

# MOSELEY

CHURCH OF ENGLAND  
PRIMARY SCHOOL



## Behaviour and Relationships Policy

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*'You are the light of the world. A city on a hill cannot  
be hidden.'*

*'Flourishing Together to Serve'*

## Moseley Church of England Primary School Behaviour and Relationships Policy

### 1. Policy Overview

Moseley Church of England Primary School is committed to creating an environment where excellent behaviour leads to a positive and productive learning environment where all can flourish. Everyone is expected to have the highest standards of personal conduct and to take responsibility for their behaviour, encouraging others to do the same.

Central to our behaviour policy is the scripture: 'Start children off on the way they should go, and even when they are old they will not turn from it' (*Proverbs 22:6*). We believe that excellent relationships between staff and children and a nurturing environment, where all members of the school community respect themselves and others is achieved through the explicit teaching and modelling exemplary behaviours.

Whilst positive behaviours are expected and praised, unwanted, disrespectful and unsafe behaviours are identified, understood and challenged. One of our school values is 'Forgiveness', we implement a restorative practice approach at our school. This helps build and strengthen relationships by promoting positive interactions and managing conflict. Staff support children to take responsibility for their actions and to empathise and recognise the important role of repair in our relationships with others.

Our behaviour and relationships policy echoes our vision statement of '*flourishing together to serve*'. We understand that all of our children will feel safe and learn best in a loving and orderly environment, where the expectations are known and consistently followed by all members of the school community. We encourage all members of our school community to uphold our six values of Hope, Love, Courage, Thankfulness, Trust and Forgiveness.

## 2. Policy Aims

- To develop positive relationships between all members of the Moseley Church of England Primary School community through genuine respect, understanding and trust, in order to create an excellent learning environment.
- To provide a caring and supportive environment where children and staff are safe and comfortable, enabling them to reach their full potential.
- To ensure all staff and pupils are aware of the high standards of behaviour expected and that they take responsibility for promoting and following this.
- To ensure a consistent approach is used to manage behavior and building relationships is a priority for all across the school community.
- To ensure positive behaviour is recognised and rewarded intrinsically and extrinsically by providing appropriate and effective praise and rewards.
- To support children to self-regulate, empathise and develop understanding of their own and others' emotions, developing tools to regulate their behaviour, helping them to understand that every action has a consequence.
- To promote and outline the effective use of restorative approaches.
- To provide a clear and consistent framework of procedures and strategies that positively reinforce our high expectations for all in our school
- To provide a clear and consistent framework for promoting self-esteem and self-discipline.
- To ensure that standards of behaviour and work reflect the values and Christian ethos of the school.

### 3. Fundamental Principles

All members of our school community have:

- The Right to Learn
- The Right to Teach
- The Right to be Safe
- The Right to be Shown Respect

We believe that by adhering to these underpinning four rights, all members of our school community will feel secure, safe and happy. This will enable everyone to 'flourish together to serve'.

### 4. Roles and Responsibilities

In order to achieve exceptional behaviour, consistency is vital at all levels so that staff are empowered to effectively manage behaviour and children can feel secure in knowing how the adults will respond to them. Consistent language around behaviour through emotion coaching techniques and scripted reflective and reparative conversations are outlined later in the policy. Consistent expectations, positive reinforcement and consequences need to be applied. By displaying behaviours linked to the 3 rules of **Ready, Respectful and Safe**, a positive and productive learning environment will be established.

#### 4.1 Roles and responsibilities of all staff:

All staff, including teaching, support, administrative and lunchtime staff are responsible for promoting positive behaviour and should consciously endeavour to:

- Meet and greet children daily.
- Model and teach positive, effective learning behaviours and build trusting relationships with children, parents and wider school community.
- Provide interesting, stimulating and engaging activities and lessons that challenge children and the meet the needs of all learners.
- Support children to recognise emotions and manage behaviour through 'Zones of Regulation', Emotion Coaching and mutual regulation opportunities.
- Model Moseley Church of England Primary School's Christian values.
- Recognise and reward positive behaviours, manners and attitudes.
- Provide a safe, secure and nurturing environment.
- Follow consistent routines for use and storage of equipment in school; movement in and around school; tidiness of classrooms, corridors, cloakrooms and other shared areas.
- Treat all children with respect, patience, consistency and fairness.
- Respect the individuality of children and provide opportunities to meet their needs and challenge all children to achieve their potential.

