

# The Mosley Academy

## Relational Behaviour Procedure



**'Be the best you can be'**

### The Mosley 4 R's

**Ready to Learn.**

**Respectful.**

**Responsible.**

**Restorative.**

|   |             |                    |             |
|---|-------------|--------------------|-------------|
| <b>Relational Behaviour Procedure</b>                   |             |                    |             |
| <b>Prepared by: Sarah Rowe and discussed with staff</b> |             |                    |             |
| <b>Review Frequency</b>                                 | Annually    | <b>Review Date</b> | Autumn 2026 |
| <b>Ratified by Governors</b>                            | Autumn 2025 | <b>Website</b>     | Yes         |

## 1. Procedure Statement

The Mosley Academy is fully committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone in the community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Governing Body and staff at Mosley believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well- planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves.

Behaviour for learning is behaviour which encourages learning to take place.

Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Relational Behaviour procedure guides staff to teach self-discipline. It echoes our school vision and values.

***“ Teach, don’t tell behaviour. Behaviour cannot be modified in the long term by simply telling a student to behave. The behaviour curriculum must be taught, similarly to how we would teach an academic or practical subject” Tom Bennett, behaviour specialist/author of Running The Room***

## **2. At Mosley we aim to:**

- Foster excellent relationships between all members of our Mosley community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure all members of our community are treated fairly and shown respect so we create a safe and nurturing environment.
- Ensure that all staff and pupils are aware of the very high standards of behaviour that expected of them, taking responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.

*“Good relationships are built out of structures and high expectations. The teacher- student relationship is important, but it is built on trust- and trust is built on mutually predictable behaviour. And that requires sincerely executed norms and routines” Tom Bennett*

## **3. Purpose of the procedure**

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

- Recognise behavioural norms;
- positively reinforces behavioural norms;
- promote self-esteem and self-discipline;
- teach appropriate behaviour through positive interventionsg environment where we can all be the best we can be.

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#### **4. Fundamental principles**

All members of our school community have the right to:

- feel secure and safe; including unconditional positive regard for all pupils;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.
- An expectation of no shouting
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

## 5. The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our 4 Mosley R's of **Ready, Respectful, Responsible and Restore**
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Using 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate and what positive learning behaviours look like/ or how to deal with certain situations
- Encouraging pupils to be proud of their school.
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

## 6. Consistency of approach

In implementing this Relational Behaviour procedure, The Mosley Academy acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: ensuring "certainty" at the classroom and Senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but not delegating
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating
- Consistent **consequences/sanctions**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent **expectations**: referencing and promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful learners

- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning and emotional control
- Consistently **reinforced rituals and routines** for behaviour around the site: in classrooms, around the site and at the school office areas
- Consistent **environment code of conduct** evident of our values

*“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.”* **Paul Dix, Behaviour specialist/ author of When the Adults Change**

The aims of this procedure will be met by everyone observing our 4 agreed rules. We call these the Mosley R’s.

These are:

- **Ready to learn**
- **Respectful**
- **Responsible**
- **Restorative**

**By displaying behaviours linked to following these rules we will create a safe and positive learning environment which leads to a culture of excellence and success.**

#### **6.1 Staff every day will:**

- Meet and greet children at the classroom door/ in the classroom
- Refer to Ready, Respectful, Responsible (and Restore when mistakes are made)

- Model positive behaviours and build relationships with children, each other and our community
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout lessons (count down from 5 , hands up to signal waiting may be used to gain children’s attention - and a recognition board will be used in every classroom to focus on positive behaviour. This will be used for a weekly focus. However, in some circumstances teachers may choose a different more often to suit the needs of the class.
- Be calm and “give take up time” when going through the steps, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record incidents on the class behaviour log – these are monitored half termly for patterns in classes and across school.
- Never ignore or walk past learners who are making / displaying poor behaviour choices. This includes during lunch time and play times.
- **Behaviour is everyone’s responsibility in the school.**

## **6.2 Senior leaders will:**

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations eg through our staff recognition, thank you notes and email
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour procedure and practice.
- Support conversations with parents where behaviour of their child requires this
- Regularly review provision for learners who fall beyond the range of written policies and procedures. This includes, but not limited to, the JTMAT SEND policy.
- Provide high quality and relevant professional development

### **6.3 Pupils will:**

- Be ready
- Be respectful
- Be responsible
- Restore when required – ( Repair mistakes)
- In assembly at the very beginning of the year, we identify with the children what each of these R's mean. This is then transferred to what this looks like in each classroom and also around school. A display in the hall demonstrates this.
- The Mosley R's are regularly referred to by all staff around school – in class and during transition and more unstructured times eg lunch and playtimes.

