

Positive Relationship & Behaviour Policy



Date approved:	January 2025
Approved by:	Directors/CEO/CEA
Date adopted by the MAT (i.e. effective date):	January 2025
This policy is scheduled for review on:	Every 3 years or on updates

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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our school in relation to positive relationships and pupil behaviour.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with our ICT Acceptable Use policies and Procedures, Staff Code of Conduct, Dignity at Work, Safeguarding and Child Protection policies and Procedures, Anti-Bullying Policy, Anti-Cyber Bullying Policy, Equal Opportunities Policy, Suspension & Exclusion Policy, Physical Restraint and Reasonable Force Policy. Copies of all policies and procedures can be accessed via our website or our school office

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise.

This Policy provides information which underpins our Staff Code of Conduct, and Disciplinary Policy and Procedures. Copies of these policies and procedures can be accessed via the website or school office.

Aims & Principles

The aim of this policy is to promote positive behaviour by encouraging children to make good choices and behave responsibly and fostering positive relationships by building respectful and supportive relationships amongst children, staff, and the wider school community.

Our primary concern is the safety, wellbeing and education of all children; 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.

Our behaviour system aims to support children in making appropriate choices for their behaviour. We give children choices and make it clear as to the consequences of the choices they make.

We aim to focus on good behaviour, and support children to make the right choices, through strong relationships, and individualised provision. We ensure that rules are consistently applied across the school and where sanctions are exercised, they are in line with this Policy and are taken seriously. We believe strongly in the importance of praising and promoting good behaviour.

We believe children have rights and responsibilities. Children have the right to be safe, be treated with respect and to learn without disruption. Children have the responsibility to care for themselves, and respect other people and their school.

We create calm and orderly environments that enable our children to learn effectively. We prioritise inclusion, and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice.

We aim to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

We offer comprehensive support to children displaying challenging behaviour, before and/or alongside disciplinary measures, taking into account children' home circumstances and any special educational needs and/or disabilities (SEND).

Any kind of violence, threatening behaviour or abuse between children, or by members of the school community towards staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Our School Rules

It is essential that the children at Manor Primary understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. As such we believe all members of the school community should aspire to demonstrate positive behaviour at all times

Our School Rules

We always **respect** each other

We show **exceptionality** and always try our best in everything we do

We always listen to whoever is speaking and be ready to **collaborate**

We always do the right thing and act with **Integrity**

Promoting Positive Attitudes and Life Long Behaviours

It is important to recognise positive behaviour with all our children. Strategies will be put in place in all areas of the school to enable the promotion of positive behaviour. These strategies will include:

- Good quality teaching
- Interesting and exciting learning
- Learning effectively matched to the children's relative starting points
- Clear and consistent high expectations
- Praise for good behaviour
- Celebrating success (sharing learning in class, with different leaders throughout the school, in assembly, with parents)
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children involved in making the rules
- Children involved in agreeing consequences
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

Routines

We have consistent routines in place to ensure that all children feel safe, secure and valued.

