



Behaviour in Schools

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Introduction

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.

Aims

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 really 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)

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.

The role of the adults

Children and adults are encouraged to put things right together. All members of staff are trained on the key principles of Restorative Practice and we understand the importance of modelling positive language, behaviour and take time to develop meaningful relationship with colleagues and children. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage those relationships. We provide children with the skills to maintain positive relationships and resolve conflict and disagreement themselves. Good discipline is the shared responsibility of all staff at all times so that children respect the authority of all adults equally. There is no distinction between the authority of one adult to another, with the exception of the Senior Leadership Team.

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?

We strive to avoid:

- Humiliation – it breeds resentment
- Shouting – it diminishes us
- Over reacting – the problem will grow
- Blanket punishment – unjust towards the innocent
- Harsh sarcasm
- Using areas of the curriculum as punishment e.g. extra maths/no PE

How do we capture pupil voice?

At Moss Lane, we believe that part of respecting and valuing our children is ensuring that they are listened to and have regular opportunities to share their thoughts and feelings on how the school community develops and grows. We do this in a number of ways:

- School council
- Regular parent and children's surveys
- Circle times
- Meaningful conversations with children in school
- Active listening

Communication

At Moss Lane, we believe in a consistent approach and unified language to ensure that the children understand clearly what is expected of them and are supported in order to achieve this. We will use shared phrases such as:-

- At Moss Lane we..... Positive statement e.g. At Moss Lane we walk in the hall.
- Reflect – How is what you are doing right now affecting everyone else? What zone might they be in? I will come and have a conversation with you shortly. (e.g. if someone is calling out answers during whole class carpet session)
- Positive reinforcement e.g. when you walk through the hall quietly I feel happy that you are safe so please keep this up!
- When you keep shouting out and disrupting everyone's learning, people around you feel frustrated so I will help you think about what you need to be able to work quietly until break time.
- Your actions are helping me stay in the green zone (see Appendix 1 Zones of Regulation) because at Moss Lane we treat each other kindly.

Environment**Classroom**

- Zones of Regulation
- Circle times
- Class teachers will personally greet each child upon arrival to school
- Provision of high-quality resources that are clearly labelled and can be accessed independently
- Reasonable adjustments made in order to ensure provision is right for all

Dinner Hall

- Children eat their lunch sitting mainly in year groups
- Adults and children use quiet voices
- Children line up to be served their lunch, giving each other space in the line
- Staff go into the hall on occasions in order to build relationships and model appropriate skills and behaviour

Playground

- Children must keep their shoes on at all times when outside
- Children and adults will encourage safe, use of the slide and be mindful of others if using it in a 'non-traditional' way
- We understand that children will play in a physical way and they will be mindful not to hurt each other during play
- Adults and children will be provided with a 5 minute warning of play/lunch about to finish at the bottom of the staff room stairs and in the playground respectively
- At lunchtime the final bell will be rung once adults have come out to meet their class. Children are able to line up using quiet voices and fall silent once through the doors and in to the building
- Only benches will be sat on and the ground/appropriate apparatus will be stood on (this does not include benches, or the tree planter)
- Visuals will be provided to show appropriate behaviour on equipment
- Visuals will be provided to show the activity zones in the playground
- Alternative provision for children who find the playground 'overwhelming' will be put in place as part of the SEND process

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

Playtime arrangements

Due to the unstructured nature of play times behaviour problems can occur. This behaviour also has a knock-on effect on lesson times if problems are not resolved. We expect that all staff will ensure that the children keep to the school rules. Keep to designated areas and acceptable, safe games. Any form of bullying, racism or sexual violence is totally unacceptable. All staff should make every attempt to resolve conflicts using restorative techniques and all serious incidents must be reported to the Headteacher. All staff are to record any incidents of poor behaviour. Lunchtime staff record these incidents on to CPOMS. These are shared with the child's class teacher and the Headteacher. Children can go into the Den at lunch time if they need extra support.

- Minor incidents at playtime will be dealt with by the staff on duty following the above outlined procedures.
- The child may be required to spend playtime alongside the duty member of staff.
- More serious incidents / accidents staff on duty to send a red card to the HT / Staffroom / office asking for support / assistance.
- More sensitive incidents related to bullying, equality issues or racism, the child to be sent with a red card to summon the HT / SLT who will respond instantly.
- Teachers to be ready to collect children from the playground promptly at the end of each play. Particular emphasis will be placed on calm and reasonably quiet movement from the playground to class, using positive reinforcement.
- LSA staff to take a quick comfort break (5 mins) before or after playtime, under the teachers' direction.
- During wet playtimes all children will stay in their respective classrooms where children will be supervised by the class team.