### **6.4 Parents / Carers will:**

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education and teaching good behaviours.
- Foster good relationships with the school and support the school in the implementation of this procedure.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations, supporting these as required/appropriate
- Approach the school directly if they have concerns or questions about the procedure.
- Follow the code of conduct and social media code of conduct for parents and carers

## **7. Recognition and rewards for effort**

We recognise and reward learners who go “above and beyond” our standards. Our staff understand that a quiet word of personal praise and a smile can be as effective as a larger, more public reward. We know our children well and use the most appropriate praise and reward for individual children.

### **7.1 Classroom praise**

- Praise for good choices- personal recognition
- Class recognition board
- Class dojo– one dojo also equals one team point for the whole school houses. In school rewards are linked to dojos. Staff have a summary sheet to support them for

further information.

- Stickers/notes home/ praise pads
- Mention/Note/phone call to parents/pop out at the end of the day to speak to parent

## 7.2 Whole School level

- Golden book for all or one of the Mosley R's
- Lunchtime supervisors/play team choose a child at their discretion each week for a certificate or to be in golden book.
- Hot chocolate with the Headteacher for special recognition
- Values linked certificates eg happiness, acceptance, kindness etc
- Positive notes, phone calls home from SLT/ class teacher/ TA

### Managing Daily Behaviour in the classroom - Positive Recognition Boards

*“The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does” Paul Dix*

Each class has a Recognition board. The teacher can write at the top of the board the behaviour they are focusing on that week, or this can be used to notice and aim for *above and beyond* behaviour.

Examples of whole class focus could include “One voice” for classes who constantly talk over each other,” speak politely” to emphasise manners or ‘hands and feet to yourself’, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback” persuasive language” or “show your working”

When the teacher sees children demonstrating the behaviour well, they can write their name on the board. The recognition board is not intended to shower praise on just an individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone or many to have their name on the board.



### 7.3 Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not “simply something they can already do well.”
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are not removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it should not come off for poor conduct during that lesson.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; /lesson/daily/ weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone’s name is on the board a collective “celebration” is appropriate.
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

### 7.4 Practical steps in managing and modifying poor behaviour

*Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed.*

Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should **always and consistently in every lesson be praising the behaviour they want to see.**

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in the behaviour plan for dealing with poor conduct and wrong choices.

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

***It is not possible to leap or accelerate steps for repeated low-level disruption.***

## Relational Behaviour Approach

### Stage 1 – Redirection

**Positive reinforcement of other children around them** “X thank you for sitting so beautifully. What a great example you are!

A visual cue to the child that you want them to make a good choice this could include

- a ‘look’
- a visual ‘point’ to what you expect.

### Stage 2 – Reminder

A reminder of the expectations **Ready, Respectful, Responsible** delivered **privately wherever possible**. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)

- Being clear, calm yet ‘firm’ in approach to ensure children understand your high expectations.

**Praise them when they positively change** their behaviour, acknowledging the positive change.

### Stage 3 – Warning

If the behaviour persists:

A **clear verbal warning delivered privately** to the learner making them aware of their behaviour and clearly outlining the consequences if they continue.

- The learner has the choice to do the right thing. Learners will be **reminded of their good previous conduct** to prove that they can make good choices. Approximately 30 seconds talk – link to **emotion coaching** conversation scripts

**Scripted approaches at this stage are encouraged** (see appendix for examples)

- Praise them when they positively change their behaviour, acknowledging the positive change.

#### **Stage 4 – Sanction**

##### **If the behaviour still persists:**

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset – child is informed they will miss part of their playtime ( this may be that they come in early from play rather than going out to play late)
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.

