



Bellingham Middle School

Relationships and Behaviour Policy

Named persons	Lindsay Hamilton / Daniel Ramshaw / Victoria Parkinson Ant Kirkbride / Susan Dowson - Governors
Last reviewed	May 2022
Next review	July 2023

Introduction

The aim of this policy is to encourage positive relationships among all individuals at Bellingham Middle School through kindness, resilience and respect.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We take a robust approach to dealing with any bullying by adults or pupils, with any such incidents dealt with promptly and firmly. To develop resilience, we promote restorative justice when dealing with any behaviour that falls short of our expectations.

A therapeutic approach to behaviour is based on an understanding of a child's development and responding to behaviour in a proportionate way taking into account the mental health of the child and understanding the reasons that result in such behaviour. This allows children to develop strong personal skills, together with the cognitive ability to understand how to solve a problem with growing independence.

Support for this approach comes from the DfE advice: 'Mental Health and Behaviour in Schools' (2018) which states:

"In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy."

This document outlines the culture and structures at Bellingham Middle School which contribute to promoting pupils' mental health:

- A committed senior leadership team
- Designated Senior Mental Health Lead (HT) with strong support from the SENCO
- High expectations of attainment with consistently applied support
- Working with parents and carers as well as the pupils themselves
- Continuous professional development for staff
- Clear systems and processes of identification of young people with possible mental health challenges
- Working with others to provide interventions that use a graduated approach to inform a clear cycle of support
- Promoting the health and well-being of all pupils in the school.

Our school:

- Offers a welcoming atmosphere throughout, promoting high levels of self-esteem using the recognised Thrive approach
- Values children equally, seeking the best for them
- Encourages self-regulation, using the Zones of Regulation so that each child learns to accept responsibility for their own behaviour
- Delivers a holistic, inclusive education, including skills, knowledge and understanding
- Positively promotes British values
- Instils in children the belief that they should always reach their best.

Aims and Rationale

This policy applies to KS2 (Years 5 and 6) and KS3 (Years 7 and 8). The policy acknowledges the importance of **consistency** in responding to **all behaviour** and provides staff and pupils with clear guidelines and parameters regarding what behaviour is expected, the range of rewards which can be used to motivate pupils, together with the range of sanctions which can be used to discourage difficult or dangerous behaviour and replace it with positive behaviour.

The approach believes that children can fully access the curriculum if they share the values upon which it is based; they should value themselves, others, society and the environment.

The policy promotes a therapeutic approach to behaviour. The basis of this is the following:

- Positive experiences create positive feelings, and these will generate behaviours that are useful for the child and those affected by the child (pro-social behaviours)
- At the centre of this importance of building positive relationships within the dynamic of the school – that includes **all adults and children**
- This creates an inclusive school where behaviour is responded to consistently whether inside the classroom or not
- The policy provides a structured approach to expected behaviour in the school environment with clear expectations for each
- Staff response to behaviour issues is graduated and individualised – it takes account of mental health, other needs, vulnerabilities and unmet educational needs
- Staff ensure they act as good role models for all pupils.

When responding to difficult behaviour an adult may choose to use Reflection sheets. These sheets will be completed once the child is ready to reflect and after an initial conversation with an adult. They are aimed at promoting reflection and a restorative approach to solving the issue whilst changing the behaviour in a hope that it does not reoccur.

All behaviours should be logged on CPOMS.

Managing development of internal discipline gradually by encouraging everyone to take a restorative approach to the incident, using the Reflection sheets, talking to the child about how the behaviour affected others, and giving them the opportunity to set their own consequence. Consequences should be proportionate to the behaviour and lead them to improvement (using Zones of Regulation). Pupils are encouraged to be independent and resilient, with staff modelling how to resolve problems. In this way, children are better able to differentiate between problems they can reconcile themselves and those where they need adult intervention.

Positive Behaviour

We believe that everyone, pupils and staff, within the school community has the right to expect respect from others, the right to learn or to teach, and, the right to feel safe.

With these rights go responsibilities – to show respect to others at all times, to follow instructions the first time they are given, to help others learn, to actively listen and to actively learn.

Whole School Responses to Pro-Social Behaviour

This policy recognises the importance of gradually managing the development of internal discipline for the children. These steps support this and will be adhered to by all those working at the school. Responses are consistent and daily, and build on relationships that makes all involved feel valued, feel a sense of belonging and have the stability needed to build resilience.