- Lead by example in all areas of behaviour including attendance, punctuality and clothing.
- View behaviour as communication and work with others (including the child, parents and external professional) to support children in times of challenge.

#### 4.2 Roles and responsibilities of UPS teachers:

Experienced members of teaching staff are not expected to deal with behaviour referrals in isolation. Rather they are to support colleagues by guiding, modelling and providing a unified and consistent response to children. UPS teachers will consciously endeavour to:

- Meet and greet children at the beginning of the day.
- Be a visible presence to encourage positive relationships and behaviours.
- Support colleagues by discussing incidents and sitting in reparation meetings if necessary.
- Celebrate children who consistently make the right choices and those whose efforts go above and beyond expectations.
- Encourage use of rewards, positive notes and phone calls home.
- Regularly communicate with senior leadership about any children who regularly struggle with behavioural expectations outlined.

#### 4.3 Roles and responsibilities of Senior Leadership:

- Meet and greet children and families at the beginning of the day.
- Be a visible presence across the school, particularly at lunch times
- Celebrate staff, leaders and children whose efforts go above and beyond expectations and share their good practice.
- Support staff in managing children with more complex or difficult negative behaviours including providing time and space for relationships to be developed, and supportive, reflective, problem- solving conversations to take place.
- Support colleagues by discussing more serious incidents and sitting in reparation or parent meetings if necessary.
- Regularly meet with leaders to discuss children who are unable to consistently meet behavioural expectations and ensure their provision is appropriate.
- Regularly review the policy to ensure it is appropriate and contextual for the children currently within the school.
- Ensure regular training on the behaviour policy is available to all staff and that pastoral care is available for any staff accused of misconduct

#### 4.4 Roles and responsibilities of Governors:

- To ensure Behaviour Principles are upheld through consistent application of the Behaviour and Relationships Policy.
- To ensure the policy is monitored and reviewed regularly.

The school will produce a Home School Agreement to be signed by the school, parents/carers and child as a statement of intent.

#### 4.5 Roles and responsibilities of Children:

- Be ready
- Be respectful
- Be safe

Children will regularly be reminded of what these rules look like and how to follow them. We expect all children to try their best in all lessons. Children will be supported to develop their 'tools' to help recognise and manage their emotions and behaviours.

#### 4.6 Role and responsibilities of Parents / Carers:

We believe that working with our families and community to encourage and reinforce positive behaviour is vital. Therefore, we expect parents/ carers to consciously endeavour to:

- Demonstrate a positive attitude at home about school, teachers and the importance of education, encouraging respect and good manners towards staff and other children.
- Build a good relationship with the school and support it in the implementation of this policy.
- Ensure children are aware of appropriate behaviour and understand the school rules and expectations.
- Ensure that children are punctual and attend school at all possible times.
- Keep open communication with a child's teacher(s) and the year lead about any concerns arising.

## 5. Rewarding Positive Behaviours

In order to encourage a positive learning environment, we recognise and reward children who consistently follow the Ready, Respectful and Safe rules as well as those who go over and above expectations. Staff also understand that a quiet word of personal praise can be just as effective as a larger, more public reward.

<b>Rewards</b>	<b>Reason</b>
Stickers	Awarded for consistently following rules, showing excellent manners or behaviour.
Lunchtime points	Linked to whole class attitudes, values and behaviour. Whenever the whole class works together to meet expectations
Table points etc	Within classrooms, children work together to earn table points or similar. Class teachers ensure these meets the needs and interests of the children in their class.
Praise notes / Positive phone calls home	Linked to behaviour, values, attitudes and effort. Children may receive a praise note to take home or a phone call home as recognition of positive behaviour, effort or achievement.
Shining Star Awards	Linked to school values and/or attitude towards learning. One child from each class who has demonstrated this in an exceptional way is awarded this certificate each week. These are awarded in our Celebration Worship, children are celebrated in our weekly newsletter and their photo is displayed on our 'shining star' wall.
Super Star Value Awards	Linked to school values. One child from each class who has consistently exceeded expectations throughout the term is chosen. These are awarded in our end of term Celebration Worship, and are celebrated with a shining star badge and recognition in our end of term newsletter special edition.