- Learner is given **final opportunity to engage** with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)

##### **Time out in an allocated space within the classroom / just outside the door.**

- ❖ Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place.
- ❖ If a child misses part of their playtime, the adult is responsible for logging the incident on Bromcom.
- ❖ Class teacher to inform parent at the end of the day / phonecall /email home

#### **Stage 5a Internal referral – Lunchtime reflection with SLT**

**If the behaviour escalates / child refuses to move to time out then DHT or HT is called and the child will either be spoken to and receive a further warning of the sanction and/or taken out of class to another class or to the Head's office. Emotion coaching techniques and de-escalation may be used at this point in time to ensure the child leaves the classroom calmly.**

If necessary the learner may need to work outside their teaching area with a member of SLT.

If a child has been out of class/not completed learning based on the minimum expectations, they are expected to complete their work during part of lunchtime with a senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- ❖ Whenever a member of SLT is called, staff are to ensure that the incident is logged on Bromcom.
- ❖ After lunchtime duty has been completed, the class teacher will speak to the parent, or ensure someone in the office sends a message to the family informing them of the incident. SLT may choose to call the parent themselves.
- ❖ Lunchtime duty will either take place in the classroom or HTs office area – additional time outside with the SLT member may also be given as part of reintegration in to the play environment.
- ❖

#### **Stage 5b – Non negotiable behaviours**

If a child displays a non negotiable behaviour they will automatically spend lunchtime with SLT.

No warnings need to be given for this consequence.

Depending on the severity of the behaviours shown, the consequence/ sanction may be an internal exclusion or fixed term suspension. This decision will be made by the Headteacher or the deputy in her absence.

- Deliberately not following hygiene rules in place eg spitting, wiping their hands on another person
  - Sexist / racist / homophobic comment
  - Swearing
  - Physical aggression towards a peer
  - Verbal aggression towards a peer
  - Rudeness / aggression towards an adult
  - Deliberate damage to school property
- ❖ The member of staff who dealt with this incident is required to log on Bromcom, including lunchtime staff who will log this on their behaviour forms or in the case of physical/ verbal aggression, this will be logged in the aggressive behaviour log book. In this instance, the child will be sent immediately inside to SLT and restorative/ reflection time will follow. This may also be the following day to start the lunch session.
- ❖ After lunchtime duty has been completed, SLT will ensure someone in the office sends a note / email home to the family informing them of the incident/ or SLT calls home
- ❖ Lunchtime duty will take place in a classroom or Head's office area.

### **Stage 6 – Serious Physical behaviours**

The following non negotiable behaviour may result in fixed term suspensions or permanent exclusion. This is always as a last resort and after intervention/ early help/risk assessment process and/ or external agency/ SEND support. Working with families to support behaviour is always our priority. When a SEND child is in crisis, the behaviour may be dealt with on an individual basis.

- Physical aggression towards an adult
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behaviour

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**Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

### **7.5 Supporting behaviour at lunchtimes**

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, lunchtime staff will consistently 'catch children being good' and share this with them. Lunchtime staff are encouraged to award 'dojos, stickers and lots of positive reinforcement to deliver this message and can identify a child to be included in the 'golden book'.

- Behaviour incidents should be managed at lunch time in line with the procedure. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand / walk round with the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to a senior leader straight away for support. ***Lunchtime supervisors must let the class teacher know of any behaviours that are unacceptable and have had to be dealt with by a lunchtime staff member.*** For any significant behaviours of concern, the lunchtime supervisors will need to log the information on to the behaviour log.
- Lunchtime supervisors will have access to walkie - talkies that link to the senior midday if further support is needed. Children in the first instance will be sent in to the hall to speak with the senior midday. A decision may be made to escalate this to SLT.

### **8.2 Reparation conversation**

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5. This conversation will normally take place during lunch time. Sometimes it may include other adults / children.

Staff can use the script for the restorative conversation/ emotion coaching techniques that they feel comfortable with. We may choose the appropriate questions from below and address each together, recording responses.

1. **What happened?**
2. **What were you thinking at the time?**
3. **What have you thought since?**
4. **How did this make people feel?**
5. **Who has been affected?**
6. **How have they been affected?**
7. **What should we do to put things right?**
8. **How can we do things differently in the future?**

Responses/ further actions need to be logged on Bromcom. If behaviours are becoming regular, this may be linked to a safeguarding concern or specific behaviour/ SEND need and will be discussed with the SENDCO/ SLT and parents.

