consistent approach to behaviour across the school and make boundaries of acceptable behaviour clear to ensure safety of all children and adults. We do not operate a 'one size fits all' approach to distressed behaviour however we have high expectations of behaviour for all, and support is offered to those having difficulty meeting those expectations.

Muscliff is a welcoming, happy and safe environment where expectations and standards of behaviour are very high. Relationships are at the heart of every interaction. There is a growing body of research and understanding about the impact of Adverse Childhood Experiences (ACEs) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety for all children. This requires emotionally regulated and available adults who can provide essential calming and containing of our pupils, their parents or each other when they are overwhelmed by an event, a situation or their feelings. Such an environment has strong, positive and supportive relationships at its heart. This will encourage good behaviour and self-regulation from our children.

We believe that our parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within our school. We aim to develop positive non-judgemental working alliances with all our parents.

The Relationships and Behaviour Policy operates in conjunction with the following policies:

- Safeguarding policy
- Suspensions and exclusions Policy
- SEND/ Inclusion policy
- Attendance policy
- Anti-Bullying Policy
- Positive Handling Policy
- Equal opportunities policy
- Staff Code of Conduct

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 to promote good relationships
- To focus on learner's positive behaviour rather than to give attention and importance to poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, patience and empathy for others
- To promote community cohesion through improved relationships

Purpose of the policy

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

- Recognise and positively reinforce high standards of behaviour
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

A whole school approach

We recognise that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach comes from the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. At Musclif we are Ready, Respectful and Safe.

At Muscliff our everyday practice is based on our training in the following areas:

- Trauma Informed Schools training
- The PACE (Playfulness, Acceptance, Curiosity, Empathy) approach
- The work of Paul Dix; ‘When the Adults Change, Everything Changes’:
 - Consistent, calm adult behaviour;*
 - First attention for best conduct;*
 - Relentless routines;*
 - Scripting difficult interventions;*
 - Restorative follow-up*

These are all approaches based on attachment awareness, restorative and trauma responsive interventions.

All staff will...

- ✓ Learn about our pupils and what they have lived through to date; look at their resilience factors, their triggers and de-escalation strategies and set up intervention based on the individual child
- ✓ Be kind and caring remembering that some pupils in our care have a very fragile sense of self
- ✓ Meet and greet children at the classroom door to welcome them into the classroom
- ✓ Refer to **‘Ready, Respectful, Safe’** as the three school rules throughout the day (consistent language from all staff)
- ✓ Ensure consistent routines around the site, e.g. stop on first whistle, line up on second whistle, and we all walk quietly on the left hand side of the corridor
- ✓ Plan lessons that engage, challenge and meet the needs of all learners, modelling positive behaviours and building purposeful supportive relationships
- ✓ Use a visible recognition mechanism throughout school (‘hands up for silence’, supported by a simple noise/ voice countdown to gain attention)
- ✓ Use a ‘Class Reward!’ to promote team work and a shared responsibility for all learners engaging in the right choices (15-20min activity celebrating all children achieving a common goal)
- ✓ Use range of strategies to prevent negative behaviour before having to use a consequence
- ✓ Automatically defer to the 30 second intervention when a pupil is not making sensible behaviour choices – deliver the message, anchor the child’s behaviour with previous good behaviour, in a calm and personal manner.
- ✓ Follow up every time, retain ownership and engage in reflective ‘restorative conversations’ with learners (consistent follow up, consistent consequences)
Give positive messages to parents about children’s behaviour, e.g. notes, face to face, phone calls, positive postcards home and values cards (Consistent positive reinforcement)
- ✓ Work closely with parents to plan appropriate behaviour support strategies for their child
- ✓ Ensure that each day starts with a fresh start
- ✓ Model consistent emotional control and self-regulation, including seeking support from colleague as necessary
- ✓ Use CPOMs to record behaviour incidents
- ✓ Work with outreach agencies and other professionals

Senior leaders

The school has an open door policy; parents are welcomed in to see members of staff and/ or senior leaders. Senior leaders stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Parents:

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school’s policy and where possible, take part in the life of the

school and its culture. We make it clear from the start that a successful education hinges on the partnership triangulation of school, parents and child. At Muscliff we prioritise close relationships with parents and encourage parents to work in partnership with us to assist in maintaining high standards of behaviour both inside and outside of school. In particular, we expect parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform and appearance, standards of academic work, extra-curricular activities, and homework.