Routines/Expectations	Verbal cues and recognition	Non-verbal cues and recognition
All children to walk through the school	Thank you for walking beautifully. That is beautiful walking, well done!	Smile
All children must line up quietly	Line up quietly, thank you Sit back down. Let's try again. Well done for lining up quickly and quietly.	Signaling children to stand up by moving palms in an upwards motion Thumbs up
Staff have specific areas to greet the children in the morning, at break times and lunchtimes with kindness and warmth	Good morning! Welcome back to class. It's lovely to have you back	Always a warm smile!
Staff to monitor cloakrooms and toilets during transition times	Thank you for hanging up your coat on your peg. Well done for remembering to put your bag away. Well done for walking into the toilet quietly and sensibly.	Thumbs up Smile
All children and staff must walk in and out of assembly quietly.	If anything needs to be said or shared, please save it until we return to our classroom.	Hands up. Thumbs up
When walking in the corridor, individuals and groups of children must remember to use a quiet, indoor voice.	Please remember your indoor voice. Thank you for using your indoor voice The other classes will appreciate you using your indoor voice. This will help them to learn.	Sign language sign for little
At the end of break times, the bell is rung. All children stand still. The bell is then rung twice to signal lining up time. The children walk into line. Teachers collect children from the line playground at end of all breaks.	Thank you for walking beautifully to line up. Well done for standing silently, you are showing me that you are ready to learn. Go back and walk please.	Raise hands Clapping games Rhythm games Adult to stand at different points in the line
When getting ready for lunchtime, staff to supervise handwashing and getting ready for lunch. All children are walked, by an adult, into the dining hall. Children sit and eat lunch and use indoor voices.	Let's walk into the hall and show everyone our beautiful walking. Thank you for walking to your seat and using an indoor voice in the hall. Hands up Thank you for being a good role model.	Hands up
Teachers at lunch praise children for using great table manners	Well done for not speaking with a mouthful of food. Well done for using your knife and fork Thank you for lining up wonderfully Well done for eating all of your lunch Let me show you how to...	A warm smile Thumbs up Lunchtime reward stickers
At the end of the school day, staff supervise children to get their belongings. All children then return to the classroom. Children taken out onto the playground and dismissed to parents. All Class Teachers to be visible	Staff to make a concerted effort to be visible when it is for the purpose of praise. Share wow moments from the day with specific parents. Build up a positive relationship from the offset and throughout the year.	When parents need to be contacted for negative behaviours, school will send a message via MCAS. Telephone calls will be made after school meetings. Always end the day with a smile!

Reflective & Restorative Behaviour Approach

Choice

We will not tolerate behaviour which impacts on other people's learning and/or their safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly.

We encourage children to take personal responsibility for their behaviour and support them in managing and understanding their choices. We encourage empathy and that they think of others and the wider world. We offer children lots of opportunities to collaborate together in order to encourage tolerance, acceptance of others' opinions and a sense of community and belonging. We never humiliate or shame a pupil. We encourage children to make positive choices and to reflect and make amends when they have failed to do so. This supports William Glasser's Choice Theory.

Choice Theory is based on the simple premise that every individual only has the power to control themselves and has limited power to control others. Applying Choice Theory allows one to take responsibility for one's own life and at the same time, withdraw from attempting to direct other people's decisions and lives. Individuals are empowered to take responsibility for their choices and support others in taking ownership of their choices. Negative behaviours reduce in frequency and intensity, relationships strengthen and satisfaction in life increases.

3C's – Choice, Chance, Consequence

Language to support Choice:

- Good choice
- Wrong choice
- Consequences of your choices

Choice – The child is given a pre-warning by explaining what they have done and the choices they have in the situation.

- What **choice** have you made?
- Was it a sensible **choice**?
- Was it a **choice** you are proud of?
- Was it a **choice** that will make others happy?

Chance – The child has had their pre-warning but has not made the right choice. They might have continued along the path of negative behaviour or the behaviour may have worsened. They are now given a warning.

- Here is a **chance** to make a good choice.
- Use your **chance** to listen and make a sensible choice.
- Use your **chance** to make others proud of you.

Consequence – The child has not responded to the warning and is continuing to behave in a way that is deemed unacceptable according to Manor school rules. They will now receive a consequence for their actions.

The consequences will differ depending on the type of behaviour shown and the age of the child. For example, children may be asked to move to a quieter place in the classroom to complete their learning or have reflection time at playtime. There may be times when the behaviour is highly inappropriate and therefore will result in intervention from the assistant head for the phase of the school. If further action is required a senior leader will become involved.

For each of the 3C's the member of staff will not move onto the next stage if the child demonstrates an improvement with their behaviour. The rest of the class will be part of this process and pupil leaders will support classes in implementing the 3C's.

On the occasions where the behaviour is deemed highly inappropriate class teachers/assistant head teachers will notify parents so they remain informed throughout and offer the school support. This behaviour will be recorded on BROMCOM/CPOMS. The class teacher/members of SLT will remain informed via the child's individual behaviour log on BROMCOM/CPOMS which is updated as soon as any matters arise. This will ensure all parties are aware of any behaviour concerns and details of the behaviour and actions are logged.

Restorative Conversations examples:

- What happened?
- How did it make you feel/What did you need/want?
- Who has been affected by what you have chosen to do?
- What has been the hardest thing for you?
- What do you think needs to be done to make it right?
- What have you learnt and what will you do differently next time?