Lunchtime behaviour expectations

Please refer to staff handbook

Wet lunchtimes

- Children in year R will be supervised by 2 members of lunch time staff
- All children to go to their own classes
- Remaining members of staff to supervise

Off-site behaviour

The code of behaviour used in and around school should be evident at all times but especially when the children are acting as ambassadors for our school, enjoying after school clubs or the enhanced learning experiences that our school activities offer. School uniform is worn on most occasions.

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 and in the wider world. It will not only underpin our Learning, Teaching and Curriculum policy but all school activities.

Exclusion

Procedures should only be considered when all other avenues have been explored and can only be initiated with the authority of the Headteacher. In most cases exclusion will only be considered after a range of strategies have been tried to improve inappropriate behaviour.

If a child's behaviour is of constant concern, exclusion can be considered as a last resort. A serious offence could by itself justify a pupil's exclusion e.g.

- Violence towards an adult or child
- Racist abuse /sexual violence
- Sustained bullying
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance

If the Headteacher is considering exclusion, they will consult the good practice flowchart in the first instance. If, after consideration exclusion is considered appropriate the Headteacher will follow the exclusion from maintained schools, academies and pupil referral units in England September 2017. There are two types of exclusion, fixed term or permanent. Detailed guidance is available as above.

In all instances the Chair of the Governing Body will be informed of all exclusions. In serious incidents, even accidental ones, where a child has been hurt by another, both sets of parents must be informed after discussion with the Headteacher.

Where a child shows consistently challenging behaviour a 'proactive plan' will be put in place and the steps of the proactive plan must be adhered to.

Special Educational Needs and Disability

When children have repeated problems with inappropriate behaviour, the teacher and learning support assistant should make a record of these incidents. These records can form the basis of a discussion with the Senco to decide if the child meets the criteria to be placed on the SEND register because they need support which is in addition to or different from that detailed in the Restorative Behaviour Policy. These criteria are found in the Surrey County Council Directorate for Children and Young People – SEND: A Graduated Response. This is to be found in class SEND Files or on the SCC website www.surreycc.gov.uk. It includes ways to support children at each stage of the Code of Practice.

The SMEH (Social, Mental and Emotional Health) category includes children who demonstrate features of emotional and behavioural difficulties, who are withdrawn and isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex needs. Children with Attention Deficit Hyperactivity Disorder (ADHD) are included in this group, presenting overactive behaviour, impulsive behaviour and difficulty in paying attention. Children may be described as having ADD (Attention Deficit Disorder) or may have conditions such as Attachment Disorders, Fragile X or Autism. These children can easily be overlooked because they are quiet and withdrawn rather than disruptive.

If suggestions made by the Senco regarding the quality first teaching and/or interventions are not helping the child to improve their behaviour, then advice from LEA multi-professional, STIPS team and health professionals can be sought, following the graduated approach.

Children on the SEND register who struggle with behaviour will sometimes need:

- Individual behaviour programmes.
- Personalised zones of regulation toolboxes.
- Involvement of outside agencies e.g. STIPS team.
- Individual reward charts used in class. Rewards should be daily / twice daily and always involving the child earning the reward.
- A visual system to support vulnerable children in asking for adult help e.g. at playtimes, in class.

For some children a proactive plan will be put in place with input from the class team, the child's parents, the SENCO, the senior leadership team and the STIPS team. This would be reviewed termly.

Monitoring and Evaluation

Monitoring and evaluation of the Restorative Behaviour Policy is the responsibility of the Governing Body, but is a particular responsibility of the Headteacher. This is to be achieved in a variety of ways:

- regular observation of playground and classroom environments
- regular monitoring of recorded incidents
- reviewing to evaluate standards of behaviour and thus the quality of the learning environment throughout the school
- have an open door policy at School Council meetings to discuss children's thoughts on behaviour management

Discussion on behaviour and progress will be held as appropriate, and Governors will be informed by the Head teacher's termly report.

