Moss Hey Primary School
Behaviour and Relationship Policy

Agreed: Summer 2026
Review: Summer 2027

Our Intent

At Moss Hey our challenging and creative curriculum inspires our children to know more and remember more.
We develop curious, resilient and enthusiastic learners to prepare our pupils for the next phase of education and beyond.

Our School Values:

To be:

- kind
- brave
- responsible
- positive
- inclusive

Our Learning Behaviours:

- Resilient Rhino
- Teamwork Tiger
- Independent Iguana
- Creative Chameleon
- Concentrating Crocodile

Policy Statement:

At Moss Hey Primary School, we celebrate the diverse experiences and values every child brings from home. We believe that strong, positive relationships are the foundation of everything we achieve. While we honour these individual backgrounds, we maintain consistently high expectations for how we learn and interact. By modelling and teaching positive choices, we ensure a respectful environment where every student is ready to succeed.

Our objectives:

- To clearly define acceptable behaviour
- To promote self esteem, self discipline and positive relationships
- To create a positive climate with realistic expectations
- To encourage relationships based on our whole school values
- To create positive behaviour for learning through our learning behaviours
- To teach the appropriate social skills that support the values of the school
- To ensure fair treatment for all regardless of age gender, race, faith, ability and disability
- To apply a consistent system of positive and restorative justice when resolving conflict.
- To ensure the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Our approaches:

- **Relationships:** Our school ethos promotes strong relationships between staff, children and their parents/carers through the use of restorative approaches. We aim to create a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community
- **Behaviour is a form of communication:** We consider what might be underpinning a child's behaviour and consider the child holistically / in context. Their behaviour might be a very understandable response to adverse life experiences.
- **Promote a positive approach:** We spot children behaving well / doing the right thing in and out of the classroom. We offer specific and descriptive praise linked to our values and learning behaviours, which are directly linked to our Dojo rewards.
- **Routines and expectations:** The school environment is nurturing, with a clear structure. Routines and expectations are communicated clearly and in various ways to the children.
- **Consequences:** Children are taught that actions and choices have consequences. Positive choices are rewarded and undesirable choices need to be reflected upon.
- **Adults are the role models for behaviour:** Emotional and behavioural regulation must be modelled by the adults in school. We will use the 'Zones of Regulation' as a tool for teaching children.
- **Effective home- school partnerships:** Communication between school and home is a paramount to understand the child's needs and to ensure expectations are consistent
- **A whole school approach:** All members of staff are responsible for supporting the behaviour of children across the school. We promote a consistent approach that is embedded across the school, through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community.

Expectations for behaviour:

- Demonstrate our Whole School Values: To be kind, brave, responsible, positive and inclusive
- Demonstrate our learning behaviours: resilience, team work, concentration, creativity & independence
- Follow class rules
- Demonstrate Responsible Digital Citizenship: Use all online platforms, digital tools, and artificial intelligence (AI) safely, honestly, and appropriately, strictly adhering to the school's acceptable use policies.

Class Dojo

Class dojo is an online based behaviour and communication tool. It allows us to celebrate children's great choices and achievements with parents. Children can earn points through making good choices and demonstrating our Whole School Values and Learning Behaviours.

Recognition & Rewards

Recognition and rewards at a school level:

- **Headteacher awards**: personal praise from the Headteacher and a Headteacher's sticker
- **A positive postcard**: giving individuals specific personal praise that can then be shared at home with their families.
- **Weekly Whole School Celebration Assembly:**
  - Merit certificates linked to our Whole School Values
  - Stickers linked to learning behaviours
  - Star week certificate – linked to Dojos

Recognition and rewards at a classroom level

- Class Dojo's linked to whole school values and learning behaviours
- Each class will receive a reward of their choice when they reach their set target of Dojo points. Examples are; pyjama afternoon, picnic, movie afternoon, scooters & bikes afternoon etc. Once they have reached their target points are reset and they aim to reach a new target.

Practical steps in understanding and supporting children's behaviour

Staff will always try to understand a child's behaviour and use strong relationships to connect with the child. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Connection: Gentle encouragement, a 'nudge' in the right direction

The reminder: A reminder of the expectations for learners delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The warning: A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The adult assesses the child's capacity to self-regulate at that moment and ability to make good choices. Children to relate to the 'Zones of Regulation' and the strategies they can use.

Reflection time: If the child is unable to self-regulate and is continuing to make the wrong choices, they will have a time away in a safe space. Staff will always respond calmly and with care.