APPENDIX 1 - Carrying out a Restorative Conversation

Positive Relationship Strategies:

A range of strategies are employed to support the children in managing their relationships and consequent behaviours:

- Adults consistently follow the Manor Primary Behaviour Expectations.
- A range of teaching styles are used in class to meet the children's various learning styles
- Work and resources are adapted to ensure that the children's individual needs are met
- Children are given clear routines and boundaries that are consistently enforced to keep them safe
- Whenever possible, children are informed in advance of changes in routine
- Timetables and expectations are shared daily
- Staff work closely with parents and carers to establish positive relationships

- Boxes of fun/equipment/games are organised at lunchtime to develop positive play
- Alternative arrangements are made for children struggling during break and lunchtimes
- Positive relationships/behaviour for learning are acknowledged and encouraged consistently throughout the school day
- Children are encouraged to take responsibility for their own behaviour for learning and make the right choices
- Each year parents and the school sign an updated Home School Agreement
- Positive affirmations and growth mindset displays are visible around the school
- Inclusion and equality are focused on during PSHCE and assemblies

Unacceptable behaviour in the classroom

Behaviour Steps System:

In school, when dealing with unacceptable behaviour, school staff follow our Behaviour Steps system. The aim of the steps is to re-focus and re-engage the child with as little disruption to learning as possible.

Examples of Stepped responses :

- Non-verbal signal.
- Private verbal reminder.
- Private 30 second Intervention Script, consequences of future choices made clear.
- Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions.
- Reflection Time during a break time followed by a planned Restorative Conversation with Leader in phase. Recorded and parents informed.
- Serious incidents i.e. bullying behaviour, damage to property, physical aggression with the intent to cause harm will be referred to the Deputy Head. Recorded and parents informed.
- Any behaviour considered to be potentially racist; extreme; negative about another person's religion, sexist, homophobic are referred to the Head Teacher. Recorded and parents informed.

It is important for class teachers to work alongside all children in their class and understand the need to be fair, taking into account the different children's needs and their emotional wellbeing. Teachers can make reasonable adjustments where necessary, taking into account the situation and the individual needs of the child/children. Reasonable adjustments should be discussed with a member of SLT. Teachers will act quickly to identify a range of positives for all to ensure children can successfully demonstrate positive behaviour.

The 3C's will be displayed in every classroom as a visual reminder to all children.

Staff refer to Behaviour Steps for guidance on appropriate responses, consequences and

communication with parents.

There are 4 behaviour steps:

- STEP 1:** Low level behaviour
STEP 2: Repeated low level Step 1 behaviour OR inappropriate behaviour
STEP 3: Significant inappropriate behaviour or bullying
STEP 4: Extreme behaviour

Stepped response to negative behaviour are communicated to children, staff and parents in *APPENDIX 2 - BEHAVIOUR ROAD MAP EYFS & APPENDIX 3 - BEHAVIOUR ROAD MAP Y1-6 APPENDIX 4 - MANOR PRIMARY BEHAVIOUR STEPS.*

Rights and Responsibilities:

Any approach to promoting positive relationships and behaviour must ensure all members of the school community are aware of their rights and responsibilities and actively uphold these.

Children:

All Children have the right to:

- Discuss and learn in a purposeful and supportive setting.
- Work and play in a safe and secure environment.
- Receive equal, consistent and fair treatment without prejudice.
- Respectfully be able to express their feelings and opinions.
- Interact with others in a positive atmosphere without fear of harassment, ridicule or bullying.

All Children have the responsibility to:

- Be Safe, Be Ready, Be Respectful
- Set a good example to other children.
- Take responsibility for their actions and behaviour
- Make amends for negative behaviour.
- Abide by the Home School Agreement
- Adhere to school rules
- Maintain high standards of behaviour and uniform in public.

Staff

All staff have the right to:

- Work in a safe and secure environment.
- Receive support and additional guidance from Year/Phase Leaders, the Pastoral Team and members of the Senior Leadership Team.
- Teach in a purposeful and non-disruptive environment.
- Receive the cooperation and support of parents.
- Be treated in a respectful manner.

