



Behaviour Principles Written Statement

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Statement of Behaviour

At Moss Lane, we believe that high expectations lead to lifelong learning and where care and respect build self-esteem and self-belief. We are a happy, safe and inclusive community where everyone is cared for and valued. Through a pro-active approach, we promote independence, enthusiasm, confidence, resilience and success for all of our learners.

Good behaviour and mutual respect for all members of the whole school community are essential in order to achieve the objectives of our Vision Statement. All children in the school are entitled to full participation in the social and academic life of the school, as stated in the school aims. In order to achieve this certain patterns of behaviour must be established. We aim to encourage:

- a positive self-image
- respect for themselves and others
- an awareness of the needs of others
- respect for their own property and that of others
- positive interaction between peers, teaching and support staff and parents

We interpret these aims for the children, in order that they may achieve acceptable standards of behaviour by:

- being kind and friendly
- being polite and sensible
- being able to play and share with others appropriately
- always doing our best (both individually and collectively)
- following instructions
- looking after our things
- sharing and taking turns
- listening to each other
- being helpful

As a school community we follow 3 golden rules:-

- Be Ready
- Be Safe
- Be Respectful

We use these daily rules to help children understand about making good choices and how to behave respectfully so we can be a happy learning community. To achieve acceptable standards of behaviour in school we need:

- close co-operation between children and staff
- a close relationship between parents and teachers
- an attractive curriculum coupled with effective teaching methods
- appropriate and interesting resources to use
- a restorative approach to behaviour, adhered to by all staff (office staff, lunch time staff, teachers, LSA's and leadership)

Teaching & Learning about behaviour

At this school the "catch them being good" approach applies. We look for opportunities to reinforce good behaviour and say "well done!" We actively teach listening skills and use meditation to support children in being calm and mindful. We expect children to listen to us. In turn they can expect us to listen to them. We do not pre-judge issues and listen to both sides of a dispute. We give children frequent opportunities to develop self-

discipline and make good choices. We actively teach good behaviour through our scheme of work for PHSCE. We use the powerful tool of drama and role play to model restorative behaviour. Circle time is timetabled once a week for every class or more often, if necessary. We ensure that we are consistent so that when children change classes they have this security. We all adopt the "eyes on me" strategy for class control and we make our expectations explicit. We use and regularly refer to class / school rules which we have agreed with the children. We support behaviour management programs as a team, if it becomes necessary. We encourage children to take an active part in school life.

We believe that the success of our Restorative behaviour policy is vital if children are to have the best possible educational life-chances at Moss Lane School. It will not only underpin our Learning, Teaching and Curriculum policy but all school activities.

Restorative Practices

Being restorative, means focusing on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The restorative framework is based on 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues, provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

- At Moss Lane, we believe that it is the adults' role to help children understand how their behaviour impacts others.
- Children are respectfully supported to find ways of putting right any hurt or harm they have caused.
- This approach ensures we are not teaching children that when they harm others they will be punished and therefore avoid being discovered – we are teaching them to become empathic, considerate members of society who have the skills to resolve and avoid problems independently.
- Adults use the zones of regulation to help children understand their emotions and the effects of their actions on other's emotions.
- Individuals take responsibility for their behaviour – there is a no blame culture.
- Children and adults will walk quietly when inside the school building, to reduce distraction and disruption to others as well as ensuring everyone is safe.
- Adults and children will always sit on chairs and not the tables.
- All adults will use pre-emptive restorative strategies before the formal stage.
- Engage fully in restorative practice techniques.
- Reflect on their own handling/management of a situation and make amends if needed.
- All Adults and children will demonstrate active listening skills
 - Paying attention – making eye contact, nodding, acknowledging
 - Withholding judgment – listening, not commenting
 - Reflecting – reflect back what we have heard
 - Clarifying – opportunity to ask questions
 - Summarizing – what we have understood from each other
 - Sharing – which new approach could we try?

Restorative Approaches to inappropriate behaviour

Restorative Conversations:

What happened?

Who was affected?

How were they affected? What zone of regulation might they be in now?

What can we do to repair things? Can I offer you some help to repair things?

This might include – repairing something that has been destroyed, making something kind for someone, completing missed work at a different time of day

Moss Lane Restorative Pathway

Behaviour	What might happen ...
Not on task or attempting work Persistently disrupting others Not following instructions Not taking care of property Calling out/making disruptive noises	Restorative communication Teacher reflection on the task and the learning environment – do we need to change something? Reminder about strategies/resources Support the child to reflect on the Zones of Regulation and think about what they might need Support the child to think about how their actions are impacting others Repeated difficulties may lead to an initial concern meeting/ conversation with parents and/or Senco
If an unkind/unwanted behaviour continues A minor incident involving peers or an adult in school	Restorative conversation supported by the Zones of Regulation (See Appendix 2). Further restorative conversation alongside an intervention monitored by supervising staff member Repeated incidents added to CPOMS Conversation had with SLT
If an unsafe behaviour occurs	Child is given time and space to re-regulate Restorative conversation with the Head Teacher/SLT using the restorative write up document. Liaison with Senco Create or review proactive plan Incident is typed up on CPOMS Discussion/Meeting with parents Exclusion