## 6. Responding to Unwanted Behaviours

At Moseley Church of England Primary School, we encourage and teach all children to be **Ready, Respectful** and **Safe** as we uphold and value the rights of all of our children and staff members: the right to learn, the right to teach, the right to be safe and the right to be shown respect. If children are showing behaviours that are unsafe, disrespectful or those that are impacting Teaching and Learning, the following approach will be followed by all staff.





We have three pathways for improving behavior at our school:

- Pathway 1 addresses low-level unsafe/disrespectful behaviours, and those that disrupt Teaching and Learning
- Pathway 2 address repeated low-level behaviours
- Pathway 3 addresses more serious incidents e.g. physical behaviours






If a child has an individual behaviour plan, then this should be followed.




## Pathway 1: Low Level Behaviours e.g. disrupting learning, not following instructions

<p><b>Step 1</b> Reminder 1</p> 	<p><b>Types of behaviour shown :</b> Low level disruption, ignoring instructions, distraction of others, uncooperative behaviour.</p> <p><b>Adult response:</b> The adult will either use a non-verbal reminder (hand gesture or eye contact) or speak to the child, giving a gentle verbal reminder of the school rules. Give direction on what to do next. The staff member will also use positive reinforcement of other children around them.</p>
<p><b>Step 2</b> Reminder 2</p> 	<p><b>Types of behaviour shown :</b> Continuation of behaviour shown in Step 1 or not following school rules, lack of effort or inappropriate words or unkind comments.</p> <p><b>Adult response:</b> Calm, quiet language used and delivered privately or discreetly. Children made aware of why their behaviour is not ready, respectful or safe. Positive choice offered and consequence outlined if behaviour continues. If appropriate, make links with the zones of regulation. Reset on behavioural expectations: praise and acknowledge when they positively change their behaviour. Scripted approaches encouraged at this point (see appendix 1)</p>
<p><b>Step 3</b> Reflection –partner class</p> 	<p><b>Types of behaviour shown:</b> Continuation of above behaviour, ignoring verbal warnings, teaching time lost due to adult intervention with child.</p> <p><b>Adult response:</b> Child moved to partner class and asked to reflect on their behaviour and provided with templates to do so. After 5 minutes, teacher will check in and support them in reintegrating into their lesson. Child is given final opportunity to engage with lesson and follow instructions.</p>
<p><b>Step 4</b> Reflection – playtime</p> 	<p><b>Types of behaviour shown:</b> Continuation of above behaviour, ignoring verbal warnings, teaching time lost due to adult intervention with child. Not able to respond appropriately following previous warning.</p> <p>Child to be sent to spend some time in-side at playtime where they will be asked to reflect on their behaviour with adult support as required.</p>
<p><b>Repair:</b> After either of these reflection options have occurred, the teacher will find a suitable time to have a reparative conversation with the child which is likely to involve a child missing a part of their break or lunchtime. Teachers will decide whether they need to have a conversation with the parents at the end of the day. If there has been a time out to another classroom, a conversation <b>must</b> be had with parents and the incident recorded on school behavior log.</p>	