All staff have the responsibility to:

- Be familiar with and consistently apply the Promoting Positive Relationships and Behaviour Policy.
- Clearly communicate the school's expectations to children.
- Record behaviour incidents and pastoral concerns and where necessary, seek additional support from Leaders in the phase and the Pastoral Team to support children behaviour and emotional needs.
- Be a good role model to all children and lead by example.
- Build safe, respectful and secure relationships with the children in their care.
- Keep parents informed of their child's behaviour and if the school has any concerns, to make parents aware.
- Work with parents to support pupil behaviour.
- Encourage children to take responsibility for their behaviour and to make amends.
- Recognise the individual needs of children and if required, try different strategies to support these needs.
- Actively promote and reward positive behaviour that is "over and beyond" the set expectations.
- A Year/Phase Leader, to have an overview of the behavioural and emotional needs in their year group and to support their team in this.
- The Pastoral Team, to track and monitor the behavioural and emotional needs of all children and to support staff by offering guidance, support and strategies.

Parents:

All parents have the right to:

- Be treated in a respectful manner.
- Be kept informed of any repeated or significant behavioural incidents involving their child.
- Be kept informed of any ongoing pastoral or emotional needs involving their child.
- Be supported by the school in addressing any behavioural or emotional needs.
- Expect perceived incidents of bullying or racism to be investigated and dealt with.
- Be able to communicate concerns with the school. This should be the class teacher in the first instance.

All parents have the responsibility to:

- Abide by the Home School Agreement
- Support the school in its expectations of good pupil behaviour and agreeing to our sanctions.
- Maintain regular communication with the school including providing evidence of absence, attending parents' meetings and keeping appointments made;
- Support the school in implementing all other aspects of school policy including our assessment and discipline procedures;
- Use the appropriate lines of communication to share information or express a concern about their child;
- Send their child to school on time, every day, in uniform, with their homework

completed and with all the necessary equipment.

- Be a good role model and lead by example.
- Communicate respectfully with all staff, parents and children.
- Work in conjunction with the school to support the behavioural and emotional needs of their child.

Rewards

We have a range of effective rewards, which celebrate individual, group and class achievements. Rewards are aimed at recognising academic achievement, effort, and good citizenship.

We aim to recognise, acknowledge and celebrate good behaviour along with a child's effort and achievement. Children must have their efforts recognised and we aim to maintain a culture where children want to succeed and be proud of their achievements. It is vital that there is an emphasis on praise rather than sanctions.

Playtimes and Lunchtimes

It is important that our Manor values and standards of behaviour are continued during play and lunchtimes. Lunchtime Supervisors are encouraged to identify positive behaviour and actions of children relating to our values, as well as ensuring the safety and well-being of all children. In the case of unacceptable behaviour, wherever possible, it is the Lunchtime Supervisor's role to de-escalate any situations, talking to the child / children in question but they may call on Class Teachers, Phase Leaders, or members of SLT to support them with this.

Behaviour and Children with SEND

Behaviour of SEND children will follow the current policy wherever possible to maintain a consistent approach across all year groups and phases. However, when an individual child displays behaviour which indicates further support and strategies need to be implemented, these will be undertaken in unison with the SENDCo, class teacher and parents, along with the child, where appropriate. This differentiation will be dependent on the needs of each individual child. Additional support may also be sought from external agencies and local authority SEND teams. The school understands the importance for all children to be given the opportunity to learn in a safe, supportive environment in acknowledgement of the Equality Act 2010.

Bullying

Every child who attends Manor Primary School has the right to feel safe and free from discrimination/ prejudice. Bullying or discriminatory behaviours will not be tolerated. We work on a values system of respect and care to all.

There is no legal definition of Bullying, however it is usually defined as the repetitive,

intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against

Any concerns regarding bullying of any description will be taken seriously and investigated immediately. If you have concerns, you should notify the school as soon as possible. Early intervention is key to putting a stop to these types of behaviours and the child who is bullying will also receive support in this situation.

