



Olney Middle School

Relationship and Behaviour Policy

September 2022

Agreed by FGB:

Review by date:

The policy is scheduled for review, as per the above date however if there are legal or statutory changes the policy will need to be reviewed.

Author: G.Young and L.Circuitt

Version: Version 1

Olney Middle School Relationship and Behaviour Policy

1.Philosophy

Olney Middle School (OMS) is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our CARING (Cooperative, ambitious, resilient, integrity, neighbourly and gracious) values underpin all aspects of school life and we have based our school culture around them. Our values are: cooperative, ambitious, resilience, integrity, neighbourly and gracious. All staff and children are expected to maintain the highest standards of personal conduct, to accept responsibility for and reflect upon their behaviour and encourage others to do the same. This policy is based on current research across key areas of education, including but not exclusive to: The EEF's (Education Endowment Foundation) Improving Behaviour in Schools, the DfE Behaviour and Discipline in Schools Guidance and Tom Bennett's Creating a culture: an independent review of behaviour management in schools.

This policy is written and should be read in conjunction with the IFtL 'Responsible citizens and behaviour core values document'. This policy is in line with the IFtL values and vision that "we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We strive to promote and create responsible citizens who are independent, innovative, positive and articulate thinkers who celebrate life and seize opportunities; viewing mistakes as a learning experience."

1. Aim of the Policy

Through the consistent and fair application of this policy we aim to:

- Create a positive and predictable environment through the modelling and expectation of positive behaviour at all times;
- Allow all children to learn from their experiences and understanding of why certain behaviours may be displayed, in order to make more informed and appropriate decisions about their own behaviours in future;
- Teach the positive value of self-regulation and the impact it will have learning;
- Promote firm action against all forms of bullying;
- Ensure that children demonstrate the schools CARING values;
- Establish a culture of positive behaviours for learning that all staff and children are able to follow

See Appendix 1 for Olney Middle School's behaviours for learning charter.

We also aim for everyone connected with Olney Middle School to share the responsibility of making the policy work.

2. Purpose of the Policy

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

- Develop relationships and engagement between children and staff to promote security and safety within school
- Recognise positive behaviours for learning that all children are able to display
- Promote self-regulation and reflection on behaviour choices
- Teach behaviour expectations through positive interventions and modelling from staff

3. Responsibilities

It is the responsibility of all staff to respond to behaviour within school both positive and negative. The class teacher is responsible for managing children's behaviour within the classroom, staff out on break time duty are responsible for managing behaviour on the playground. All adults will reinforce the supportive steps before consequence document (Appendix 2) and refer to the Consequences during lessons grid (Appendix 3) to help inform their decisions.

Expectations of adults in school:

We expect every adult to:

1. Meet and greet children as they enter the classroom
2. Refer to our school values/supportive steps up to consequences
3. Model positive behaviour for learning and build relationships with children.
4. Engage in positive conversations with children from all year groups
5. Plan lessons that engage, challenge, and meet the needs of all learners.
6. Praise and reward positive behaviour choices
7. Create a learning environment that is safe and predictable for all children
8. Engage in reflective dialogue with children.
9. Always explain when an additional strategy is being used to help children make positive behaviour choices, so that children can reflect on this.
10. Never ignore or walk past children who are engaging with negative behaviours.

The role of the parents

A Home School Agreement will be issued and discussed with all children and families setting out clear expectations at the start of each academic year.

Inappropriate or consistent negative behaviour choices towards other children or adults in the school will be discussed with parents. Regular contact with parents will be established and together we may set expectations and clear targets for specific cases which will be reviewed regularly, during this stage we actively encourage parents to support the strategies within school and reinforce them at home if applicable. Consideration may be given to the involvement of outside agencies, for example: medical professionals, local authority support services including SEND Support team and educational psychology service.

4. Strategies used to promote positive behaviour

Day-to-Day expectations:

At Olney Middle School, we believe that school is a place of both safety and of belonging. We aim to help our children feel safe, valued and part of a class and wider school community. Each of these elements are modelled, clearly taught and frequently revisited by all staff at OMS.

CARING Values:

Our CARING acronym highlights how all children can demonstrate our core values both in and outside of school, we take time to focus on each of the values in our assemblies and PSHE Jigsaw sessions, learning how to take on challenges to fulfil our potential.

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They are taught throughout the school day by:

- Always focussing on what is going well;
- Drawing attention to good behaviour;
- Taking time to 'teach' good behaviour and explain the reasons to the children;
- Giving clear and regular reminders of what we expect;
- Encouraging children to give verbal praise to their peers;
- Using positive body language;
- Listening to children as well as giving guidance;
- Managing induction and transition sympathetically and positively;
- Showing work to another teacher, Deputy Headteacher or the Headteacher;
- Sharing and reporting on work with parents through Marvellous Me;
- Setting an example ourselves through dress, manner, courtesy and care.

Behaviours for learning:

At Olney Middle School we are creating a culture that fosters behaviours which are integral to learning. The behaviours for learning charter was researched and created by the Pupil Support Junior Parliament Team alongside teachers and senior leaders. Children are expected to demonstrate the behaviour for learning charter in all aspects of school life and it is the adult's responsibility to reinforce and revisit this daily.