## Pathway 2: Repetition of low-level behaviours

<p><b>Step 1</b> Meeting with parents</p> 	<p><b>Types of behaviour shown :</b> Repetition of pathway 1 over short period of time (4 times over 2 weeks).</p> <p><b>Expectations:</b> teacher to arrange conversation with parents to make them aware of ongoing unacceptable behaviours. Teacher and child to create 'behaviour agreement' (See 6.4 for more information)</p>
<p><b>Step 2</b> Behaviour agreement</p> 	<p><b>Expectations:</b> Teacher and child to create 'behaviour agreement' (See 6.4 for more information)</p>
<p><b>Step 3</b> Daily check in with SLT</p> 	<p><b>Expectations:</b> Child to check in with SLT daily and share update on behavior agreement. SLT will use this time to remind the child of the agreement made, the benefits of this for both the individual and others. Celebrate progress made. SLT can escalate to step 4 if they feel the agreement is not having the desired impact.</p>
<p><b>Review and repair:</b> After 5 days of positive SLT check-ins, a 'fresh start' conversation will take place with those involved in the meeting at 'step 1'. Expectations will be refreshed and an opportunity to celebrate improvements made. SLT check-ins will usually end at this stage but for some children they may continue if they are key to further success.</p>	
<p><b>Step 4</b> Meeting with parents</p> 	<p><b>Types of behaviour shown :</b> Not in-line with behavior agreement made at step 1 after 5 days.</p> <p><b>Expectations:</b> SLT to arrange a meeting with parents, and the class teacher. During this meeting the implementation of a more formal behavior plan will be discussed and implemented. (See 6.4 for more information)</p>
<p><b>Step 5</b> Formalised behaviour plan</p> 	<p><b>Expectations:</b> SENDCo/behavior lead, teacher, parents and child to work together to agree on a formal behaviour plan. This plan will include targets, support/strategies provided and timescale for review.</p>

## Pathway 3: Serious incident

<p><b>Step 1</b> Referral to SLT</p> 	<p><b>Types of behaviour shown :</b> intentional physical harm to another child/adult; verbal abuse; targeting of protected characteristics eg. Use of racist language; damage to property</p> <p><b>Adult response:</b> Staff to isolate the pupil for the safety of themselves and others. Red hand send to office for SLT support. Actions taken as appropriate by SLT e.g. phone call home, meeting with parents, internal exclusion, fixed term exclusion (See 6.5 for more information)</p>
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### 5.1 Reparative conversations

As part of our approach to managing behavior, teaching staff should hold a reparative conversation with any child who reaches step 3 or 4 on pathway 1, with senior leaders facilitating a reparative conversation with those on pathway 2 (this should involve the staff member who dealt with the original incident). These conversations will normally take place at the start of a break or lunchtime. Staff will have a script that they feel comfortable with, choosing appropriate questions from below, recording the responses (see Appendix 2)

- What happened?
- What were you thinking at the time? What zone / colour were you in?
- What have you thought since?
- How did this make others feel?
- Who did this affect and how did this affect them?
- What should be done to put things right?
- How can we do things differently in future?

### 5.2 Consequences

Restorative practice processes bring those who have been affected by an action and those responsible for it into communication, enabling everyone affected to play a part in repairing the issue and finding a way forward. As part of our restorative practice, children learn that all actions have consequences, both positive and negative. Depending on the behaviour displayed, natural consequences may form part of the restorative actions (putting things right), i.e. if a child has not completed their work due to talking in class or disturbing others, then they may need to stay in for a part of their break or lunchtime to complete that work. In the playground, if a child has been unkind during a game, this may result in them not being able to take part for the rest of the break. These consequences will be discussed with the child during the reparative conversation.

### 5.3 Behaviour Agreement/Plan

If behavior is consistently not meeting expectations and reparative practices are having little impact then a meeting with parents will be arranged and the child will move onto pathway 2 (see above). During this meeting a 'behaviour agreement' will be made

between the child, parent and teacher. This agreement will include targets and support strategies and will be monitored over the course of two weeks. Parents will be given an update on progress at the end of week 1, unless there is a further cause for concern.

This is intended to be done discreetly with the class teacher taking responsibility for the agreement in order not to advertise this to other children. If after two weeks, this agreement does not have the desired impact, the parents/carers of the child will be invited to a formal meeting with the child's class teacher and a Senior Leader. At this meeting, discussions around a formal behaviour plan will begin (see below).

Depending on the severity of the child's behaviour, then in discussion with the senior leadership team, this can be escalated to a meeting with the Head Teacher

#### 5.4 Behaviour Agreements and Plans

**Behaviour Agreement** – Children who struggle to consistently follow expectations within the classroom may have a stage 1 behaviour agreement which will help identify their needs and give them targets to work towards. Teachers will discuss these with children and make parents/ carers aware of these and how long they are in place for. These will be available for all adults who work with the class to ensure consistency between teachers is maintained.