### **8.3 Continued poor behaviour - support plans, risk assessments and relationship and regulation plan**

If behaviour is consistently poor as shown by internal referrals, lunchtime behaviour or becomes a cause for concern, a formal meeting will take place with parents, the class teacher and either the deputy head or headteacher, and the child if appropriate. There will then be agreed targets that will be monitored and reviewed.

This will be known as the child being placed on a Behaviour support plan. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour. Documentation completed will also be uploaded to My Concern.

#### 8.4 Exclusions:

For very serious offences, the head teacher will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting may be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort. Information regarding another child will not be shared with other parents under GDPR and confidentiality.

### 8. Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the procedure and need to be adhered to by all staff

|                               |  |
|-------------------------------|--|
| At the start of the day       | Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing either at their classroom door or greeting the children in the classroom, setting a positive tone for the day.                                    |
| On arrival                    | Children walk calmly straight into the classroom, put belongings away and start morning learning/ routine. There must be a clear and consistent routine for their morning entry.   |
| Playtimes / end of lunch time | Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class with expectations remaining high and ensuring a prompt start to the lesson. See transition and lunchtime expectations document in the staff handbook  |
| Transition                    | Children are expected to walk calmly and with quiet voices in the corridor, including coming in to assembly. Teachers are responsible for children and ensure they come in to assembly quietly and sensibly. Staff should be visible during transition times setting the high expectations |

|            |   |
|------------|---|
|            | at all times.   |
| Lunchtimes | Children eat calmly and without raising their voices.<br>Sensible walking around the dining room / classroom.<br>Children ensure they have cleared their space when they have finished eating. All staff, including lunchtime staff are proactive in responding to incidents. |

|                |   |
|----------------|---|
| End of the day | <p>Once the children have their belongings, they can get ready calmly at the end of the day before being dismissed. Staff need to be present and supervise collecting belongings where possible.</p> <p>Adults say goodbye to children and share any information needed with parents.</p> <p>Visible presence by SLT.</p> |
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## 9. The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with the Behaviour Procedure.

The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours, and in particular on their way to and from school.

## **10. Positive Handling**

Positive handling and reasonable force at the Mosley Academy makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key staff at The Mosley Academy have had the appropriate training to use positive handling, force and restraint appropriately and safely, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on My Concern using a serious incident form, available in the staffroom or from the Headteacher. Parents will be informed of any incident where force or restraint has been used on their child.

## **11. Procedure in the event of a child running away from an adult**

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase child as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones as they track the child.

If a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil immediately.

## **12. 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, procedures and practices. These may be considered on an individual basis.

- Reasonable adjustments for pupils will be recorded on an individual support plan or an SEND APDR document, outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Medical, Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the authority. 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 eg. attending school trips but only if the behaviour is dangerous.

## **13. Supporting pupils with SEND**

Expectations for managing behaviour of pupils with SEND:

For 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 negative behaviours might not be doing this on purpose and might find it difficult 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 personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed

the child's appropriate plans. Teachers need to use APDR and ABC (Antecedent, Behaviour, Consequence) documentation 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 playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to procedure systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their plan which will be monitored by the SENDCO and Deputy Head/ Headteacher. Opportunities to discuss provision for children occur weekly between SLT and the SENDCO. A child's triggers for negative behaviour need to be on their APDR document so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure plans 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, utilizing the training on attachment, trauma and Adverse Childhood Experiences.

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

#### **14. Parent concerns**

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via email or call the school office
- Arrange an appointment with the teacher

- Arrange an appointment to see the Deputy Headteacher or Headteacher, where the class teacher may also be present at the meeting.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should follow the JTMAT Compliments, Comments and Complaints procedure available on the school website

## **15. Accountability**

It is the responsibility of the Head Teacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the procedure and review the procedure accordingly.
- Issue fixed-term suspensions and/or permanent exclusions to individual pupils where appropriate.

## **16. Governors**

The governing body has the responsibility of setting down this procedure and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this procedure. The governors support the Head Teacher in implementing this procedure. The Head Teacher has day-to-day responsibility to implement the school relationship and behaviour procedure, but must keep governors updated of any significant changes.

