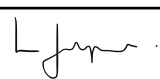





Moss Hall Schools Federation

Behaviour in Schools Policy & Behaviour Principles Statement

Updated: Autumn 2023
Reviewed: Spring 2024 (Annual Cycle)
Reviewed by: Executive Head teacher

Signed by:			
	Executive Headteacher	Date:	Autumn 23/ Spring 24
	Co-chair of governors	Date:	Spring 24

Contents:

- Behaviour principles & Governing Board Written statement of Behaviour Principles
 - **New:** Legal Framework
 - Statement of intent & Our Values
-
1. Key roles and responsibilities
 2. Definitions
 3. **Updated** Training of staff
 4. Pupil expectations
 5. Smoking and drug policy
 6. Rewarding good behaviour
 7. Unacceptable behaviour
 8. Sanctions
 9. Items banned from school premises
 10. Searching
 11. **Updated** Confiscation
 12. Outside of school and the wider community
 13. **[Updated]** Suspensions and Exclusions
 14. Monitoring and review
 15. Appendices
 - Appendix 1 – Ready, Respectful, Responsible and Learning Heroes
 - **[Updated]** Appendix 2 – Managing in-class incidents flowchart
 - Appendix 3 – MHSF Incident reporting form
 - Appendix 4 - guidance for staff
 - Appendix 54 – YOYOB (MHJ)
 - **[Updated]** Appendix 65 – Guidance on MyConcern
 - Appendix 7 – The Moss Hall Way: Our Behaviour and Culture “Blueprint.”

Governing Board Behaviour principles written statement

This document is a statement to set out Moss Hall School Federation's broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the executive head teacher, who will view each case in light of these principles and any relevant policies.

The governing board is aware and approves of this statement, believing it accurately reflects the ethos and culture across the federation and that effective learning and development relies on good standards of behaviour.

This is why we seek to uphold high standards of behaviour that are guided by the principles within this statement.

Principles

- The federation's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The schools will create and maintain an ethos and culture of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in each school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently taught and applied across each school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy.
- Good behaviour around each school is expected and will be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- Within each school, appropriate to the age and stage of our children, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities will be taken into account. Comprehensive support is given before or alongside disciplinary measures – suspensions and exclusions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself respectfully and/ or safely, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.

General expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom. Children move quietly in the buildings supported by consistently calm and confident adult behaviour.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs. We believe in teaching children our behaviour expectations and will rehearse and practise these, as with other learning.
- Bullying (and cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils are expected to show good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and modelling calm, consistent and confident adult behaviour
- To keep the pupils and staff safe, the executive head teacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others. Please refer to DFE guideline on the use of Reasonable Force <https://tinyurl.com/y8fu9jgz>
- Everyone in the Moss Hall school community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extracurricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Moss Hall Schools Federation.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy

Statement of intent: *Be kind - work hard - make a difference.*

At Moss Hall we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. All of our children have the right to a stimulating learning environment where they are motivated to learn through the provision of a varied, relevant and exciting curriculum.

We are committed to:

- Expecting excellent pupil behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Acknowledging our expected good behaviour
- Recognising exceptional behaviour.
- Challenging and disciplining poor behaviour choices.
- Providing a sense of belonging for all children within a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.

- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Our Values

Our values-based approaches to federation ethos, culture, curriculum and organisation ensures a culture of high academic and social standards are nurtured and developed all through a child's experience with us.

Our Values:

Be Kind

- Show courage
- Show empathy

Work Hard

- Be ambitious
- Take responsibility

Make a difference

- Show compassion
- Demonstrate integrity
- Stand for something

Our approach:

We believe that teaching children to manage their emotions, feelings and behaviours is a curriculum in itself. We believe that all staff have an equal responsibility to model exemplary behaviour conduct between themselves and towards pupils and can all equally expect the same high regard in return. We believe it is adult's responsibility to "teach" children to behave, so they and others can be safe and thrive. Boundaries are set with love. There is targeted support for children who find schools challenging. Consistency and taught routines are in place for everyone. Consequences reinforce our values (See Appendix 8 - Our behaviour blueprint)

1. Key roles and responsibilities

The **governing board** will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **executive head teacher** will be responsible for supporting the **Assistant Head of Schools (Pastoral)** and **the Head of Schools for :**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this. Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy
 - Phase leaders take the day to day role in meeting supporting staff, implementing the policy through monitoring Trackit and mentoring staff, following up with parents as necessary and producing targets for children to achieve
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **Senior School Learning mentor** will be responsible for:

- Overseeing the whole-school approach to health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The **SENCO** will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.

- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.

As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- (see below)

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- by attending the school, support the behaviour policy of the schools and decisions of staff in front of children, never undermining decisions made or challenging these in front of their child.

2. Definitions

For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. This includes peer on peer harassing behaviour or unwanted attention or remarks
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language including gender based unwanted comments, remarks or language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, the school defines “**low level unacceptable behaviour**” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate language with others
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

“Low level disruptive or Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach. In our experience, it is the repetitious nature of “low level unacceptable behaviour” that is the most damaging to other pupil’s well-being, the climate for learning in the classroom, the feelings of safety for others and undermines and disrupts teaching.

3. Training of staff

At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter **induction**.

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Our “Behaviour Blueprint” sets out the Rules, Relentless Routines, Visible Consistencies, Over and Above recognition, stepped boundaries and script that ensures our ethos becomes embedded

Teachers and support staff will receive regular and ongoing training as part of their development.

Staff will “teach behaviour” and expect children to learn how to behave well.

[New] The SLT and the executive headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

4. Pupil expectations

Pupils will be expected to:

- Conduct themselves around the premises in a responsible, safe and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow instructions given by teachers and support staff equally, both in the classroom and on the playground.
- Behave in a respectful and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will ensure that pupils follow our **rules** by teaching them how to behave sensibly, such as how to:

- Be ready, responsible and responsible
- Move quietly and calmly around the buildings
- Track the speaker, give 100%, work hard
- Show exemplary manners towards others
- Raise their hands when they wish to speak in class or assemblies.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

5. Smoking and drugs policy

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

Pupils and staff are required to follow the school's **Drug and Alcohol Policy**.

6. Rewarding “over and above” behaviour

The school expects good behaviour from all pupils at all times. Exceptional or “over and above” behaviour may be rewarded. Staff will determine what is good or exceptional as this may differ child to child.

The school will use a selection of following rewards for displaying good or exceptional behaviour:

- Certificates
- House points (MHJ)
- Good News messages home
- Phone call home (MHJ)
- Trackit points & Trackit certificates
- Learning Hero award (MHI)
- Celebration Assembly (MHJ)
- Verbal praise
- Table points
- Marbles in a jar/ Marble parties

- Head of School sticker
- End of term house celebrations (MHJ)
- “Tea with the Head” (MHJ)

7. Unacceptable behaviour

Unacceptable and disruptive behaviour will not be tolerated at the school.

Breaking any of the rules laid out in this policy will lead to review and if necessary a ladder of sanctions and disciplinary action. (See Appendix)

8. Monitoring and Recording Behaviour choices

There is no corporal punishment in the federation

In years 1-6 the staff use Trackit to record positive and negative behaviour choices.

In Reception staff use MyConcern and / or internal tracking to record incidents.

Our ethos is “first attention to best conduct” with staff recording positive behaviours on Trackit through the day including play and lunchtimes.

We work on a warning system when things go wrong. Red trackits are emailed directly to senior leaders who may immediately intervene as necessary.

Stepped Boundaries	
1.	Adult instruction
2.	1 st warning - orange
3.	2 nd warning - yellow
4.	Note on Track It - red
5.	Repair conversation with staff member
6.	Follow up phone call home

- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pattern of behaviour develops where a pupil is sent to another classroom, misses playtime or receives another sanction on a number of occasions, a member of staff will contact the pupil’s parent/carer to advise them of this, and may invite them to discuss their child’s behaviour.
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning.
- Any pupils that are sent indoors will be supervised by an adult at all times.