Sexism and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

Procedure for Dealing with Allegations of Peer on Peer Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should contact Wolverhampton or Dudley MASH to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding Records.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Keeping Classrooms, Children and Staff Safe - Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations. We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force. Under very exceptional circumstances, physical intervention may be required to manage a child's unsafe behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property.

The Role of the Headteacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head teacher keeps records of all reported serious incidents of unacceptable behaviour.

The Role of the CEO

The CEO has the responsibility of setting down these general guidelines on standards of discipline and behaviour. and of reviewing their effectiveness and this is reported to the Board of Trustees termly. The Board of Directors support the Headteacher/Head of school or Associate Headteacher in carrying out these guidelines. The Headteacher/Head of school or Associate Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the CEO may give advice to the Head teacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour

Fixed Term Suspensions and Permanent Exclusions

At Manor Primary School, prevention rather than punishment is always our starting point, and through the use of robust systems for managing behaviour, we ensure that our pupils are very seldom suspended or excluded.

However, very serious incidents including violence or verbal abuse, behaviour that threatens the health and safety of others, damage to property or persistent acts of behaviour are likely

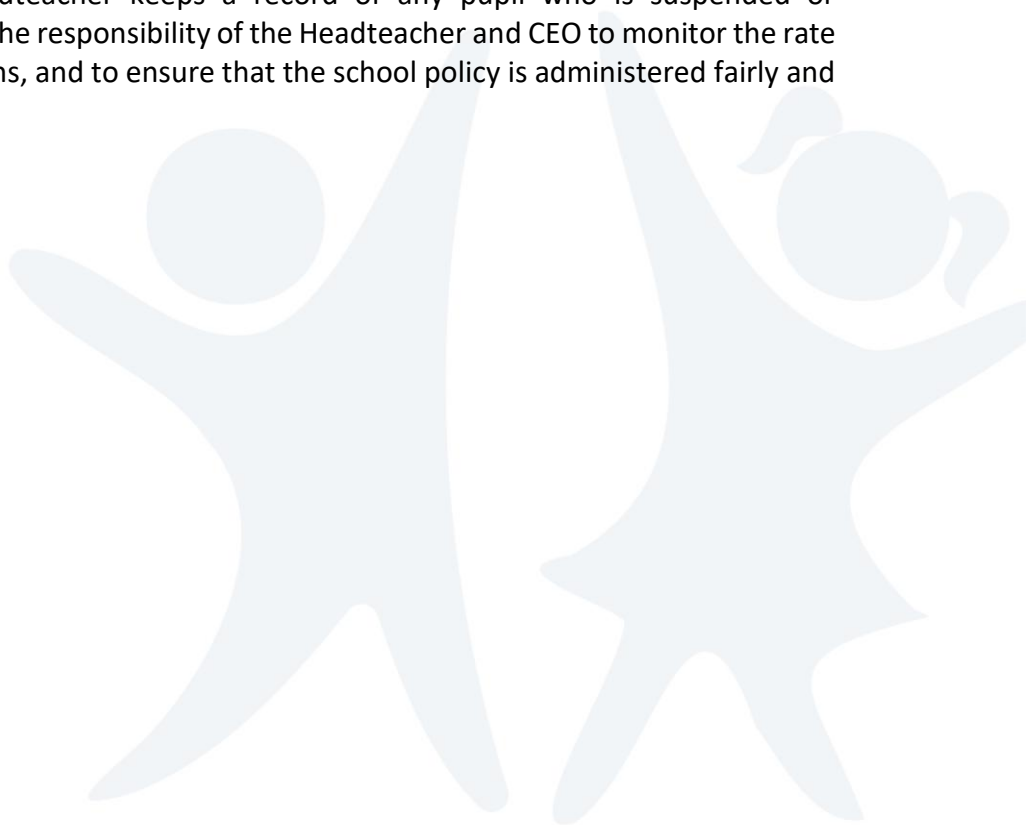
to result in a suspension or exclusion.

- Internal isolation - the child will be removed from their classroom and work with a member of the senior leadership team before they return.
- A suspension - the child will be suspended from school for a fixed amount of time. Work will be set by the class teacher for the period the child is at home. The parents/carers and the child will be expected to attend a “reintegration meeting” with the Headteacher or senior leader on their return to school date and targets will be set to support the child on their return. This meeting will be considered a fresh start, involving mutual trust and respect.