Relationships:

Alongside classroom routines and teacher responses to behaviour, we know that relationships are central to our school culture and to the way we manage behaviour. All staff actively engage in positive conversations with children from all year groups. This enables them to consciously create and maintain relationships based on trust, dignity and support between children and themselves. We know that warm and supportive school environment is one where children's outcomes improve and where children feel safe and secure.

Protective Behaviours:

At OMS, we have adopted the principles of Protective Behaviours and our teaching is based on two key messages:

- 1) 'We all have the right to feel safe all the time'
- 2) 'There is nothing too awful (or too little) we can't talk about with someone'.

We believe that all individuals within our school should feel valued and able to contribute towards the well-being of the school. Children have a right to a safe, sociable, orderly and nonthreatening environment in which to work and play. We believe that children learn best when they are clear about what is expected of them and when they are consistently encouraged and taught to reach the expectations. All adults, parents and members of the school staff have a responsibility towards the emotional and social development of all children.

Language and Voice:

All staff make every effort to use language to aid learning and that addresses behaviours as the issue and not the child. At OMS we recognise that repeated negative language can result in a negative sense of self, low expectation and reduced self-esteem and wellbeing. Therefore all staff speak of the behaviour choice or incident being

inappropriate rather than the child themselves, in line with this behaviour is addressed privately and not in front of the class.

In keeping with the role of the school as a place of safety, staff avoid defaulting to shouting at children, this is kept as a last resort or when needing to avoid a hazard. As adults we act as role models with our language and demonstrate to children that we can use words to build each other up and encourage and support each other. Racist, homophobic, ableist, sexist and any prejudicial language will always be challenged by staff and dealt with accordingly.

Self-regulation through Zones of Regulation:

At Olney Middle School, we see that feelings are feelings and there is no right or wrong, good or bad. We look at how behaviour is a choice with an effect, usually affecting others as well as ourselves. Sometimes feelings or situations can get the better of us and children may choose to say or do something which is not a respectful or responsible choice. At OMS we aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our children to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour (See appendix 4). The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Positive Playground Behaviour

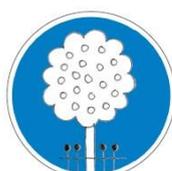
All children are encouraged to adhere to our core CARING values at all times when using the playground during their break and lunchtimes. All lunchtime staff are trained to deal with any situations with care, consistency and firmness as they see appropriate. They too, will look for and respond to positive behaviours which will be recognised in our school practices. The staff at lunchtimes follow a graduated response, supported by members of the senior leadership team (SLT), if a child chooses not to respond positively to a verbal request/reminder by the lunch time staff, they will be required to stand/walk with the member of staff for a reflection/restorative conversation, they will then be supported to return to the green zone of regulation and return to their chosen activity.

5. Recognition and Rewards for Achievement and Effort

Although there are a range of rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. All members of staff are expected to ensure that praise outweighs consequences by at least 5:1.

House System

Each child is part of a 'house'. The Houses are:



Joe Mann
1860 - 1951



William Cowper
1731-1800



Ann Hopkins-Smith
xxxxx-1851



John Newton
1725 - 1807

House points can be awarded by any member of staff for children who display the desired behaviour through demonstrating our CARING values, outstanding work for that child, contributions to team activities and sporting achievements. A child is given a badge on Marvellous Me related to the value they have demonstrated. Marvellous Me will then total the number of House points for each house.

Classroom rewards:

Praise

This is usually a verbal acknowledgement of success with both curricular learning and social behaviour providing an important motivation for children. Its effects should not be underestimated. Children are encouraged to say 'well done' to each other too.

At Olney Middle School we also recognise extra effort and achievement by:

- Housepoints
- Additional responsibility;
- Positive message/badge on Marvellous Me;
- Positive discussion/phone call with parents;
- Positive referral to Year lead/Subject lead/Deputy Head/Headteacher;
- Share work in class/with other classes;
- Personalised reward

Achievement Celebration Assembly

We hold a fortnightly Achievement Celebration Assembly where we celebrate children's classroom achievements and their achievements outside of school to positively reinforce their dedication and to inspire other children within the school.

Values award

Every week, each class teacher will identify one child in their class to receive the 'Values Award' The teacher will write a certificate providing a reason for their choice based around our 6 CARING values. They will read this out in the class and send the child to the celebration assembly for further recognition. The child will take their certificate home at the end of the day.

House Cup

The House points are collated weekly and the winning House will receive the House Cup which is presented in a weekly assembly. The winning House at the end of each half term will have the opportunity to wear non-uniform on the last day of that term.

Half termly CARING award and activity

Each half term teachers will nominate two children who have shown outstanding dedication to their learning by consistently demonstrating our CARING values. These children will take part in an activity for an afternoon with senior members of staff.

6. Strategies for Managing Behaviour in Olney Middle School

All known and identified misbehaviours will be addressed within school. This will always be through discussion with the child and staff to understand why their behaviour was inappropriate and develop an understanding of events that may have led to the displayed behaviour, we believe that every behaviour is a communication and that taking the time to talk about, understand and reflect on a child's behaviour is key to helping them learn from it and respect any consequence that is given as a result of their actions.

Staff should take into account the individual needs of the children in their care, praise the behaviour they want to see and question why they are seeing certain behaviours.