## **17. Is the procedure working?**

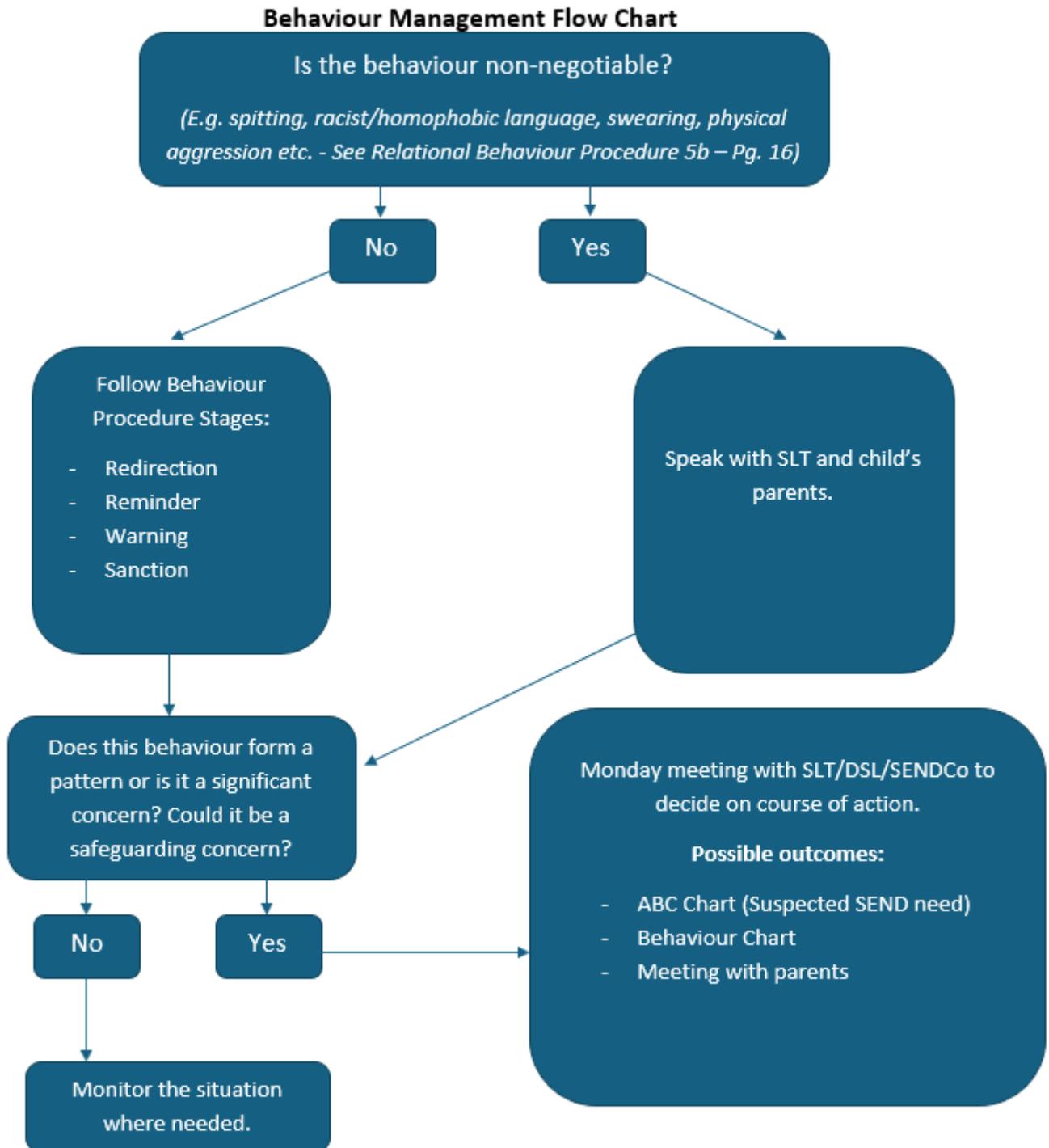
With all of the above reward systems we need to constantly evaluate:

- Is this procedure manageable to implement ensuring consistency across the whole school? Are all staff adhering to the procedure as expected?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the procedure ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use their school values and Mosley R's to make positive choices rather than just use them to reflect on behaviours after negative choices?