Please refer to the Manor MAT Suspension and Permanent Exclusion policy for further details on suspensions and permanent exclusions.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the CEO on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps a log of incidents of behaviour on CPOMS/Bromcom where the class teacher or the adult reporting the incident, will record what happened, stating the facts. The Headteacher keeps a record of any pupil who is suspended or permanently excluded. It is the responsibility of the Headteacher and CEO to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently





APPENDIX 1: Carrying out a Restorative Conversation - PROMPT

1) What happened?

Non-judgemental, models empathy and respect. Objective is for a child to feel understood and heard.

Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see',... to demonstrate active listening)

- Ask questions to clarify if necessary
- Check if you understand properly (do you mean...?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the child to feel heard and understood, not corrected.
- If what the child is saying isn't an accurate reflection of the truth ask inquisitive questions and check understanding: 'are you saying that this happened?'

2) How did it make you feel?

Help them to name the feelings they were experiencing. There are no "wrong" or "bad" feelings. This will support the child in linking the choices they make to the emotions they feel. In turn, this will help them to better understand that these same feelings can be managed differently in the future. A feelings poster or feelings flashcards may be helpful at this point.

- Suggest feelings if necessary.
- Respond with empathetic body language and facial expressions.
- Repeat back what you have understood i.e "You were angry that ? was at the front of the line so you pinched him"

3) What did you need/want?

Help to explore the need/wants that were driving their feelings. Examples: someone to play with, fairness, help, freedom, choice, to be listened to, quiet, sleep, food, water, more to do or to feel safe.

4) Who has been affected by what you have chosen to do?

The objective is that they identify the consequences of their choices and the impact it has had on others. This encourages the child to have empathy and to take accountability.

- Listen
- Ask questions Check understanding
- If the child is resisting acknowledging the impact of their choices, support them by telling them what you noticed. i.e. "When you pinched ? I noticed that ? cried and became sad."
- You could also follow up with, "Who else was affected by this behaviour?". This question is about understanding how the behaviour affects people not directly involved with the incident, for example the rest of the class, the teaching staff, the rest of the school.

5) What has been/will be the hardest thing for you?

This helps the child to identify what they have found difficult i.e. that their parents will be cross with them when they find out; that they don't feel they have any friends; that they feel embarrassed etc.

6) What do you think needs to be done to make it right?

The child is given responsibility to make amends. This might include apologising to the class, writing an apology letter, replacing broken equipment, cleaning up any mess that has been made, helping another child with a task etc.

7) Or What have you learnt and what will you do differently next time?

Which choices would you make if you were in this situation again? An opportunity to respond to the feelings they identified and plan to manage these in a more controlled and positive way. Summarise and reinforce what the child has planned to do next time.

APPENDIX 2 - EYFS Behaviour Roadmap

<p>Expected Behaviours:</p> <p>We are ready - For example, listen, have the correct equipment for class, wear the correct uniform or sports kit</p> <p>We are Respectful - For example, say “please”, “thank you”, “excuse me”, hold the doors and listen well</p> <p>We are Safe - For example, keep your hands and your feet to yourself, walk in the school building</p>	<p>Visible Community Behaviours:</p> <ul style="list-style-type: none"> ● Be courteous ● Meet and greet with eye contact, using names ● Walk through school in a calm and professional manner ● Be a proactive role model in the school ● Think of others
<p>Over and beyond:</p> <ul style="list-style-type: none"> ● Verbal or written praise ● Celebration of learning ● Awarding stickers, stamps and certificates ● Extra responsibilities ● Class Rewards ● Praise Assembly 	<p>Stepped Responses:</p> <ul style="list-style-type: none"> ● Non-verbal signal. ● Private verbal reminder. ● Private 30 second Intervention Script, consequences of future choices made clear. <ul style="list-style-type: none"> ● Choice consequence carried out followed by an informal Restorative Conversation. Pupil carries out restorative actions. ● Reflection Time during a break followed by a planned Restorative Conversation with Year/Phase Leader. (Recorded and parents informed.) ● Serious incidents i.e damage to property, physical aggression with the intent to harm others or bullying will be referred to the EYFS Assistant Head Teacher. (Recorded and parents informed.) ● Any behaviour considered to be potentially racist; sexist, homophobic, extreme; negative about another person's religion, are referred to the Head Teacher. (Recorded and parents informed.)
<p>Restorative Conversation Script (example, adapt and use your own words)</p> <ul style="list-style-type: none"> ● What happened? ● How did it make you feel/What did you need/want? ● Who has been affected by what you have chosen to do? ● What has been the hardest thing for you? ● What do you think needs to be done to make it right? ● What have you learnt and what will you do differently next time? 	<p>30 second intervention script</p> <ul style="list-style-type: none"> ● I have noticed that... ● You know the expectation is...(insert expectations) ● You need to... ● Remember last week when you...(add positive memory) this is the behaviour and choices I need you to make now ● If you choose to carry on...(explain consequence)