At Moss Hall, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional or misguided. Their behaviour may be as a consequence of other needs and therefore, advice will be sought from the **Inclusion Manager/ SENCO** or **Learning Mentor** for additional support, including setting up a learning support plan. We do expect pupils to take responsibility for their own actions and understand that consequences are applied because of our values.

Staff will use their professional judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, the age and development of the child and especially if it is the first time the pupil has displayed this behaviour.

At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any recurring behaviour.

The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning
- Losing playtime/lunchtime
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the YGL/AHT/Head of School
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Placing the pupil on written report for monitoring of behaviour (**YOYOB**)
- Contacting external agencies such as social services
- Suspending or permanently excluding the pupil

The school does not take **serious unacceptable behaviour** lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation/ away from other children, though supervised, whilst an investigation by the head of school takes place.

If, following an investigation, the allegation is found to be true, the head of school will issue the appropriate disciplinary action.

9. Items banned from school premises

(items not listed but deemed dangerous or detrimental by the school leadership team will also apply)

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs/ vape)
- Nitrous oxide / NOS
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Offensive Weapons and other dangerous implements or substances:

- Knives, including pen knives
- Razors
- Catapults
- Guns (including replicas and BB guns)

- Laser pens
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum & sweets
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)

10. Searching

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

Under [part 2, section 2 of the Education Act 2011](#), teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

Any staff member, except for security staff, may refuse to conduct a search.

Following a search, a member of staff will contact the parents/carers to advise them of the procedures which were undertaken.

11. Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item without consent. Authorised members of staff will be permitted to use reasonable force (if necessary) when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or

- To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

12. Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner.

We expect our children to be polite, safe, respectful and responsible at all times

Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

13. [updated] Suspension and Exclusion - see policy linked here:

[Suspension_and Exclusion Policy_23_24.docx](#)

13. Monitoring and review

This policy will be reviewed by the executive headteacher and governing board on an annual basis, who will make any necessary changes and communicate this to all members of staff.


This policy will be made available for inspection and review by the chief inspector, upon request.

Appendix 1 - Ready, Respectful, Responsible

It is essential that children have a clear understanding of what is expected of them and that adults share responsibility for “teaching” our expectations in a calm, confident and consistent way. At Moss Hall Juniors we use Ready, Respectful and Responsible to underpin all our discussions regarding behaviour and behaviour choices:

<i>Ready</i>	<i>Respectful</i>	<i>Responsible</i>
<ul style="list-style-type: none"> • Come to school on time • Look at and listen to the teacher talking • Follow instructions first time • Start work straight away • Wear the correct uniform • Line up in order, keep up • Come to school with the correct equipment 	<ul style="list-style-type: none"> • Greet all adults politely on arrival each day • Thank the adults we work with at the end of the day • Pick up and tidy up after ourselves and others • Do things for others because it is kind • Work hard in lessons • Notice when others have done things for us • Hold doors open 	<ul style="list-style-type: none"> • Move around inside and outside school calmly • Use play and other equipment correctly • Use kind hands and feet • Tell an adult if something is wrong • Use technology responsibly

[updated] Appendix 2 - Managing in-class incidents flowchart

	Green Trackit - Great effort, working hard, being kind, making a difference to others
	In class, first attention to best conduct Ignore negative behaviour, redirect / adult uses scripted conversations
	1st warning - Orange Trackit
	2nd Warning - Yellow Trackit
	Red Trackit
	As needed: time out/ repair with staff or others / removal to year leader classroom till next lesson MHJ: where children miss a break or lunch playtime - a self reflection report is made by the child MHJ: internal removals and exclusions from class are recorded on Trackit for monitoring

Appendix 4 – Guidance for Staff

a) Noticing an inappropriate behaviour choice:

All staff need to be relentlessly vigilant – if you spot inappropriate behaviour you need to do something about it. Remember to be calm, consistent and confident