Other procedures concerning incidents

If necessary and appropriate, the Chair of Governors, Area School Officer, LEA, social services or police will be informed / consulted.

This policy needs to be cross referenced to the following associated documents:

- Anti-bullying policy
- Special Educational Needs policy
- All equal opportunities statements and policies
- Health and Safety policy
- Home school agreement
- Safeguarding Policy

Anti-Bullying Policy

General Policy Statement

At Moss Lane School we have a zero tolerance policy regarding any form of bullying. The policy has been formulated by discussion with all stakeholders, staff, children, parents and governors. Our policy will help prevent all forms of bullying among children. Challenging bullying effectively will improve the safety and happiness of children, show that the school cares and makes clear to those children who use bullying behaviour that their behaviour is unacceptable and will not be tolerated. Children and parents should be assured that they will be supported when bullying is reported. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

Definition of Bullying

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, **often repeated over a period of time** that intentionally hurts or harms. It is difficult for victims to defend themselves against it.

Bullying can be inflicted by name-calling, use of threatening behaviour and using physical force. Bullying can be carried out by an individual, a group or gang and can be aimed at an individual or group. Bullying can take many forms and include:

Emotional and verbal Abuse	Includes name-calling, mocking, hurtful teasing, insults, slurs, humiliating or threatening someone, racist comments, sexual harassment, being unfriendly, excluding, tormenting, malicious gossip, teasing, intimidation, ostracising, theft, damaging someone's property, extortion.
Racist Abuse	Racial taunts, graffiti, gestures.
Sexist Abuse	Includes leaving someone out; treating them badly, or making them feel uncomfortable because of their sex; making sexist comments or jokes; touching, pinching or grabbing someone in a sexual way; making crude comments about someone's sexual behaviour or orientation; or spreading a sexual rumours.
Physical Abuse	Includes hitting, kicking, shoving, spitting, beating up, stealing or damaging property. While physical bullying causes harm to a child's body or property, the below forms of bullying cause psychological harm. Such offensive, degrading and rejecting behaviours undermine and destabilize victimized children's sense of themselves, of their place in the school, and of their place in the world.
Social abuse	Includes rolling your eyes or turning away from someone, excluding others from the group, getting others to ignore or exclude, gossiping or spreading

	rumours, setting others up to look foolish, and damaging reputations and friendships.
Religious abuse	Includes treating people badly because of their religious background or beliefs, making negative comments about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs in an effort to hurt them.
Homophobic	Because of, or focusing on the issue of sexuality
Disability Abuse	Includes leaving someone out or treating them badly because of a disability, making someone feel uncomfortable, or making jokes to hurt someone because of a disability.
Electronic/Cyber	<p>All areas of internet, such as email and internet chat room misuse.</p> <p>Mobile threats by text messaging and calls</p> <p>Misuse of associated technology, i.e. Camera, phone & video facilities.</p>

Aims and Objectives

- To implement an Anti-Bullying policy that links with our Restorative Behaviour Policy.
- To make clear what sanctions the school will impose for bullying and in what circumstances they will apply.
- To make all children aware that the school will not tolerate any form of bullying behaviour.
- To provide a support system in school for victims of bullying.
- To encourage children to talk to their parents or any member of the school staff if they are experiencing any form of bullying.
- To raise awareness of such behaviour and its consequences in the curriculum such as PHSEC, R.E and Assemblies.
- To encourage children to discuss issues relating to bullying in class e.g. PHSEC lessons.

This policy will set out our understanding of behaviour that may be considered to constitute bullying amongst children. It will set out our procedures for preventing bullying and dealing with reported incidents of bullying. All staff will implement this policy.

We want all children at Moss Lane School to feel safe and secure and to behave in a way that shows respect and concern for others. Incidents of deliberate bullying are rare among children in the infant age range however we recognise that bullying can occur at any age. We recognise that it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos.

Broad Guidelines

This policy should be read in conjunction with the school's Restorative behaviour, e-safety and equal opportunities policies. The implementation of the school's Restorative behaviour policy is an important first step to ensure that bullying does not take place amongst the children.

Procedures

We report all bullying incidents to staff and incidents will be investigated, recorded confidentially by staff and stopped quickly. Parents will be informed and will be asked to come in to a meeting to discuss the incident. If necessary and appropriate, other agencies will be consulted.