APPENDIX 3 – Years 1 – 6 Behaviour Roadmap

<p>Expected Behaviours:</p> <p>We are Ready - For example, listen, have the correct equipment for class, wear the correct uniform or sports kit</p> <p>We are Respectful - For example, say “please”, “thank you”, “excuse me”, hold the doors and listen well</p> <p>We are safe - For example, keep your hands and your feet to yourself, walk in the school building</p>	<p>Visible Community Behaviours:</p> <ul style="list-style-type: none"> ● Be courteous ● Meet and greet with eye contact, using names ● Walk through school in a calm and professional manner ● Be a proactive role model in the school ● Think of others
<p>Over and beyond:</p> <ul style="list-style-type: none"> ● Verbal or written praise ● Celebration of learning ● Awarding stickers and certificates ● Value Points ● Extra responsibilities ● Praise Assemblies ● Postcard Home 	<p>Stepped Responses:</p> <ul style="list-style-type: none"> ● Non-verbal signal. ● Private verbal reminder. ● Private 30 second Intervention Script, consequences of future choices made clear. <ul style="list-style-type: none"> ● Choice consequence carried out followed by an informal Restorative Conversation. Pupil carries out restorative actions. ● Reflection Time during a break followed by a planned Restorative Conversation with Year/Phase Leader. (Recorded and parents informed.) ● Serious incidents i.e damage to property, physical aggression with the intent to harm others or bullying will be referred to the Assistant Head Teacher. (Recorded and parents informed.) ● Any behaviour considered to be potentially racist; sexist, homophobic, extreme; negative about another person's religion, are referred to the Head Teacher. (Recorded and parents informed.)
<p>Restorative Conversation Script (example, adapt and use your own words)</p> <ul style="list-style-type: none"> ● What happened? ● How did it make you feel/What did you need/want? ● Who has been affected by what you have chosen to do? ● What has been the hardest thing for you? ● What do you think needs to be done to make it right? ● What have you learnt and what will you do differently next time? 	<p>30 second intervention script</p> <ul style="list-style-type: none"> ● I have noticed that... ● You know the expectation is...(insert expectations) ● You need to... ● Remember last week when you...(add positive memory) this is the behaviour and choices I need you to make now ● If you choose to carry on...(explain consequence)