**Behaviour Plan** - Children who are unable to consistently meet behavioural expectations and need further support will be expected to attend a meeting with their parents / carers and a member of the leadership team where a formal behaviour plan will be put in place. This will help assess the child's needs (what behaviours are causing concern and what might be causing them?) and plan for success (set targets for the child to work towards) as well as putting in place targeted group intervention. These plans will be put in place for no longer than a term with a review date set at the initial meeting.

**Stage 2 Behaviour Plan** – A stage 3 plan may be required when the child's behaviour requires a more individualised or focused set of interventions or pastoral support and so a more detailed plan will be in place to support the child. This may also include use of external agencies.

#### 5.5 Suspensions and Exclusions

In extreme cases of inappropriate or dangerous behaviours, the headteacher, or in their absence, the deputy head teacher, may take the decision to internally exclude or externally suspend a child from the school for a fixed period of time in line with statutory guidance. In cases of an external suspension, a meeting with the parents/carers will be necessary. Following a fixed term suspension, a reintegration meeting will be held, outlining positive steps forward before the child returns to school. Non – negotiable behaviours that may lead to this include:

- physical and verbal aggression towards an adult or child
- repeated patterns of aggressive behaviour towards an adult or child

- deliberate defiance and destructive behaviour

This is not an exhaustive list and each case will be dealt with on an individual basis.

In specific cases where a child is at risk of permanent exclusion, parents and the local authority will be notified and appropriate plans put in place. This is a very last resort.

## 5.6 Beyond the school gate

We have high expectations of our children to behave well at all times, including outside of school and on the way to and from school. If unwanted behaviours take place and sanctions are deemed necessary, then this will be at the Headteacher's discretion in conjunction with DfE guidance. The Governing Board strongly believe that for children of Junior school age, it is their parent's responsibility to ensure they are well-behaved outside of school, particularly on their way to and from school.

## 5.7 Positive Handling

Restraint of a child is only used in extreme circumstances where a child or adult is in danger. Members of staff at Moseley Church of England Primary School have had Team Teach training, which teaches them positive handling skills and when to use force and restraint appropriately and safely. The school makes use of the 2013 DfE Document: *Use of reasonable force* in order to ensure guidance is followed appropriately. All incidents where physical restraint or positive handling is used will be reported on MyConcern and parents will be informed.

## 5.8 Confiscation

Any prohibited items (knives or weapons, alcohol, drugs, stolen items, cigarette or vapes, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has any of the above items. If a search is thought necessary this is always carried out by two members of staff.

## 7. Zones of Regulation and Emotion Coaching



Moseley Church of England Primary School is committed to the use of Emotion Coaching and Zones of Regulation approach to support children to regulate and develop understanding of their own and others' emotions.

### 7.1 Zones of Regulation

The children explore these zones and learn to identify which zone they are in. It is natural to experience all of the zones.

	Blue Zone	Green Zone (Safe to Learn)	Yellow Zone	Red Zone
<b>How we feel</b>	We feel down or moving slow.	We feel comfortable and in control. We may find it safer to listen and learn.	We feel stronger emotions and have more energy.	We feel really big, powerful emotions.
<b>Examples</b>	sad, sick, tired	happy, calm, thankful, focused	excited, worried, confused, frustrated	angry, overjoyed, terrified, panicked
<b>Tools - What can I try?</b>	Talk to an adult  Stretch  Draw a picture	Drink water  Complete work  Listen  Help others	Take a short break  Drink water  Squeeze or press something	Talk to an adult  Get fresh air  Deep breaths  Count to 10 or 20
<b>How do these tools help?</b>	These tools help us to wake up, feel better and are comforting.	These tools help us to stay focused and feeling safe.	These tools help us to feel calmer and regain focus.	These tools help us start to gain control, feel calmer and feel safer.

- Tools (techniques and strategies) are used in each zone to manage or care for our feelings so that they can be expressed in ways that are expected for the situation and we can move between zones.
- Children are taught to develop tools in their 'tool box' to help learn how to regulate their zones and add to their tool box when they learn new strategies.
- When situations trigger us to change zones it is important to try and notice our surroundings and early warning signs, thinking about the expectations, rules and what people around us may be thinking and feeling.