Telling School

Under the new Ofsted Framework, they state that:

'Children have a good awareness of different forms of bullying and take active steps to prevent it from occurring.'

Bullying is hurting people with words or actions all the time.

If this is happening to you:

TELL, TELL, TELL –

WE ARE A TELLING SCHOOL!

The following behaviour patterns may indicate that a child is being bullied:

Adults should be concerned if a child starts to exhibit one or more of these signs, especially if there is a sudden unexplained change of behaviour.

- Unwillingness to come to school.
- Withdrawn isolated behaviour, shy, nervous.
- Complaining about missing possessions.
- Refusal to talk about the problem.
- Being easily distressed.
- Damaged or incomplete work or a change in work patterns.
- Feigning illness at home or school leading to frequent trips back into the office or classroom during playtimes.
- Staying very close to an adult in the playground or wanting to stay in at playtimes.
- Very slow eating lunch to avoid being in the playground.
- A marked change in behaviour, withdrawn or aggressive.

Who to Tell

- Children can report an incident of bullying to anyone in school from a friend to the Headteacher. (Tell, Tell, Tell – We are a TELLING school!)
- All reports of bullying will be reported to a member of the Senior Management Team.

Plan for Implementation

Prevention of bullying

- This policy will be included in the staff induction pack and be reviewed by the staff annually.
- Adults in school will set good role models of how people behave to each other.
- Our expectations of behaviour will be discussed with the children each year and parents are made aware of the school's restorative behaviour policy.
- All staff to be aware of the children's activities and to intervene in cases of distress or when a situation looks like getting out of hand. This is especially important at break or lunchtime.
- All staff will watch out for children who are behaving out of character or who are showing signs of distress.
- Kind and unkind behaviour and friendship issues will be included in the Personal Health and Social Education (PHSEC) curriculum.
- Teachers will take informal opportunities to discuss the children's feelings about bullying and the children's responses to it, for example in story reading sessions.
- Take part in Anti-Bullying weeks.
- The ethos and working philosophy of Moss Lane means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind / polite behaviour is regularly acknowledged and rewarded.

Actions to be taken when bullying is suspected or reported

- If bullying is suspected or reported, the incident will be taken seriously and dealt with immediately by the member of staff who has been approached. The child will be spoken to about what has happened. They will also be asked if that person has ever done this to them before and if so whom did they tell.
- If that adult is not the child's Class Teacher, they will be informed.
- The Class Teacher will interview all concerned separately and record the incident.
- Witness information will be obtained when possible.
- A clear account of the incident will be recorded on to CPOMS and shared with the Headteacher.
- The parents of both victim and bully will be kept informed.

- If appropriate the Surrey behaviour management service will be involved. "They work with both victims and bullies".
- Punitive measures will be used as appropriate.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the child.
- Informing their parents or guardians.
- Taking action to prevent further incidents of bullying.
- Offering continuous support.
- Encouraging friendship with a supportive group of children.

Children who have bullied will be helped by

- Discussing what has happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to restore harmony.
- Informing the parents or guardians to help change the attitude of the pupil.
- Class Teachers and the SENCO are responsible for putting children with SEMH needs on the SEND code of practice and setting targets for those children.
- Encouraging friendships with a supportive group of children.

Support for parents

- When parents raise a concern that their child is being bullied; this concern is taken seriously and not dismissed without further enquiries being made.
- The bullying incident report form can be used as a focus of the discussion with a parent so that there is a clear record of the concern and of immediate action to be taken by school staff.

The role of parents

Bullying is everyone's problem. All staff, children and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone. When, after discussion, we confirm a child has been bullied we will contact the parents to discuss the issues. We will ask parents to:

- Talk to the child and explain that bullying is wrong and makes others unhappy.
- Show the child how to join in with others without bullying.
- Make an appointment to see the child's teacher as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying.
- Talk to the child regularly about how things are going at school.
- Give the child lots of praise and encouragement when they are being kind and considerate to other.

Policy Evaluation

- Detailed records will be kept of any bullying incidents and the action taken.
- We will monitor the effectiveness of the steps taken following reported incidents of bullying.
- This will include a check of the situation at regular intervals even when the situation appears to have been resolved.
- This policy will be reviewed annually to assess its implementation and effectiveness.
- The Headteacher will report on incidents of bullying and the effectiveness of the policy to the Governors as part of the annual review of this anti bullying policy.