To ensure we communicate our partnership, we ask all new parents to read and sign our home-school agreement when they join Muscliff Primary School. We will liaise closely with parents and, if relevant, other local support agencies. We have clear support systems in place to ensure that all needs of all pupils are met.

We ask that parents are supportive, work with us when needed, and they provide us with honest information about what is happening at home – what works well, and the challenges they face.

Five Core values – Kindness, Responsibility, Aspiration, Curiosity, Resilience

The children learn the importance of being respectful, kind, honest; showing courage, compassion, thoughtfulness, through our Values system. There are five 'Values House Teams' across the school. Children are given Values points to recognise the good choices they make, to follow the schools' rules.



At Muscliff we have three expectations: We are Ready, Respectful, Safe

Recognition and rewards for effort

Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

Rewards include:

- *Earning values points – Five 'Values teams' (VIPs)*
- *Sharing whole class achievements (15-20min reward for working together on a target)*
- *Celebrating house team winners in Good News Assemblies*
- *Phone calls home to parents, positive comments on the door/gate, positive notes/ emails to parents/ values cards*
- *'Ready Respectful Safe' star certificates in Assembly*
- *Stickers*
- *'Star/special person of the day/week' in each classroom*

Managing behaviour in classrooms

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. We recognise that although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning. Staff praise the behaviour they want to see which has a positive impact on other children.

In the case of unwanted disruption in classes, behaviours are supported discreetly and following clear steps.

See Appendix 1 for practical steps in managing and modifying poor behaviour.

Serious Behaviours

In instances where a child hurts another child, a warning will not be given, and the child will be given an immediate consequence.

These are classed as serious behaviours:

- Hurting (physical/ verbal) including bullying and targeted discrimination against pupils/ staff
- Swearing (including threatening words)

- Disruptive behaviour affecting the learning of themselves and others (including refusal to work/ cooperate)
- Sexual violence / harassment

When a child displays one of these behaviours, the year lead, a member of the Pastoral Team or SLT could be involved. The child's consequence will depend on their action, and will take them out of the classroom/ off the playground for a period of time until they are felt to be 'ready, respectful or safe' to return. Parents will be informed. A restorative conversation will take place before the child can return to class.

Some children may benefit from an individual 'behaviour support plan' which will be drawn up with parents. There is no place in our school for violence, harassment, bullying, vandalism, rudeness to adults or bad language. Challenging these behaviours will be done in partnership with parents because we find a strong home/school partnership is extremely beneficial for the child. For more information/ advice about dealing with ongoing behaviour issues, please speak to the SENCo.

Extreme behaviours may lead to lunchtime suspensions, internal suspension within the school or fixed term suspensions. In the most serious of situations, these behaviours can lead to permanent exclusions from school.

Physical Intervention and Reasonable Force

If a child were to be involved in a serious incident, for example:

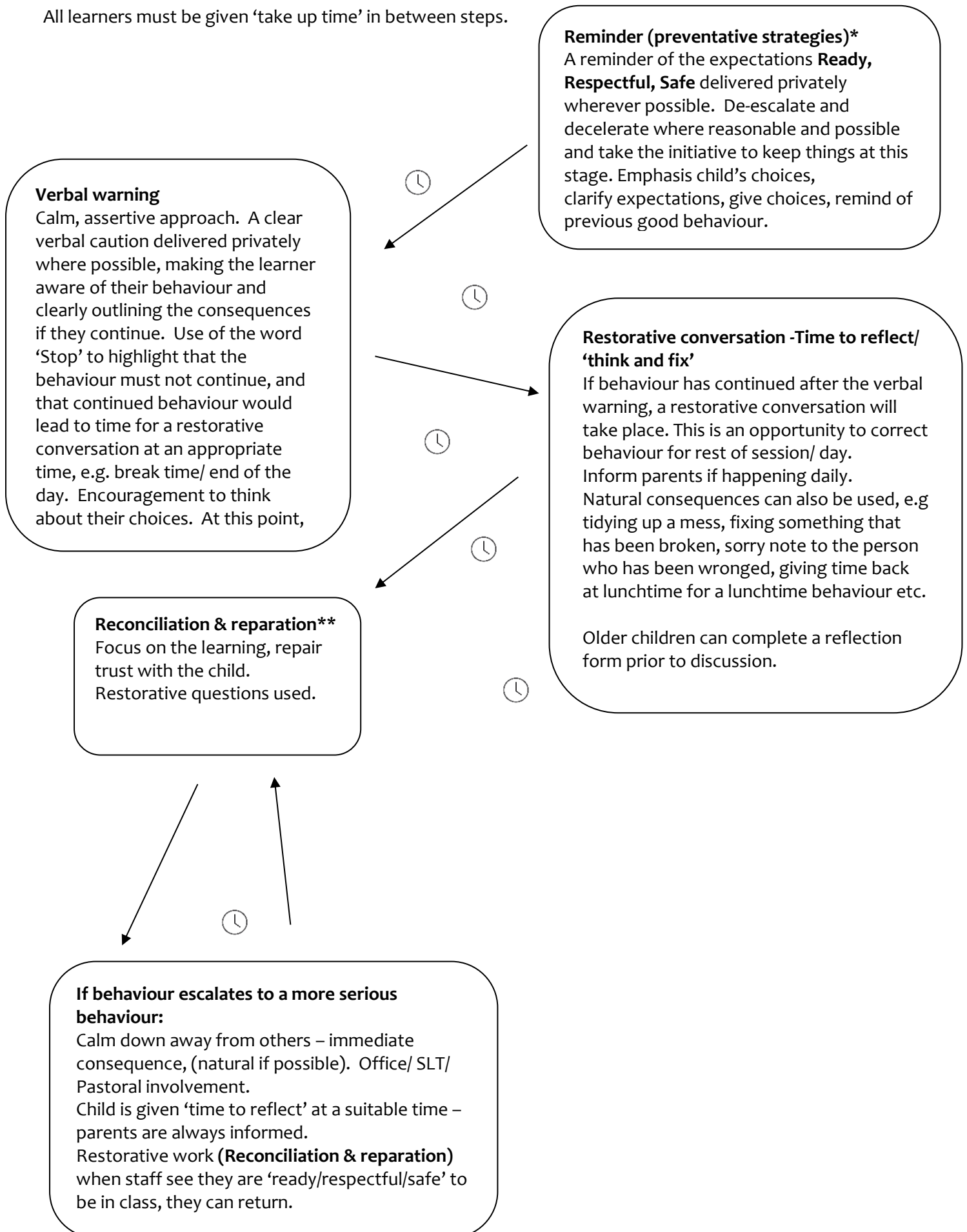
- hurting another child or member of staff,
- absconding from school,
- putting themselves in a position where they could hurt themselves or others,
- damaging property,

staff would intervene, where appropriate, and use reasonable restraint. Reasonable force is used to keep that child and others safe from harm. (See the 'Positive Handling Policy' for more information).

Appendix 1: Practical steps in managing and modifying poor behaviour

Flowchart showing steps to minimise and tackle unwanted behaviour:

All learners must be given 'take up time' in between steps.



***Preventative strategies** (not ignoring behaviour that is off task – instead provide a re-direction)
Non-verbal cues, adjust seating plan, acknowledgement, gentle encouragement. Preventative strategies*

Knowing the child – building relationship is key to preventative strategies

Other strategies might include:

Provide a short brain break

Look towards them – make eye contact

Position in room – stand near their table

Mention child's name as you are talking

Give praise to child making good choices

Distraction

Non-verbal signs

Walk round to the child who is not on task and adjust book, put pencil in their hand

Gentle touch on arm

Remind about good behaviour from a previous day/ session

Remind about rules to be ready/respectful/ safe

Walk and talk

If speaking to the child about their behaviour - Get down to the level of the child, respect personal space, be calm, think about how you are approaching the child, deliver as privately as you can

When child is back on task and picked up on what you are indicating just walk past and thank them discreetly

**** Restorative approach:**

Restorative conversations at Muscliff are a core part of repairing damage to trust between staff and learners, or between two children.

Staff will choose from various questions when undertaking restorative work.

What's happened? What was each person thinking? Who has been affected? What can we do to make this right?

How will you do this differently next time?

Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading reflective conversations; pastoral team/ senior leaders will support when appropriate.