Stages of support towards consequences

At OMS, the adults in the classroom or at playtimes will support children to show them positive behaviours and attitudes for each other and towards their learning. Children know and understand that our basic expectations of behaviour we **do not** have in our school are:

- Distracting others or yourself from doing your best effort and learning
- Using unkind or rude words towards others
- Hurting others or rough/play fighting
- Ignoring instructions in purpose
- Damaging things inside or outside of the classroom
- Bullying behaviours of any kind

Adults in school will use the stages of support towards consequences ladder (see appendix 2) to help guide and teach children the correct behaviour choices to make. The steps involve highlighting the behaviour choice to the child, encouraging them to make a positive change, second chance raised with the child to change their behaviour, adults to suggest and model the positive behaviour choice to make. If the child does not change their

Olney Middle School September 2022

behaviour they will lose golden time/5 minutes of break/lunch time depending on the behaviour. If the behaviour continues after the initial consequence, children will participate in a restorative conversation/reflection work (see appendix 5).

Children with Special Education Needs/Complex behaviour needs

For some children their significant cognitive, sensory and/or emotional needs mean that the social environment of school can be a challenging place. Reasonable adjustments will be made for children with Special Educational Needs and Disabilities (SEND). It is important that staff recognise which behaviours can be associated with a child's SEND. Whilst extenuating circumstances may influence a child's behaviour they are not seen as an excuse for poor behaviour choices. Children are supported through their need and encouraged to express themselves in a controlled and safe way through the use of restorative conversations/reflection forms supported by an adult. Individual children with emotional and more complex behavioural difficulties often experience problems in coping with the learning. This may be evidence of underlying learning difficulties or the emotional difficulties may cause severe problems with concentration. In this situation senior members of staff may seek support from the SEND Support team to help bring together a plan, along with parents to support the child's behaviour choices.

Adverse Childhood Experiences (ACEs) and complex behaviour needs

Adverse Childhood Experiences (ACEs) are "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity." (Young Minds, 2018). Children who have experienced ACEs can display struggle with the ability to recognise and manage different emotions, the capacity to make and keep healthy friendships and other relationships and the ability to manage behaviour in school settings. For children who have experienced ACEs staff will adopt a PACE (playfulness, acceptance, curiosity and empathy) approach to interact with the child and will spend time building a secure relationship with them. A behaviour journey will be completed in order for all adults to understand the child's journey and be aware of behaviours and strategies for how to manage them. External support may also be gained from the Virtual School or CAMHS to help support the child.

7. Serious Breaches

A Serious Breach is an incident that may lead to more severe consequences, such as a reflection based internal suspension or fixed term Suspension. Serious breaches must be referred immediately to the Head teacher. The following are examples; it is not an exhaustive list, other issues may be judged to be equivalents by the school:

- Failure to comply with a reasonable request from a senior member of staff;
- Malicious communications, including electronically;
- Endangering other pupils;
- Verbal abuse of staff, other adults or pupils;
- Wilful damage to property;
- Bullying, including cyberbullying;
- Theft;
- Making a malicious allegation against a member of staff or a student;
- Persistent minor breaches of the Olney Middle School policy;
- Minor assaults or fighting;
- Discriminatory conduct on the basis of the Equality Act 2010, including actions that are sexist, homophobic, racist or on the basis of religion/belief.

Positive Safe Handling

Rarely, but in some circumstance, for a child's safety and/or for the safety of others, positive safe handling may be carried out by trained members of staff. De-escalation is always our first approach and response to a situation of this kind, a number of staff are Team Teach trained to use positive, safe handling techniques. These techniques are only used as a final resort after all other de-escalation strategies have been attempted. Parents will be fully informed if such techniques needed to be implemented and safe handling techniques will be written into a structured behaviour plan. We will always positively assure all children who may be involved after any safe handling incident using the most appropriate person(s) within school at that point in time.

8. Bullying

Olney Middle School Relationship and Behaviour Policy

STOP – Several Times On Purpose is used for children at OMS to understand bullying. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. The following steps may be taken when dealing with incidents:

- A clear account of the incident will be recorded;
- A member of the Senior Leadership Team (SLT) will interview all concerned and will record the incident;
- Teachers will be kept informed;
- Parents will be kept informed;
- Disciplinary measures will be used as appropriate.

Incidents of bullying will always be taken seriously by the school. Bullying is not tolerated and it will be made plain to the bully that such behaviour is strongly disapproved of. When undertaking PSHE work in class and through assemblies with a bullying theme, children will be informed how they should deal with bullying directed against them. Any child who feels they are being bullied will know that they will be supported and that they should speak to a member of staff or tell a friend.

Parents are informed in the school prospectus that they can always speak to the class teacher, Year Team Leader, Deputy Headteacher or Headteacher if an incident of bullying occurs.

All reports of bullying will be investigated as quickly as possible and parents of all children involved will be informed of any incidences relating to their child and notified of action taken. The same rule applies to any racial or sexual harassment.

It is recognised that bullying may take varying forms. Class teachers will be sensitive to relationships and work partnerships within the class to ensure all children are included and supported with pair or group work activities.

Bullying is recognised as sometimes involving persistent:

- name calling;
- ridiculing a person's appearance, abilities or belongings;
- making unkind comments about other family members;
- physical abuse;
- threatening behaviour;
- excluding a child from playtime activities;
- staring or making a person feel uncomfortable;
- Intimidating behaviour by a 'gang'.

The class teacher may not be aware that a particular child is being bullied. Bullies often use times when adults are not around to threaten other children. At the same time it is important that it is established that genuine bullying is taking place, and not a falling out between two children which can be resolved in a different way. All staff will be informed if an incident of bullying is reported.