SEND

Children with learning difficulties may not understand that they are being bullied and school staff need to be aware of that possibility.

Vulnerable Groups

- Looked after children
- Traveller groups
- Children with disabilities
- Children with SEND
- Children who are gender neutral
- Children from ethnic minority groups
- Children living in poverty
- Excluded children and those at risk of exclusion
- Children with behaviour and attendance issues
- Gypsy, Roma and Traveller pupils
- Asylum seekers, refugees and new migrants
- Young carers
- Children with mental health issues and medical needs

Success indicators

- We will have been successful if the school has a caring and supportive atmosphere
- We will have been successful if reported incidents of bullying are dealt with in a way that ensures that neither victim nor bully are involved in any further bullying incidents

Monitoring

The Headteacher will identify progress by including Bullying in staff meetings, senior leadership meetings, and governor meetings. This will enable follow-ups and show whether the policy is really effective. Any records from these meetings will be used purely for monitoring purposes and will be kept for no longer than five years.

- The Headteacher will ensure that the policy is high profile throughout the year and especially at the beginning of a new school year through assemblies and circle time.
- The school will regularly seek pupils voice to identify any areas and times where children feel vulnerable or at risk.

Evaluation

The Headteacher will use data from monitoring and feedback from staff, governors, children and parents, to review and update the policy at least once every school year. A termly report to Governors will be made. We would hope that:

- Staff are more vigilant and responsive to bullying.
- Fewer children report being bullied or that they bully others.
- More children say they would not join in bullying someone else.
- More children would tell a member of staff if they were being bullied.

Bullying outside the school's premises

Although schools are not responsible for bullying off the school premises, it often takes place outside the school grounds on journeys to and from school. The bullying may be by children at the school, children at other schools or people not at school at all. At Moss Lane School we encourage children not to suffer in silence. Where a child reports

bullying off the school premises, we will take one of the following range of steps depending upon the circumstances:-

- Talk to parents about using other routes to school.
- Talk to the Head of another School whose children are bullying off the premises.
- Talk to children about how to avoid or handle bullying outside the school premises.
- Contact the local police.

Bullying can also take place via text messages, MSN and other means of 'cyber communication'. This often happens out of school hours, but has implications for the parties involved when they are in school. We would talk to children and parents about the issues and take their concerns seriously.

On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:

- Parents approaching other parents in groups.
- Inappropriate verbal exchanges in front of children.
- A breakdown in communication.

If children are experiencing problems with other children, parents must not take matters into their own hands. Parents' confronting other parents or children in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Adult bullying

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community, they must report this to the Headteacher immediately.

Cyberbullying of teachers and school staff

We outline practical ways of preventing and tackling cyber bullying of teachers and other school staff. The School will ensure that:

- Governors, Headteachers, senior leaders and staff are familiar with the Government's guidance.
- The whole school community understands what is meant by 'Cyber-bullying', its potential impact, how it differs from other forms of bullying and why it is unacceptable.
- Staff are fully supported and that appropriate action is taken.
- In the case of the bully being a member of the school community the school will deliver appropriate and consistent sanctions.

Staff are reminded to take steps to protect themselves and their personal information by:

- Keeping passwords secret and protecting access to their accounts.
- Not 'friending' children on personal social networking services.
- Keeping personal phone numbers private and not using their own mobile phones to contact children or parents.
- Keeping phones secure on school premises.
- Not posting information about themselves publicly that they wouldn't want employers, colleagues, children or parents to see.

- Ensuring that rules regarding the use of technologies are consistently enforced.
- Not personally retaliating to any incident.
- Reporting any incident to the appropriate member of staff in a timely manner.
- Keeping any evidence of an incident.

Medical Conditions

Certain medical conditions may affect behaviour.

Below are some examples:

- Attention deficiency (ADD)
- Hyperactivity disorder (ADHD)
- Oppositional Defiance Disorder (ODD)
- Autism Spectrum Disorder (ASD)
- Obsessional Compulsive Disorder (OCD)
- Conduct disorder
- School phobia
- Withdrawn behaviour
- Mental health conditions

The list of medical conditions that may affect behaviour is not intended to be definitive. Should a child be identified as, or suspected of, suffering from a medical condition that may be affecting their behaviour, the matter must be discussed with the parent(s), and any appropriate outside agencies, and realistic expectations, and an action plan, agreed upon. The whole school staff (teaching, non-teaching, clerical and lunch-time supervisors) should be made aware of children with these, or similar conditions, and be given advice on catering for their special circumstances.