- Call child over
- Drop your voice – slow and low
- Describe what you saw
- Reinforce what they know/the dangers/your needs/refer to rules – you can make any negative behaviour fit one of our school rules if you put your mind to it – learning / safety / respect!
- Ask what they will do next time
- Send them on their way

b) Responding to a behaviour choice that has been reported to you

- Drop your voice – slow and low
- Tell me what you did
- Ask which rule the child broke
- If the child chooses not to answer you fill the gaps – I think that you will be thinking of the xxx rule
- Ignore attempted diversion
- Ask what they will do next time
- Send them on their way

Language of Behaviour Management

We/Us/Our etc. Always use inclusive pronouns to build the team idea.

“At our school/in our class/at Moss Hall Junior School, the Moss Hall way ...”

Interactions – DESCRIBE and DIRECT

Don't ask can you/will you ... ? – you are simply opening yourself to a NO!

Instead:

- Describe what you see
- Direct what is required

Don't ask “Why are you talking?” – you don't want to know!

Instead: “X you are talking. This is whole class teaching time and you need to ...”


*Fiddling: “X you are fiddling with your pencil. That is distracting. This is teaching time and you need to ...”
or “Pencil down. It is time to .../You need to ...”*

Interactions need to be assertive, directive and non-confrontational – (stick to what/where and when and use this to focus and refocus on appropriate behaviour choices)

Eg. for mealtime supervisors, “I have just seen you take the ball from year 4. That is not showing respect for the children playing. You need to go back and apologise please. Thank you.”

If the child interrupts, politely tell the child you are still talking and they will get a chance to respond if they feel they have something to say.

Appendix 5 – Example of YOYOB (MHJ)

MHJ	<h1>Y.O.Y.O.B</h1> <p>You Own Your Own Behaviour</p>	
-----	---	---

Name: _____ Class: _____ Date: _____ Day: _____

Ticks:					Total
1 tick = sometimes 2 ticks = mostly 3 ticks = always					
Morning 1					
Morning 2					
Afternoon 1					
Afternoon 2					
Target for today _____				Today's total _____	

(Class Teacher) says...	(Appropriate Leader) says ...	(Child) says...
-------------------------	-------------------------------	-----------------

You need to see a leader every afternoon at 3.10pm to report on your progress

[updated] Appendix 6 – Guidance on ‘My Concern’

Some behaviours will be recorded on My Concern. This is because they could be a safeguarding concern. Trackit is the system we use to record all positive and negative pupil behaviour. Red trackits are the most serious types of negative behaviour and immediately “pull through” to My Concern.

Safeguarding officers / senior leaders review all concerns on MyConcern on a daily basis. Patterns and individual concerns are monitored in our weekly federation pastoral team meeting. Further action or follow up is planned accordingly.

My Concern is otherwise used to record/ report any safeguarding concerns that staff may have about individual children or groups.

The staff member must speak to one of the Safeguarding Officers before adding to My Concern.

Appendix 7 – Our Behaviour Blueprint



The Moss Hall Way: our behaviour and culture “blueprint”

Be kind

Work hard

Make a Difference

Rules

- Ready
- Respectful
- Responsible

Visible consistencies

- Calm, consistent, confident adults
- **First** attention to **best** conduct
- routines

“Over and above” recognition

- Golden book/ Learning Heroes and Golden book / Learning Heroes assembly
- Newsletter
- Postcards home

Relentless Routines

- Transitions in class 1,2,3
- Good manners **always**
- Walk on the left

Stepped Boundaries

1. Adult instruction
2. 1st warning - orange
3. 2nd warning - yellow
4. Note on Track It - red
5. Repair conversation with staff member
6. Follow up phone call home

Learning Scripts

1. I want you to be successful
2. I know you can put in more effort like when you ...
3. I expect to see an improvement in your listening/ attention/ etc.
4. Thankyou (walk away & do not respond to secondary behaviours)

Behaviour Scripts

1. I've noticed...
2. I need you to
3. I need to see you
4. I know you will because ..
5. Thank you for ...