9. Escalation

Staff may require additional support with children for whom the standard process is not having sufficient impact. The escalation process is designed to support the child to return to learning. It is not a disciplinary process. Staff involved will seek to enable the child to understand the need to make positive behaviour choices, advise staff on appropriate strategies and support any additional needs. Where appropriate, a Pupil Profile will be drawn up in consultation with the pupil, their parents/carers and, class teacher and SENCO which will detail the child's difficulties and strategies to support them.

10. Partnership Stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. A named member of the Pastoral team will be assigned to:

- Support and if necessary facilitate a Reparation Meeting between the member of staff and the child;
- Develop an appropriate action plan with the child and inform parents / include other staff members as appropriate;
- Monitor and review using the action plan;
- Discuss both the consequences for the child if not meeting the required action and the positive outcomes for everyone if conduct improves;
- If a child does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the adult who agreed the action plan.

- Children must be given a second chance to achieve the targets agreed on the action plan after the verbal warning.

11. Fixed term suspensions

Suspensions Process

Where there is a serious breach in the school's expected standards of behaviour the resulting action is a fixed term internal or external suspension. At all times in such circumstances, the Headteacher, members of the Senior Leadership Team (SLT) and Governing Body will work together. The school will follow the exclusion procedures as identified in the most recent DfE and Milton Keynes Suspension Guidance.

Parents/carers will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. A support programme will be actioned to support the child. A reintegration meeting will be held prior to the child's return to school; parents/carers will be expected to attend. The Head teacher may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages.

Dependent on the type of suspension parents/carers can make representation or have the right of appeal to the Governing Body. Behaviour, discipline and exclusions will be reported to the Full Governing Body termly.

The Head teacher may also use internal suspension or reflection time, which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises. Internal suspension can be to another class or to a designated area within the school and appropriate supervision will always be provided by the school for the duration of the internal suspension.

An internal suspension may continue through break and lunchtimes, suspension from School does not necessarily mean that the pupil will be sent home. There are many options available to the Head teacher. At Olney Middle School we refuse to give up on children. We are relentless in modifying children's behaviour so that everyone can learn in a safe and productive environment.

12. Racial Issues

At Olney Middle School we recognise the harmful effects of racism and prejudice within a school setting. We believe in celebrating diversity and promoting racial equality in all aspects of school life. The school is committed to a non-racist ethos, promoting racial tolerance. The school responds proactively to any racist incident reported in school and would challenge any attitudes of racism.

The designated safeguarding lead is the named person responsible for dealing with racist incidents. All staff will be vigilant with regard to this issue and will ensure that any victims of racial harassment will be supported within the school. The wider implications of racist incidents within a small community are recognised.

The school will follow the LA guidelines for dealing with racist issues. The role of parents working with the school is considered crucial. The school is aware of its responsibilities to report all incidents of a racial nature to the Governing Body and also that a termly reporting should be sent to Milton Keynes council.

13. Monitoring and documentation

Children's behaviour is regularly discussed as part of the weekly safeguarding meeting involving senior members of staff and at year team meetings/INSET. Behavioural incidents are logged electronically and patterns of negative behaviour are analysed by the Deputy Headteacher each half term. This policy is formally evaluated on an annual basis and a report given to governors through the Headteacher's report.

14. Equal Opportunities

Olney Middle School is a school of equal opportunities. All children are treated as equals and this is promoted at all times thus providing a welcoming and secure environment in which all children will be able to create a positive self-image and develop to their full potential.

Olney Middle School Relationship and Behaviour Policy

Appendix 1 – Behaviour for Learning Charter

Appendix 2 – Stages of support towards consequences

Appendix 3 – Consequences during lessons and lunchtimes grid

Appendix 4 – Zones of regulation Chart

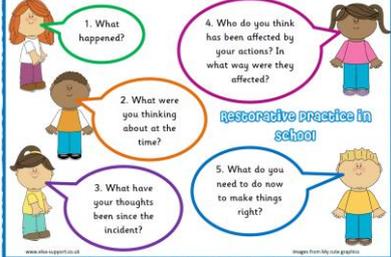
Appendix 5 – Examples of restorative conversations/reflection form

Appendix 6 – Google meet live lessons children's protocol

Appendix 1 - Olney Middle School Behaviours for learning charter

- Contributing positively in class discussions
- Sitting appropriately in the chair to ensure optimal listening
 - Be supportive of others ideas and feelings
 - Following instructions first time of asking
 - Ask for help from an adult when needed
- Take turns to speak and to listen to each other
 - Organising equipment ready for learning
 - Attempting to stay on task with adult support
 - Facing forward when the teaching is teaching
- Speaking respectfully to everyone including adults
 - Work alongside others
 - Respect school property and equipment
- Appreciate that some people need more time to carry out activities than others
 - Have a go at everything – always try your best
 - Take responsibility for your own actions