Recognition:

- **School Expectations** displayed in each class.
- **Class Charter** created in first week of the school year in PSHE and displayed in each class.
- **The Positive Note:** this is one way to recognise and acknowledge the positive with the child's home. It is a sincere recognition for any pupil who has gone over and above. It communicates this to the parents and the pupil. It helps build the relationship between the member of staff and the pupil by recognising their best behaviour, their most determined effort or their greatest show of resilience. It can then act as a point of reference when behaviour needs to be corrected.
- **House Points:** This is an individual reward, not a collective one. Pupils gain a house point for behaviour, learning attitudes, and, attributes we wish to build in them such as kindness, resilience

and respect. The house point is awarded to the child and contributes to their House. Each week, recognition is given in assembly for the House with the most points.

Whole School Routines:

- **Meeting and greeting:** The class teacher and support staff will ensure a welcoming environment for pupils at the start of each registration session and lesson. They will meet children in the yard for a meet and greet every morning and lead out and repeat at the end of the day. Staff will give eye contact and use each child's name where possible. Children are encouraged to respond. For example, 'Good morning....'
- **Register call:** The member of staff taking the register will address each pupil individually using their name. For example, 'Good morning/afternoon, Sarah.'
- **Lining up:** To move around the school, classes should line up first in order to support quiet movement around the school. If the line is noisy, the member of staff should return the class to the point of exit and repeat. This needs to be an established, non-negotiable expectation.
- **Atmosphere:** Maintain a quiet, calm atmosphere.
- **Positive use of language:** 'Walking, thank you', rather than, 'Don't run!'
- **Classroom organisation:** The classroom is neat, tidy and clutter-free. Resources are clearly labelled and easily accessible. The layout is designed to facilitate ease of movement. Classroom routines are established and adhered to; pupils know what to expect.

These routines ensure a prompt, calm, orderly start to the beginning of each day and each lesson. The children and adults know set routines and expectations.

Individual Staff Responses

Staff are expected to model good behaviour and **actively seek opportunities** to notice and acknowledge positive behaviour. These are outlined in our Behaviour Expectations.

Positive recognition is used to promote the aims of the Relationships & Behaviour Policy. It is used sincerely and purposefully, thereby encouraging and reinforcing good behaviour. Rewards and positive recognition include:

- Praise: describing the action for which the praise is given, comments on work, communicating praise to a child's parents/carers
- Public recognition in class or assembly, a note or phone call to parents
- Reward post-cards home to parents
- House points awarded in class
- Displaying work
- Giving pupils an extra responsibility
- A quiet word to the pupil at meet and greet times
- Emphasise that behaviour is a 'choice'
- Minimise unnecessary confrontation

These are daily expectations create positive experiences for our children and work towards positive relationships, making pupils feel valued and giving them a sense of belonging, stability and resilience.

Whole School Responses To Difficult Or Dangerous Behaviour

Adults must always model expected / desired behaviour in all their dealings with the pupils and with other adults.

Pupils are given opportunities in Wellbeing or PSHE to discuss and solve problems such as dangerous or difficult behaviour. Taking responsibility for their own behaviour and the importance of rules are also built into PSHE and assembly plans. Issues such as behaviour are ongoing and cannot be timetabled; it is therefore important that all pupils feel they can discuss matters with any member of the school community

when the need arises. It is also important that these concerns are then passed back to form tutors and serious issues discussed by all colleagues.

Any behaviour that:

- causes harm to an individual, the community or to the environment
- is likely to cause injury, harassment, alarm or distress
- violates the rights of another person

Is dealt with according to its severity in line with the guidelines in this section.

Attunement-Validation-Containment-Soothing

Bellingham Middle School is committed to a therapeutic approach to managing difficult and dangerous behaviour where members of the school – both children and adults – are unified by the values.