As well as children with these conditions there are a small number of children who have an Education Health Care Plan. The advice included in the EHCP should be followed with regards to their behaviour, for although the expectation for these children remains the same, they may need additional support to help them integrate socially. In addition, there are known links between emotional and behavioural problems and the home / family environment. Such problems are likely to be exacerbated at times of family crisis. The home-school link worker can support these families.

Appendix 1

Zones of Regulation

At Moss Lane, we use our restorative behaviour policy to support children understand how their actions can affect the emotions of others around them. Adults in school use the zones of regulation to help the children recognise what emotions they are feeling and how they have made others feel. The adults then can use the restorative conversation if needed. The children are reminded of the emotions they can feel by visuals around the school and the adults model this in their conversation with the children.

All staff in school understand how situations can cause different children to feel different emotions and to acknowledge when a child is not in the green zone. Staff can then encourage the children to regulate themselves using known tools, which will then build

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

up independence in regulation.

Possible ways to regulate back to/ to stay in the green zone

- Fiddle and think equipment (fidget, soft material square)
- Squeeze a sensory ball
- Colouring/drawing
- A walk around the classroom/hall/outside area
- Sit in a quiet area for a few minutes
- Roll on a peanut ball/ use some sensory equipment
- Have a drink and swill the water in your mouth- how does it feel?
- Take some deep breaths and blow out candles/dandelions
- Watch something moving
- Wash your face

- Have a snack
- Work in a quieter area of the classroom where there are less people
- Go outside with an adult and wake your body up if you're in the blue zone
- Choose a quiet activity to do in the Den at play/lunch rather than the busy playground

At Moss Lane, we understand all children are different and we get to know a child, helping them choose an activity that best supports them to be ready for learning.


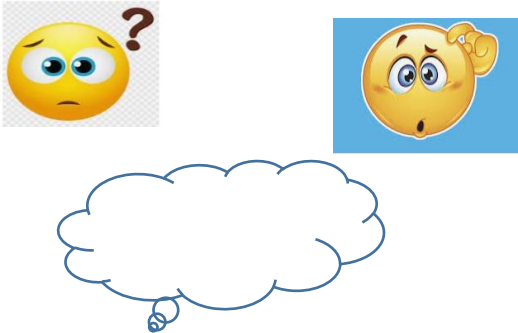
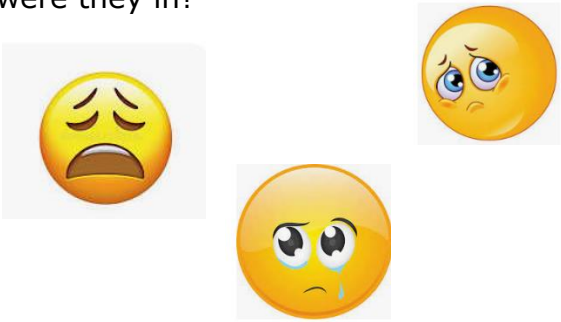
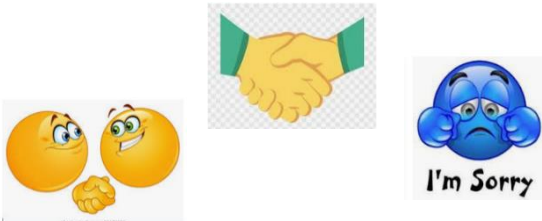
SEND

If it is felt needed, by discussion with the Senco, a zones of regulation toolbox can help children with SEN. These encourage the child to recognise what zone they are in and what they can do to regulate themselves, often based on their individual sensory needs.



Appendix 2 - Restorative conversation

Thinking about our wobble monster

<p>What happened?</p> 	<div></div> <div></div> <div></div> <div></div> <div></div>
<p>What were you thinking at the time? What zone were you in?</p> 	<div></div> <div></div> <div></div> <div></div> <div></div>
<p>Who was affected and how? What zone were they in?</p> 	<div></div> <div></div> <div></div> <div></div> <div></div>
<p>What needs to happen to make it better? What do you think you need to do to make it better?</p> 	<div></div> <div></div> <div></div> <div></div> <div></div>