Appendix 2: Stages of support towards consequences

Stages of support towards consequences									
<p>1. My teacher will tell me privately (discretely) if I am making the wrong behaviour choice by using words or a picture. I need to think about my behaviour and make a positive change.</p>									
<p>2. If my behaviour hasn't changed, my teacher will give me a second chance to change my behaviour. I will also need to think about what Zone I am in, is there anything I need to do to help change my behaviour?</p>	<h3 style="text-align: center;">HOW CAN YOU HELP YOURSELF?</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ADD8E6;">The BLUE Zone</th> <th style="background-color: #90EE90;">The GREEN Zone</th> <th style="background-color: #FFD700;">The YELLOW Zone</th> <th style="background-color: #FF0000;">The RED Zone</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ADD8E6;">  HOW MIGHT YOU FEEL? SAD TIRED BORED MOVING SLOWLY WHAT MIGHT HELP YOU? TALK TO SOMEONE STRETCH TAKE A BRAIN BREAK STAND TAKE A WALK CLOSE MY EYES </td> <td style="background-color: #90EE90;">  HOW MIGHT YOU FEEL? HAPPY OKAY FOCUSSED READY TO LEARN WHAT MIGHT HELP YOU? THIS IS THE GOAL! WHAT CAN YOU DO TO GET TO THE GREEN ZONE? HOW CAN YOU BE HAPPY, CLAM AND READY TO LEARN? </td> <td style="background-color: #FFD700;">  HOW MIGHT YOU FEEL? NERVOUS CONCERNED SILLY NOT READY TO LEARN WHAT MIGHT HELP YOU? TALK TO SOMEONE COUNT TO 20 TAKE DEEP BREATHS SQUEEZE SOMETHING DRAW A PICTURE TAKE A BRAIN BREAK </td> <td style="background-color: #FF0000;">  HOW MIGHT YOU FEEL? ANGRY FRUSTRATED SCARED OUT OF CONTROL WHAT MIGHT HELP YOU? STOP WHAT I AM DOING MAKE SENSIBLE CHOICES TAKE DEEP BREATHS ASK FOR A BREAK FIND A SAFE SPACE ASK FOR HELP </td> </tr> </tbody> </table>	The BLUE Zone	The GREEN Zone	The YELLOW Zone	The RED Zone	 HOW MIGHT YOU FEEL? SAD TIRED BORED MOVING SLOWLY WHAT MIGHT HELP YOU? TALK TO SOMEONE STRETCH TAKE A BRAIN BREAK STAND TAKE A WALK CLOSE MY EYES	 HOW MIGHT YOU FEEL? HAPPY OKAY FOCUSSED READY TO LEARN WHAT MIGHT HELP YOU? THIS IS THE GOAL! WHAT CAN YOU DO TO GET TO THE GREEN ZONE? HOW CAN YOU BE HAPPY, CLAM AND READY TO LEARN?	 HOW MIGHT YOU FEEL? NERVOUS CONCERNED SILLY NOT READY TO LEARN WHAT MIGHT HELP YOU? TALK TO SOMEONE COUNT TO 20 TAKE DEEP BREATHS SQUEEZE SOMETHING DRAW A PICTURE TAKE A BRAIN BREAK	 HOW MIGHT YOU FEEL? ANGRY FRUSTRATED SCARED OUT OF CONTROL WHAT MIGHT HELP YOU? STOP WHAT I AM DOING MAKE SENSIBLE CHOICES TAKE DEEP BREATHS ASK FOR A BREAK FIND A SAFE SPACE ASK FOR HELP
The BLUE Zone	The GREEN Zone	The YELLOW Zone	The RED Zone						
 HOW MIGHT YOU FEEL? SAD TIRED BORED MOVING SLOWLY WHAT MIGHT HELP YOU? TALK TO SOMEONE STRETCH TAKE A BRAIN BREAK STAND TAKE A WALK CLOSE MY EYES	 HOW MIGHT YOU FEEL? HAPPY OKAY FOCUSSED READY TO LEARN WHAT MIGHT HELP YOU? THIS IS THE GOAL! WHAT CAN YOU DO TO GET TO THE GREEN ZONE? HOW CAN YOU BE HAPPY, CLAM AND READY TO LEARN?	 HOW MIGHT YOU FEEL? NERVOUS CONCERNED SILLY NOT READY TO LEARN WHAT MIGHT HELP YOU? TALK TO SOMEONE COUNT TO 20 TAKE DEEP BREATHS SQUEEZE SOMETHING DRAW A PICTURE TAKE A BRAIN BREAK	 HOW MIGHT YOU FEEL? ANGRY FRUSTRATED SCARED OUT OF CONTROL WHAT MIGHT HELP YOU? STOP WHAT I AM DOING MAKE SENSIBLE CHOICES TAKE DEEP BREATHS ASK FOR A BREAK FIND A SAFE SPACE ASK FOR HELP						
<p>3. If my behaviour still hasn't changed, I will miss some of my playtime/lunchtime and I will have a restorative conversation with an adult</p>	 								
<p>4. If I keep on not changing my behaviour, knowing that I am missing some of my playtime, I will need to do my work elsewhere. I will have to complete some reflection work</p>									
<p>5. Repeating poor behaviour choices may mean that I have to see Mr Young or Mrs Lamble, someone will also share this with my grown-ups at home.</p>									

Appendix 3- Consequences – During Lessons

The following table highlights possible sanctions for negative/unacceptable behaviours. However, staff at Olney Middle School will need to use their professional judgement in each individual situation and ensure they have investigated all the facts before deciding upon an appropriate sanction.