## 7.2 Emotion Coaching

Emotion Coaching helps to build positive relationships to support children to become reflective; to notice when they are beginning to feel an emotion and to access the best response for them in that moment. In order to do this, we need to teach the children (coach them) to recognise how different emotions present physically in the body and through thought, action and behaviour.

Emotion coaching should be an ongoing process in order to support children to become independently mindful of their emotions and reactions. Emotion coaching can be effective when used as a method of defusing the situation, before a child goes into crisis - it can also be effective as a reflective tool to use after the child has calmed. This approach works alongside our Zones of Regulation, as children are encouraged to recognise which zone they are in and develop tools to help regulate their emotions.

Emotion coaching is:

- Teaching the child ‘in the moment’ about the world of emotion
- Supporting the development of strategies to deal with emotional ups and downs
- Accepting all emotions as normal and valid
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting
- Building trusting and respectful relationships

There are four main stages of Emotion Coaching:



### **Stage 1: Recognise and name the emotion**

*“I wonder if you are feeling angry” “I can see that you are feeling sad”*

### **Stage 2: Validate and empathise**

*“I would feel angry too if someone took the ball that I wanted to play with” “I would feel sad too if someone laughed at my picture”*

### **Stage 3: Set limits**

*“ Even though you’re angry, it is not okay to hit someone because it hurts them and everyone has the right to be safe and shown respect.*

*“ Even though you are sad, it is not okay to throw all of the felt tips away because other children may want to use them and everyone has a right to learn.*

### **Stage 4: Problem solve (What was the child trying to achieve? What would be a more productive way to respond?)**

*“Next time you are angry at someone taking your ball, what shall we do instead?”*

*“Next time you are sad about someone saying something that upsets you, what could you do instead?”*

A reparative conversation takes place, in order to re-establish expectations and build or maintain positive relationships. All staff wear a lanyard attachment which outlines the steps of Emotion Coaching

## 8. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or One Page Profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Educational Psychologist, PSS (Pupil and School Support), CAT (Communication and Autism Team) Beacon behaviour consultant or CASS.
- A reduced timetable may be put in place in line with guidance from the BCC. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible. A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

## 9. Supporting pupils with Special Educational Needs and Disabilities (SEND)

For some pupils with SEND, their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing unwanted behaviours might not be in control or able to make considered decisions to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond. All adults, who will be teaching a group of pupils, are responsible for knowing a child's individual needs and triggers as well as communication and coping strategies before teaching them. They should ensure they have accessed the child's One Page Profile and if appropriate their Behaviour Plan.

Teachers need to use One Page Profiles to understand what works and what doesn't work for that child. For example: if a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their whole playtime could be detrimental to their



behaviour for the rest of the day as they require movement breaks. Other steps or approaches should be put in place for that child in conjunction with the SENDCo and pastoral team. Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child.

If expectations are adapted for a child's behaviour, this should be on their One Page Profile, which will be monitored by the SENDCo. A child's triggers for unwanted behaviour need to be on their OPP so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure OPPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- Focussing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they doing the right thing or that they are liked.
- Calling out- this might be so they feel noticed and to also feel reassured

## 10. Parental Concerns

If a parent is not satisfied with the manner in which their child or an incident has been dealt with, then they should take the following action in this order:

1. Contact the child's teacher – via email: [enquiry@moseelyce.bham.sch.uk](mailto:enquiry@moseelyce.bham.sch.uk) or 0121 449 0441
2. Arrange an appointment with the teacher
3. Arrange an appointment to see the Deputy Headteacher or Headteacher. If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

## 11. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [DfE Statutory Guidance - Exclusion](#)
- [DfE Statutory Guidance – Reasonable Force](#)
- [Church of England Vision for Education](#)

## 12. Linked Policies

This policy links and can be used in conjunction with:

- Anti-Bullying Policy
- Safeguarding Policy
- Behaviour Principles
- Relationship and Sex Education Policy
- SEND Policy

## **Appendix 1 - Examples of Scripts**

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give them time to process.