Punishment is replaced with therapy, mentoring, coaching, clear boundaries and caring. Staff will demonstrate the following skills:

- **Attune:** Be alert to how pupils are feeling: demonstrate attuning to their emotional state showing they can catch how the pupil feels through facial expression, body language, gesture, noises: ah, oo, oh, mm, eek etc. Staff will demonstrate that they understand the intensity, pitch, pace, volume, expansiveness or spatial experience of the child's emotional state.
- **Validate:** Be alert to the child's experience: validate their perspective/experience/feeling. Avoid reassuring, persuading otherwise, contradicting.
- **Containment:** Be alert to how they are feeling: demonstrate containment. Staff will show that they catch and understand the pitch/intensity/quality of the child's feeling or mood. They will make their deep distress, raging anger or painful sorrow a survivable experience. This will make bearable the strongest emotional state. This shared experience builds trust for the child.
- **Be alert to how they are feeling:** demonstrate emotional regulation by soothing and calming the child's distress. Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. Staff will be communicating the capacity to regulate emotional states by modelling how to do it.

The school adopts a stepped consequences system in response to difficult or dangerous behaviour:

- a set of steps that are focused on small but certain consequences
- a restorative not a punitive ending
- an approach that encourages and teaches taking responsibility for own actions and a balance of rights and responsibilities

Consequences Of Difficult Behaviour Or Dangerous Behaviour

The Behaviour Expectations, along with our school values, are an overriding umbrella that all behaviour is referred back to. Within those rules and values, there are levels of difficult or dangerous behaviour that will lead to protective or educational consequences that are relative to the behaviour.

It is important that all staff concerned are aware of the concerns around a pupil and the information is **shared verbally and through CPOMS**. This will allow staff to respond appropriately and the message to the pupil to be unified.

	Examples of Behaviour	Consequences
Stage 1 Difficult Behaviour Record on CPOMS by	- Not completing enough work in a lesson - Interruptions during lessons / shouting out / distracting noises / getting out of seat - Unkind remarks to peers	Educational consequence through a quiet word explaining expectations for the behaviour. This could include up to 5 minutes on a task related to the difficult behaviour. Comment in journal to parents expressing concerns.

the adult who dealt with the issue	<ul style="list-style-type: none"> - Misuse of playground equipment that results in damage - Answering back or not following instructions 	
Stage 2 Difficult and / or dangerous Record on CPOMS by the adult who dealt with the issue, or the subject teacher	<ul style="list-style-type: none"> - Consistently not completing enough work in lesson - Repeatedly interrupting lesson - Deliberately physically hurting others - Deliberately hurting the feelings of others by making unkind remarks - Deliberately damaging school equipment or facilities. Eg, throwing equipment, kicking equipment, damage or water damage to toilets, graffiti on walls - Disrespectful comments back to the teacher. Eg, you can't tell me what to do / I won't pick it up 	<p>Staying in for a morning break, or a period of 15 minutes at lunchtime to reflect on behaviour and complete a 'Reflection' with the member of staff dealing with the issue. This will be recorded in their journal as well as a phone call home that day to report the incident to parents.</p> <p><u>If the pupil is affecting the learning of other pupils, they need to be removed from the class and sent to SLT.</u> They will then be asked to reflect on their behaviour during some of their social time and complete a 'Reflection' with the Pastoral Lead and the subject teacher. This will be recorded in their journal as well as a phone call home that day to report the incident to parents by the Pastoral Lead or subject teacher as agreed.</p>
Stage 3 Serious difficult or dangerous behaviour	<ul style="list-style-type: none"> - Repeatedly interrupting lessons and not responding to adult input - Physical harm such as hitting, kicking, spitting, throwing objects at a person - Emotional harm such as name calling, swear words, racial language, homophobic language, religious slants as well as gender or disability - Vandalising property - Stealing - Possession of dangerous materials or objects 	<p>Refer to Pastoral Lead or HT. Pastoral Lead or HT to contact parents the same day. A set period of time to be spent with the Pastoral Lead or HT completing tasks relevant to the behaviour. Loss of free time with a suitable task linked to behaviour to complete. Restorative activity with adult.</p>
Stage 4 Serious difficult or dangerous behaviour	<ul style="list-style-type: none"> - Isolated serious incident or continued Stage 3 behaviour - Bullying (repeated Stage 3 physical or emotional harm) - Possession of harmful substances or a weapon - Excluding a child or group because of looks, colour, race, belief, gender or disability 	<p>Pupil will work away from their class. This will be decided by the HT and Pastoral Lead and a time period, tasks set, and location will be decided upon to suit the behaviour. An internal or external exclusion may be imposed. Pastoral Lead / HT will ask to meet with parents.</p>

Staff try to predict difficult or dangerous behaviour and use diversionary methods to defuse situations. Open confrontations are avoided. Incidents are talked over as soon after taking place and children encouraged to apologise as appropriate. The development of a child's internal discipline is central to their sustained positive behaviour.