Stage	Typical Behaviour	Possible Consequence	Possible Support
<p>1</p> <p>Highlight the behaviour</p>	<p>Child:</p> <ul style="list-style-type: none"> - - - interrupts (adults/peers), answers back, disrespects equipment, tuts/ rolls their eyes, distracts themselves/others, runs to line up/when whistle blows, refuses to do their work, doesn't share appropriately, calls/shouts out, runs in the corridor, talking when they line up/enter/leave assembly, makes inappropriate noises, wears their uniform inappropriately, swinging on chair not listening 	<ul style="list-style-type: none"> - Re-engagement. - Suggest positive behaviour choice to get back on track - Praise nearby positive role models/good behaviour. - Reminder of CARING values. - The teacher 'look'/glare. - Words at the end of the lesson - Wait/stop what you (teacher/adult) are doing. - Remind them of what could happen if they continue with the negative behaviours. - Stand near them. - Move the object/s they are fiddling with (but don't speak). - Move the child or others near them - - - 	<p>Discussion with child/class/group. Reminder of expectations and what further sanctions may occur if they continue with behaviour.</p>
<p>2</p> <p>Verbal warning – time to change</p>	<p>Child:</p> <ul style="list-style-type: none"> - Lies, - Throws an object on purpose, - Is disrespectful to a member of staff, - Inappropriate language - Kicks out at equipment, - Forgets PE kit (more than once), - Is unkind to another child/children, 	<ul style="list-style-type: none"> - Miss 5 minutes golden time . - Time out in another class with work to complete set by the class teacher. - Time out in the sensory room. Two Time Outs in one day results in - Stage 3. 	<p>Class Teacher/Adult to discuss behaviour and sanctions with the child through the use of Restorative Practice. Social story with learning mentor</p>

Olney Middle School Relationship and Behaviour Policy

<p>3</p> <p>Restorative conversation/reflection form</p>	<p>Child: Spits, Deliberately breaks/defaces equipment, Continually refuses a reasonable request from an adult, Loss of playtime/golden time and child to complete a reflection sheet which is signed by appropriate Year team Leader and sent home for parents to sign. Contribution to the cost of the defaced/broken item. Loss of time on computers.</p>	<p>Class Teacher/Year lead to discuss behaviour and sanctions with the child through the use of Restorative Practice and phone call</p> <p>Physically hurts another child, Emotionally hurts another child, Encourages others to hurt another child.</p>	<p>Doesn't follow the e-safety policy. Swears/makes inappropriate gestures.</p> <p>Two Time Outs in one week results in Stage 4. Phone call home to discuss behaviour.</p> <p>May warrant referral to Safeguarding Lead/SENCO.</p>
<p>4</p> <p>Consequence</p>	<p>Child: Repeats Level 3 behaviour twice in one half term.</p> <ul style="list-style-type: none"> - Serious behavioural incidents that do not warrant an exclusion 	<ul style="list-style-type: none"> - Child is sent to DHT who will ask parents in to discuss the behaviour. Child to complete full reflection sheet out of the classroom for a fixed period of time. Ideally the same afternoon. Loss of all Golden Time - Loss of break/lunchtime 	<p>DHT to discuss behaviour with parents.</p> <p>Consider referral to Behaviour Support Team and/or Children and Family Practices.</p>
<p>5</p> <p>Serious Concerns</p>	<p>Child:</p> <ul style="list-style-type: none"> - Acts violently towards a member of staff or another child. - Continually bullies another child/children. - Seriously damages persons or property. Racial abuse 	<ul style="list-style-type: none"> - Child is sent to Headteacher who will ask parents in to discuss the behaviour and where appropriate may follow the exclusion guidelines. 	<p>Headteacher to deal directly with serious concerns</p>

*Pupil Incident Log - Staff should take notes of the incident in front of the pupil/s when dealing with an incident. This could be in the form of a comic strip but must be logged electronically. Should a child continue to reach stage 3, the class teacher, Year team leader, parents and SENCO may need to draw up an individual behaviour plan for the individual.

Consequences - At Lunchtimes

The following table highlights possible sanctions for negative/unacceptable behaviours. However, lunchtime staff at Olney Middle School will need to use their judgement in each individual situation and ensure they have investigated all the facts before deciding upon an appropriate sanction.

Stage	Typical Behaviour	Possible Consequence	Record of Incident	Possible Support
-------	-------------------	----------------------	--------------------	------------------