Appendix 4 - Manor Primary Behaviour Steps

Step Level	Types of Behaviour (not limited to)	Responsibility	Response	Communication & Recording	Parental Involvement
Step 1 Low-level behaviour	<ul style="list-style-type: none"> ❖ Calling out ❖ Arguing with others. ❖ Disrupting learning ❖ Not listening ❖ Rough play ❖ Accidentally hurting another child (minor) ❖ Accidentally verbally hurting the feelings of another child. ❖ Avoiding work ❖ Running in the classroom or around the school ❖ Not responding when bell rings ❖ Not following instructions ❖ Leaving the room without permission ❖ Name calling 	Class Teacher	Non-verbal reminder Private verbal reminder 3 C's discussion Consequence carried out followed by an informal Restorative Conversation.	Not recorded on BROMCOM/CPOMS	Ongoing positive communication with parents is encouraged. An informal comment at pick up time regarding behaviour out of keeping with that pupil. Significant or ongoing concerns require more formal communication and should be recorded on CPOMS
Step 2 Repeated low-level behaviour or inappropriate behaviour	<ul style="list-style-type: none"> ❖ Repeated low level Step 1 behaviour ❖ Name calling/unkind words designed to deliberately hurt the feelings of others ❖ Hurting another child with intent – minor incident ❖ Accidentally hurting another child (significantly) ❖ Inappropriate and rude language directed at another adult or child ❖ Writing/drawing on school property or someone else's work (not EYFS) ❖ Minor damage to school or somebody else's property. 	Leader within phase (Reflection Time/Restorative Conversation) <i>If ongoing/repeated behaviour, Class teacher/Pastoral initial concern form and entry on CPOMS</i>	Reflection time during break time followed by a planned Restorative Conversation with Leader in phase. Pupil to carry out restorative actions. Outcome related to repeated behaviour: Class teacher to raise a pastoral concern. Pastoral Team to work with class teacher, pupil and parent to create an Individual Behaviour Plan.	Recorded on BROMCOM/CPOMS.	Parents informed by BROMCOM/MCAS or face to face. Meet with parents if setting up an Individual Behaviour Plan.
Step 3 Significant inappropriate behaviour	<ul style="list-style-type: none"> ❖ Physical aggression with an intent to cause actual harm. ❖ Deliberate significant damage to school or somebody else's property ❖ Serious verbal abuse towards another person ❖ Confrontation with a member of staff ❖ Stealing ❖ Refusing to cooperate with an adult ❖ Misuse of ICT equipment ❖ Behaviour which is potentially identified 	Assistant Head Teacher for the phase	Initial full investigation by designated adult. Discuss with Deputy Head/Head Teacher if necessary. Restorative Conversation and proportional follow up actions by children (may need to be ongoing) Consider internal fixed term exclusion. If relevant, an Individual Behaviour Plan supported by Pastoral Team Outcomes of a bullying incident:	Record on BROMCOM/CPOMS as a Behaviour Incident Step 2. Inform Head Teacher Bullying Incident: Complete a Bullying Incident form. All behaviour potentially identified as bullying is to be reported to the Senior Leadership Team and Advocate	Parents informed by BROMCOM/MCAS or face to face. If a parent has been informed by phone, organise a follow up meeting on request. Meet with parents if setting up an Individual Behaviour Plan alongside Pastoral Team. Bullying Incident: If bullying is perceived as deliberate and knowing, meet with parent(s) in person.

	as bullying, including Cyber Bullying (refer to Anti-Bullying Policy)		<p>Restorative Conversation and proportional follow up actions by pupil If appropriate, whole class PSHCE focus.</p> <p>Further support pupil(s) in reflecting on and upholding good choices.</p>	<p>by the person investigating.</p> <p>If bullying is perceived as deliberate and knowing, update to a Step 3 Behaviour Incident on CPOMS</p>	
<p>Step 4</p> <p>Extreme behaviour</p>	<p>Extreme behaviour: Seen as highly unusual, raising significant alarm and having potentially far-reaching consequences.</p> <p>Racist, sexist, homophobic behaviour identified as bullying, including Cyber Bullying</p>	Head Teacher	<p>Initial full investigation by designated adult. Discuss with Deputy Head/Pastoral Lead if necessary.</p> <p>Restorative Conversation and proportional follow-up actions by children (may need to be ongoing).</p> <p>Fixed-term exclusion in extreme cases of deliberate and significant harm to another person or destruction of property or behaviour which is reckless to the extent of risking the safety of others.</p> <p>Outcomes of bullying/racist incident: No response, recorded only</p> <p>Restorative Conversation and proportional follow-up actions by pupil.</p> <p>Whole class PSHCE focus.</p> <p>Further support pupil(s) in reflecting on and upholding good choices.</p> <p>If a bullying/racist incident is decided to have been carried out deliberately and with a full awareness of its potential impact:</p> <p>Internal or external fixed-term exclusion depending on age and child's ability to engage and reflect on their behaviour</p>	<p>Record on BROMCOM/CPOMS as a Step 4 Behaviour Incident.</p> <p>Head Teacher to inform CEO and Chair of Directors</p>	Meeting with Parents