Protective Consequences

We treat children with unconditional positive regard, which means that their human value is never reduced or questioned. Each child is special and should be nurtured and treated with respect and

consideration. When we talk to children about their behaviour, we do so in terms of the choices that they make – not in terms of who they are. In this way, we separate an individual's behaviour choices from their human value. We recognise that children do make poor choices at times and these need to have a protective consequence such as:

- Ignoring the behaviour: this can be extremely effective and is enhanced by the focused recognition of other children who are making positive choices. This has the dual effect of removing attention from negative behaviour, while at the same time, ensuring that children who are making positive choices receive recognition.
- Use of Reflection sheets: these sheets are completed by the children, alongside discussion with an appropriate adult (eg, the class or subject teacher, teaching assistant, Pastoral Lead or HT).
- Restorative Justice: repeated or more severe difficult behaviours can be addressed using a 'restorative justice' style meeting with all children involved being guided to an agreed solution – led by the Pastoral Lead or HT.
- Other strategies: as required and agreed by the HT, Pastoral Lead or SENCO. All protective consequences are designed to modify behaviour, while supporting the self-esteem of all individuals.

Reporting & Home-School Agreement

If a child is developing a pattern of difficult or dangerous behaviour, records on CPOMS will be shared and discussed with parents.

Behaviour management plans

It may be necessary to encourage positive behaviour through the use of Individual Behaviour Plans. These will be shared with parents and provide positive reinforcement for acceptable behaviour.

Use of reasonable force to prevent injury

Bellingham Middle School has a legal duty of care for all pupils and staff. If a situation occurs when a pupil is threatening the safety and well-being of others or themselves, reasonable force may need to be used as a final option to control or restrain.

Where reasonable force has been used the parents will be informed and an incident form completed.

All complaints about the use of reasonable force will be thoroughly, speedily and appropriately investigated in line with the schools' Complaint Policy.

Searching pupils for dangerous or prohibited items

Pupils will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item such as weapons, alcohol, illegal drugs, stolen goods, tobacco products, pornographic images of any kind, fireworks, anything that has been, or is likely to be, used to cause injury or commit an offence. These things can be confiscated.

They can be searched on school premises or, if elsewhere, where a member of staff has legal control or charge of the pupil such as a school trip. They will be first asked to turn over the item but if they refuse the Headteacher can carry out a search in accordance with the legal requirements and national guidelines:

- There should normally be 2 members of staff present during the search - the person doing the search and the search witness.

- The child will not be asked to remove clothes, other than outer clothing like a coat.
- If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.
- The school does not need a pupil's consent to search them if they think they have prohibited items.

Disciplining pupils for behaviour 'beyond the school grounds'

Staff may discipline pupils for misbehaviour when a pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Pupils may also be punished for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In such cases outlined above the school reserves the right to use the internal school Hierarchy of Behaviour Consequences to impose sanctions where deemed necessary.

Exclusions

Staff at Bellingham Middle School believe that children should remain in full time education and exclusion, whether fixed term or permanent, will only be used as a last resort. Exclusion will only be used when it is felt that the school can no longer provide a safe environment for either the child or others and will follow the Northumberland County Council guidance.

Monitoring of the policy

This policy will be monitored across both schools by the Governing Safeguarding Committee.

Appendix A – School Expectations

- Show respect to others at all times
- Follow instructions the first time they are given
- Help others to learn
- Actively listen
- Actively learn

Appendix B – Possible scripts for staff to use

Staff at Bellingham Middle School recognise that the right response to each behaviour is very important in achieving the desired outcome. At times, it is not possible to provide this immediately. Staff may consult colleagues or senior staff to reach a decision in how to deal with a behaviour. To allow staff time for this they can follow these simple scripts:

I am going to come and speak to you later about what will happen next.

I am going to walk away to give you / both of us a chance to calm down.

I don't think I have enough information to make a decision right now. I will let you know by...

De-escalation Script

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...