### **Reminder:**

I noticed you chose to.... (unwanted behaviour).

This is a reminder that we need to be (Ready, Respectful, Safe)

You now have the chance to make a better choice.

Thank you for listening

### **Caution:**

I noticed you chose to..... (unwanted behaviour)

This is the \_\_\_\_time I have spoken to you.

If you choose to break the rules again you will move to the table at the back.

This may also mean you will miss some of your playtime to have a further conversation with me.

(learner's name), do you remember when \_\_\_\_\_(model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

### **Reflection Time**

I noticed you are still choosing to.....(unwanted behaviour)

You need to go to sit at the table at the back/ to class X

I will come and speak to you in five minutes.


If need-be – send a red hand to the office to request support of pastoral leader / SLT.

## Appendix 2 – Reparative Conversations Sheet

Time to Reflect 

I was in this zone:

RED	YELLOW	BLUE	GREEN


Why did I get into this zone? 


My behaviour was:

EXPECTED	UNEXPECTED

Did my behaviour have a positive or negative impact on other people?

 POSITIVE	 NEGATIVE
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What can I do next time when I find myself in this zone? 

What should I do now? 

## Appendix 3 – Behaviour Agreement



### Behaviour Agreement (Stage 1)

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Class: \_\_\_\_\_

Target 1: \_\_\_\_\_

Target 2: \_\_\_\_\_

Target 3: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
AM to playtime	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Playtime	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Playtime to lunchtime	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Lunchtime	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
PM to home time	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

Child's signature: \_\_\_\_\_






Teacher's signature: \_\_\_\_\_

Teacher expectations:

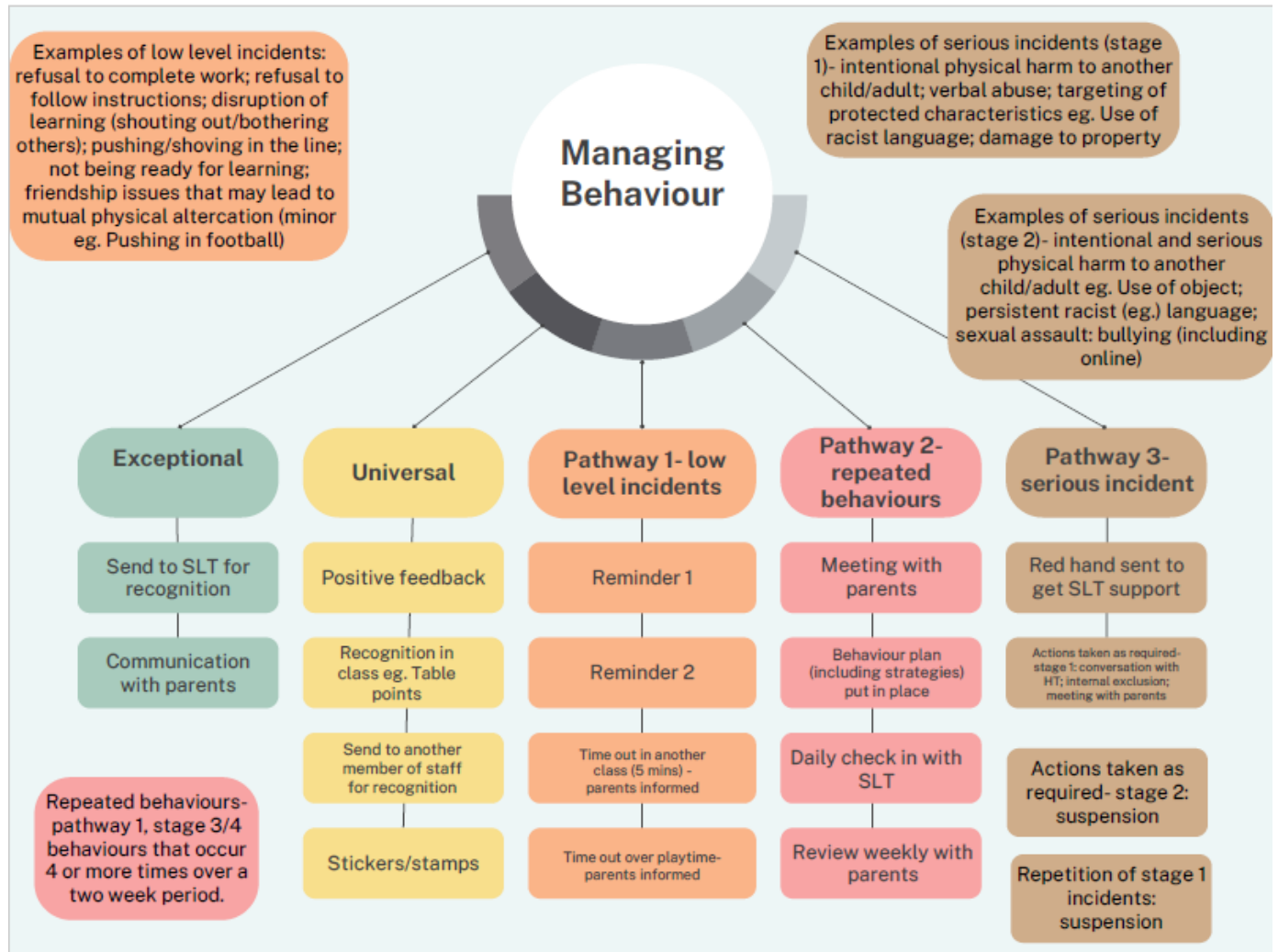
1. Identify the specific area for improvement
2. Work in collaboration with the child to define the behavior you want to see, explaining why this is important
3. Work in collaboration with the child to identify reward options (and additional consequences, only if needed).
4. Sign the agreement together.
5. Remind the child of the contract regularly, and provide the reward consistently.