- Teacher / member of staff will explain that the child needs some calming time within the classroom or in a safe space outside the classroom
- Learners to leave the classroom if they need to cool down and/or to defuse a situation. They will go to a quiet space in another classroom
- When the child is regulated (returning to the green zone) they will re-join their class. The child will not be spoken to about the behaviour at this point.
- The child will miss a short period of their playtime and a restorative discussion will take place.
- If the steps above are unsuccessful, or if a learner refuses to take a time to calm / re-regulate then the teacher will request a member of SLT to attend in support.

Restore: Restorative conversations meetings are a core part of restoring relationships and helping children to reflect on their choices and actions. Staff will take responsibility for leading restorative conversations, senior leaders will support when requested.

Our restorative conversations are structured in 7 steps:

1. What's happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to do to feel better?
7. What needs to happen to put things right?

If expectations of behaviour are not met the following sanctions will be considered:

- Partial loss of playtime
- Loss of privileges
- Working in another classroom for a period of time

Pupil support systems

Staff at Moss Hey always support pupils as much as possible in their academic, social and emotional needs. At times teachers will look beyond the classroom and to the inclusion coordination, phase leader or headteacher/deputy to find additional sources of support.

Whole school mechanisms to support pupils include:

- Weekly PSHE lessons
- Weekly myHappymind lessons
- Restorative conversations
- School council
- Rewards systems linked to our whole school values and learning behaviours

Monitoring Behaviour

- We use CPOMs to record incidents of unwanted behaviour
- Senior Leaders use these records to analyse any patterns of behaviour either within a class or for an individual child. This is reported to governors.

Supporting Children Behavioural Difficulties

Some children will require additional support to regulate their behaviour. Teachers should alert the inclusion co-ordinator if children are not responding to the whole school approaches. For some children we will seek support from outside agencies and an Individual Behaviour Plan (IBP) will be created. The involvement of parents/carers is essential if a successful outcome is to be achieved.

Some expectations will need to be differentiated for some children.

Children with Special Needs

The whole school behaviour policy applies to all pupils. However, there is the understanding that at certain times 'reasonable adjustments' will be made to ensure we have a positive and inclusive environment.

Supporting Parents

Supporting parents/carers is part of supporting pupils. Parents need to be able to communicate their families' needs to the school in a positive and open manner. We encourage parents to approach class teachers in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility for keeping other relevant adults informed.

Additional support for parents/carers may include:

- Inclusion coordinator
- Senior leader team
- Early Help
- School Age Plus Worker
- School nurse
- Primary Jigsaw
- Healthy Young Minds
- Social services

Preventing bullying

Our clear Whole School Values, restorative approach, systematic rewards and sanctions all contribute to the prevention of bullying. Within the PHSE curriculum and planned assemblies all children are taught about self-discipline, respect and how to identify and tackle bullying. Please see our anti-bullying policy for further details.

Safeguarding

We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet need. At this point, the school will consider whether a multiagency assessment is necessary.

De-escalating Behaviour

We will use de-escalation techniques before the use of physical interventions. Any physical interventions will be used to ensure the pupils safety. Any use of force will be reported to the headteacher and subsequently to the LA through using the official form. Governors will be notified through the Headteacher's report at a full governing body meeting.

Care and Control

There are occasions when the restraint of pupils is necessary. School staff are authorised to use reasonable force to control or restrain pupils should the need occur.
The use of reasonable force is to prevent pupils from:

- injuring themselves or others
- causing damage to property, including their own property

The school adheres to guidance given in Stockport Local Authority's `Care and Control' - An information and guidance document for schools (March 2021) on the care and control of pupils. This policy is available on our school website.

Behaviour outside of school premises

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

Staff will deal with unacceptable behaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff will also deal with unacceptable behaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Suspensions:

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with significant behavioural and/or emotional needs. Suspending a pupil from school will only be used as a last resort and can only be done by the Headteacher.

Reasons to suspend:

- A serious breach of the school's values, rules or principles
- A risk of harm to the education or welfare of the pupil or others in the school
- Physical or verbal assault against a pupil, member of staff or others in the school
- Serious damage to school property
- Theft
- Weapons in school
- Persistent disruptive behaviour
- Persistent bullying
- Indecent behaviour
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Unsafe, dishonest, or unauthorised use of online technologies, including Artificial Intelligence (AI), which compromises school security, academic integrity, or the welfare of others.

Further details can be found in our Suspension and Permanent Exclusion Policy.

Evaluation and Review

We believe that this policy underpins the well-being of the life of the school community. This policy will be reviewed regularly. The Governing Body will receive termly reports on racial incidents, exclusions and any physical intervention.