## Related policies

- Child Protection and Safeguarding
- Home School Agreement
- DfE guidance – Beyond the School gate  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools -  
\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- DfE guidance – Searching, screening and confiscation
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching screening and confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)
- DfE Statutory Guidance - Exclusion  
<https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- KCSiE 2025  
[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

## Appendix 1 – Behaviour Management Flow Chart



## **Appendix 2 - Examples of Scripts. (Also see emotion coaching in appendix 2)**

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

### **Reminder:**

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

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

You now have the chance to make a better choice.

Thank you for listening

### **Warning:**

I noticed you chose to..... (noticed 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/outside. This will also mean you will miss some of your playtime.

(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.

### **Consequence/ calming time**

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

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

will come and speak to you in three minutes.

If need-be – send two children to the office to ask for support from SLT.

## Appendix 3

### Emotion Coaching

Emotion coaching is a key element to understanding how to build and maintain positive relationships and a strong sense of relationship across the whole school community. Our understanding is based upon extensive reading, experience and neuro-scientific research into behaviour. Emotional regulation through supportive relationships helps us all to manage strong feelings and take better ownership of our behaviour.

In practice, co-regulation means that we will be able to **recognise and empathise** with how we are feeling; **validate** our feelings and label them; **set limits** on our behaviour; **problem-solve** to manage our behaviour.

Emotion Coaching is helping children to understand the different emotions they experience, why they occur and how to handle them. It develops internal regulation.

- Teach children about the world of emotion ***'in the moment'***.
- Be aware of children's responses. Listen empathetically and validate feelings.
- Help children to verbalise and label emotions to help soothe the nervous system and promote recovery rates.
- Accept difficult emotions as ***normal***.
- **Not expect** skills in emotional development to just 'switch on' or be taught as a set of skills.
- Expect mistakes, difficulties and challenging behaviours.
- Set limits while helping children to problem solve.
- Give children ***strategies*** to deal with ups and downs of life.
- Recognise emotional times, difficult behaviour and mistakes as *opportunities for intimacy and teaching; and opportunities to learn and build trusting, respectful relationships with children.*
- Expect the need for years of practice!

***“Emotion Coaching makes the glue stronger and the gunpowder less explosive”***

Gilbert 2018

# The Hand Model of the Brain

## What happens when we "flip our lid"

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We "flip our lid" and can no longer access the functions provided by the upper brain



## 1. Recognising, empathising, soothing to calm

1. Recognise all emotions as being natural and normal and not always a matter of choice.
2. Recognise behaviour as communication (Relational vs Behavioural Model).
3. Look for physical and verbal signs of the emotion being felt.
4. Take-on the child's perspective (Mentalising /Mind-mindedness).
5. Affirm and empathise, allowing to calm down.

The lowest part of the brain needs to be regulated first:

Do this is through rhythm: Patterned, repetitive rhythmic activities or somatosensory activities:

Fight impulse: Pushing, deep touch pressure activities.

Flight impulse: Running, jumping, proprioceptive activities.

Suggestions include: Walking, running, dancing, singing, deep breathing, colouring, trampolining, swinging, drumming, tug of war, bouncing on a fitness ball, walking along a balance beam, balance board, measuring heart rate.

Grounding and calming strategies: Grounding helps keep someone in the present. It works by focusing outward on the external world. You can think of it as distraction, centering, a safe place or looking outward.

Strategies include: Counting breaths in and out. Watching clouds. Counting how many steps they can walk with a beanbag on their head, blowing bubbles

## 2. Validating the feelings. Labelling the feelings and linking with emotions.

1. Validate the emotion and acknowledge its existence.
2. Use words to reflect back the child's emotion.
3. Help the child/young person to label the emotion.
4. Provide a narrative /translation of the emotional experience

(creating cognitive links).

### **3. Setting limits on behaviour.**

1. Safety first.
2. State the boundary limits of acceptable behaviour.
3. Make it clear certain behaviours cannot be accepted.
4. But retain the child's self-dignity (crucial for response behaviour and well-being).

### **4. Problem-solving with the young person.**

When the child is calm and in a relaxed, rational state:

- Explore the feelings that give rise to the behaviour/problem/incident.
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes.
- Empower the child to believe s/he can overcome difficulties and manage feelings / behaviour.