## Appendix 4 – Lunchtime behaviour expectations

### Lunchtime Overview

<p><b>Step 1</b> Reminder 1</p> 	<p><b>Behaviours shown:</b> Ignoring instructions, uncooperative behaviour, unkind to others, not respecting equipment</p> <p><b>Adult responses:</b> Speak to the child Gentle verbal reminder of the school rules Direction on what to do to correct behaviour.</p>
<p><b>Step 2</b> Reminder 2</p> 	<p><b>Behaviours shown:</b> Continuation of behaviour shown in Step 1 or not following school rules.</p> <p><b>Adult response:</b> Calm, quiet language used privately or discreetly. Explain why behaviour is not ready, respectful or safe. Positive choice offered Consequence outlined if behaviour continues.</p>
<p><b>Step 3</b> Reflection-in playground</p> 	<p><b>Behaviours shown:</b> Continuation of above behaviour, ignoring verbal warnings, adult intervention with child needed.</p> <p><b>Adult response:</b> Child moved to a calm part of the playground Reflect on their behaviour. After 5 minutes, LTS will check in / reintegrate</p>
<p><b>Step 4</b> Reflection – in school with SLT</p> 	<p><b>Behaviours shown:</b> Continuation of above behaviour, ignoring verbal warnings, further adult intervention with child. Not able to respond appropriately following previous warning.</p> <p><b>Adult response:</b> Child to be sent in to Senior Leadership Team</p>
<p><b>Step 5</b> Conversation with parents</p> 	<p><b>Types of behaviour shown:</b> This is for serious behaviour and will not be used lightly. Children who are continuously showing aggressive behaviour on the playground, have physically assaulted a child or adult.</p> <p><b>Adult response:</b> LTS will send for a member of SLT /pastoral team with 'red hand' Children will not return to playground until they have had a reparative conversation with SLT and LTS. Recorded on MyConcern by SLT and parents spoken to</p>
<p><b>Repair: LTS to have a reparative conversation with the child at stage 3 which is likely to involve a child/the children missing a part of their lunchtime. If step 4 or 5 had occurred, a conversation <u>must</u> be had with parents and the incident recorded on MyConcern by SLT.</b></p>	

## Appendix 5 – Staff one-page guidance



Appendix 6 – Classroom displays

Pathway 1

Pathway 2