Olney Middle School Relationship and Behaviour Policy

<p>1</p> <p>Gentle Word</p>	<p>Child:</p> <ul style="list-style-type: none"> - - interrupts (adults/peers), answers back, disrespects equipment, tuts/ rolls their eyes, - runs to line up/when whistle blows, refuses to do as they're asked, doesn't share appropriately, calls/shouts out, runs in the corridor, talking when they line up/enter/leave assembly, makes inappropriate noises, doesn't tie their hair back if long enough, wears their uniform inappropriately, brings in a toy which is too large (should only be pocket sized) or cards to swap. - is in the school building without adult consent (should have a pass). rough play 	<ul style="list-style-type: none"> - Re-engagement. - Praise nearby positive role models/good behaviour. - Reminder of CARING values. - Give them a choice e.g. You either need to continue with... or, sit on the bench for 5 minutes. - Remind them of what could happen if they continue with the negative behaviours. Stand near them. - Move the child or others near them. - 	<p>N/A unless child repeats same behaviour at which point they sit on the Time Out bench for 5 minutes.</p>	<p>Discussion with child and class teacher at the end of lunch.</p> <p>Reminder of expectations and what further sanctions may occur if they continue with behaviour.</p>
<p>2</p> <p>Verbal warning</p>	<p>Child:</p> <ul style="list-style-type: none"> - Lies, - Throws an object on purpose, Is disrespectful to a member of staff, - Kicks out at equipment, - Is unkind to another child/children, 	<ul style="list-style-type: none"> - Sits on Time Out bench for 5 to 10 minutes depending on age. - Loss of 5 minutes Golden Time - MDS to inform class teacher - Two Time Outs in one lunchtime results in Stage 3. 	<p>Tell the relevant class teacher in front of the child/ren.</p>	<p>Small group supervision/support to play by Learning Mentor.</p>
<p>3</p> <p>Timeout</p>	<p>Child:</p> <ul style="list-style-type: none"> - Spits, - Is affectionate inappropriately, - Deliberately breaks/defaces equipment, 	<ul style="list-style-type: none"> - Loss of lunchtime. Child/ren is to be sent into to be dealt with by member of SLT. - Child to sit outside of staffroom. Two - Time Outs in one week results in Stage 4. 	<p>Escort the child/ren into the building to the staff room to speak to a member of the SLT. Incident recorded on behaviour log</p>	<p>Lunchtime supervised by TA/member of teaching staff.</p>
	<ul style="list-style-type: none"> - Continually refuses a reasonable request from an adult, - Physically hurts another child, - Emotionally hurts another child, 			

Olney Middle School Relationship and Behaviour Policy

	<ul style="list-style-type: none"> - Encourages others to hurt another child. - Swears/makes inappropriate gestures. - Participates in play fighting, wrestling, etc. 			
4 Disciplinary sanction	<p>Child:</p> <ul style="list-style-type: none"> - Repeats Level 3 behaviour twice in one half term. 	<ul style="list-style-type: none"> - Child is sent to AHT who will ask parents in to discuss the behaviour. - Child to complete full reflection sheet. - Loss of all Golden Time 	<ul style="list-style-type: none"> - Incident recorded on behaviour log - Phone home - preferably before the child gets home. - Report to AHT responsible for behaviour. 	Lunchtime supervised by TA/member of teaching staff.
5 Serious Concerns	<p>Child:</p> <ul style="list-style-type: none"> - Continues behaviour following a red card. - Acts violently towards a member of staff or another child. - Continually bullies another child/children. - Seriously damages persons or property. 	<ul style="list-style-type: none"> - Child is sent to Headteacher who will ask parents in to discuss the behaviour and where appropriate may follow the exclusion guidelines. 	Follow Exclusion Guidelines.	

Should a child continue to reach stage 3, the class teacher, Year Team Leader, Deputy Headteacher, parents and SENCO may need to draw up an individual behaviour plan for the individual. Where appropriate, Behaviour Plans will be shared with the lunchtime supervisors.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

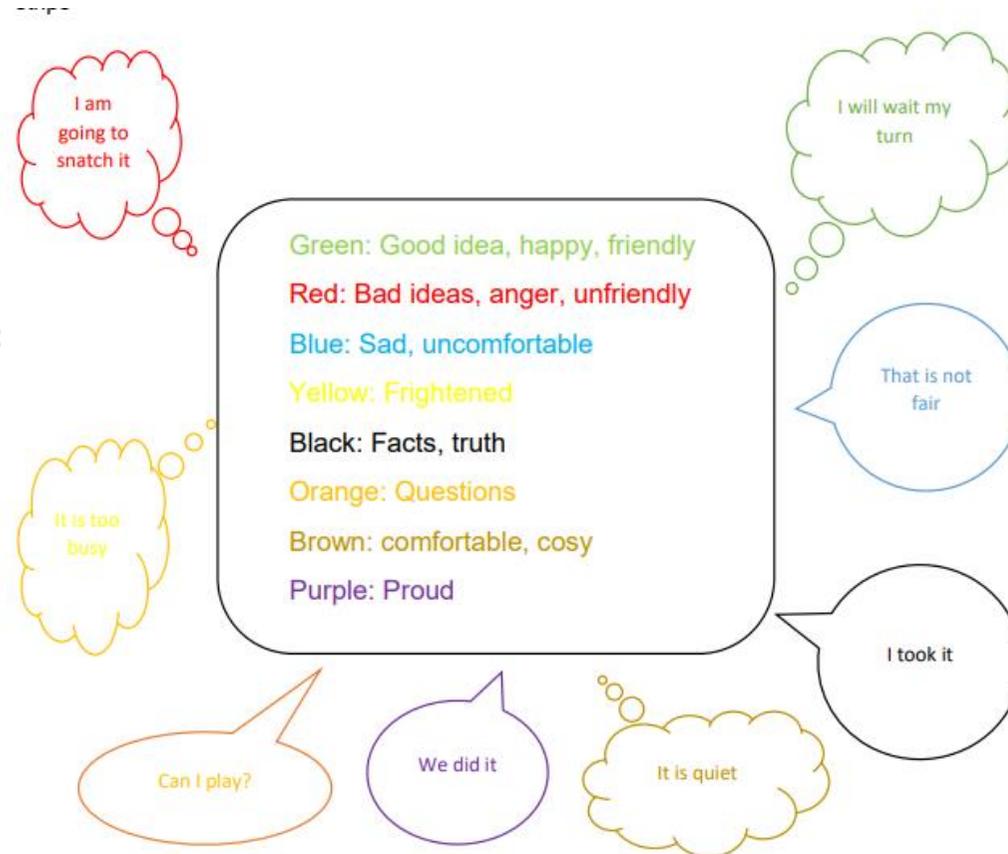
Appendix 5 - Restorative conversation examples and reflection work

Restorative Questions 1 To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2 To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?



Appendix 6 - Google Meet Live Lessons Children's Protocols

This is a guide to our protocols for AUDIO and AUDIO/VIDEO live lessons at Olney Middle School. It is essential that every child follows the protocols set out.

- Children must only join using their school account through google classroom.
- Parents must be in the room with the child but not visible (in a video call) or audible at any point in the session.
- Children must only join the lesson at the time specified by the teacher beforehand and when the teacher is on the call.
- Children must mute their microphones and video unless asked to unmute by the teacher
- If a child has a question, they can raise their hand (in a video call) or write 'hand up' or type the question into the comments box.
- All comments made by children must be focused on the work and be relevant to the lesson being taught.
- Children must wait to be addressed by the teacher and for their turn to speak in a video call.
- Children must not talk over the teacher or their classmates.
- Teachers can see the comments so children must write in an appropriate way at all times i.e. use academic English at all times.
- At no point should children take any form of recording or photo of the session. If it is found that this has happened, it will immediately be referred to the SLT and the child will face serious sanctions in line with our behaviour policy, Covid-19 addendum
- IF A VIDEO LESSON: Children and any parent in view must be in appropriate clothes and have a neutral and appropriate background
- Children must not be in a bedroom or have any siblings or other family members in the background - Parents are responsible for ensuring this is adhered to and children will not be able to join future sessions if this fails to happen.

Behaviour System to Support these Protocols

Any child who doesn't follow our protocols will be subject to one or more of the following sanctions:

- The child(s) in question will be muted in the lesson by the teacher
- The child(s) in question will be removed from the lesson by the teacher. The SLT member on call will be notified via the Emerge behavioural system and we will also contact home
- If necessary, the lesson will be stopped and closed
- Sanctions will follow the school's behaviour policy Covid-19 addendum

Olney Middle School – COVID 19 Behaviour Policy Addendum (Remote learners) This addendum to the 'Behaviour for excellent teaching and learning policy' is for use during the arrangements for education of children accessing learning resources from home during the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the full Behaviour for Excellent Teaching and Learning policy, AntiBullying statement and our Child Protection policy (Covid 19 addendum).

Stage 1			

Olney Middle School Relationship and Behaviour Policy

	Virtual class teacher	<ul style="list-style-type: none"> · Minor disrespect or inappropriate behaviour below the expectations of acceptable behaviour within school during normal operation. · This could include rudeness, disrespect or not following instructions using Google Classroom or in a Google lesson 	<p>Child should be given a warning and reminded of behaviour expectations while accessing remote study.</p> <p>Telephone/email home.</p> <p>Concern logged on Emerge.</p>
--	-----------------------	---	---

Stage 2	Year team leader	<p>Repeated instances of “Stage 1” or:</p> <ul style="list-style-type: none"> · A single use of offensive language (not towards staff) on Google Classroom or in a Google lesson. · Abruptness towards staff on Google Classroom, Google lesson or during a home phone call. 	<p>Telephone/email home.</p> <p>Concern logged on Emerge.</p> <p>Temporary suspension from accessing school email.</p> <p>Posting privileges removed from Google Classroom. Child no longer allowed to post in the stream/comment on posts. Work is still able to be submitted.</p> <p>Removed from Google lesson and not allowed to rejoin</p>

Stage 3	SLT	<p>Repeated instances of “Stage 2” or:</p> <ul style="list-style-type: none"> · A single use of offensive language towards staff. · Inappropriate comment about any member on any online platform or in a Google lesson. · Any use of racist, homophobic, discriminatory, or bullying language/behaviour. · Any attempt to contact or “friend” staff on social media. 	<p>SLT may adopt one or more of the following actions:</p> <ul style="list-style-type: none"> · Phone call home. · Temporary suspension of child access to emails/learning platforms/Google lessons. · Temporary daily contact via telephone to parent by SLT. · Logging of incidents on to Emerge as applicable. · Logging of incidents on Safeguard Software as applicable. · Implementation of personalised behaviour plan where necessary. <p>Referral to Headteacher if: 1) The issue would usually result in a fixed term exclusion. 2) If SLT believes that a referral to the police or another agency (MASH) is necessary. 3) Any comments towards a member of staff that could be construed as inappropriate or sexualised. 4) A continuation of problematic behaviour after SLT intervention.</p>
Stage 4	SLT	Referral to SLT if:	SLT will carry out one/several of the following, in consultation with the

		<ul style="list-style-type: none"> · Issue would normally result in a fixed term exclusion. · If staff have indicated that a police or social services referral is necessary. · Any comment towards staff that could be construed as inappropriate or sexualised – no matter how minor it may seem. 	<p>Headteacher</p> <ul style="list-style-type: none"> · Phone call home to discuss the issue with parent/carer and child. · Temporary/longer term suspension from learning platforms, emails or Google lessons. · Work printed and paper copies sent home. · Daily contact via telephone to parents by the SLT. · Review with parents and agree an action plan before reinstating learning platforms and re-issuing school email access. · Log incident on Emerge. · Log incident on Safeguard Software if applicable. · Implementation of personalised behaviour plan where necessary. · Referral to police and/or other key agencies such as social services. 	
--	--	--	--	--