



Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

Behaviour Policy

Updated March 2026



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Moor Green Primary Academy Whole School Behaviour Policy

Rationale

At Moor Green Primary Academy, we believe that one of our most important responsibilities is working in partnership with parents to equip children with the skills, values and moral purpose to become successful citizens who can contribute positively to society and life in modern Britain. At the core of this is the ability to make the right choices. It is this belief that underpins our behaviour policy.

Statement of Intent and Core Beliefs

Our desired outcome is captured in the Academy's Statement of Intent:

Enriching Lives: Unlocking Potential, Growing Leadership

This means that at Moor Green Primary Academy, our core purpose is to enrich the lives and unlock the potential of all members of our community.

Our Core Beliefs influence the choices that we make daily to realise the statement of intent.

Our core beliefs are:

High Expectations

Integrity

Nurturing

Always Learning

Working Together

Taking Responsibility – No Excuses

We believe that those who have **high expectations** of themselves and others; who operate with **integrity**, who **nurture** others; are committed to **always learning**; and who **take responsibility** with a **no excuses** mind-set, will be will equipped to make the right choices as children and into adulthood.

Working in Partnership with Parents and Carers

We strongly believe that strong links with home are essential for this policy to be effective. We expect parents and carers to support the school by:

- ✓ Supporting the implementation of the behaviour policy and accepting decisions made by the school.
- ✓ Talking to their children about the importance of making right choices which are influenced by the school's Core Beliefs.
- ✓ Explaining the impact that wrong choices can have on themselves and other members of our community.

Agreed Strategies and Language to Ensure Consistency and Clarity:

School staff have agreed to adopt the following strategies:

- ✓ To gain pupils attention (a group or class): **Stop – eyes on me. Thank you.**
- ✓ Engage attention before communication – Use the child's name before giving an instruction.
- ✓ Instructions for lining up: **line up facing the front, one behind the other using silent voices. Thank you.**
- ✓ Allow processing time.
- ✓ Holding messages – step by step instructions.
- ✓ Setting clear expectations for noise levels: silent voice; partner voice; table voice; presentation voice. **It is a silent voice activity...I need you to use a table voice. Thank you.**
- ✓ Avoid negatives and state what you want. **Walk**, rather than don't run.
- ✓ Restrict choices, leaving the desired choice until last.
- ✓ Praise the effect not the outcome and link this to our Core Beliefs.
Well done, you held high expectations of what you could achieve and can now use persuasive language in your writing.
Well done, you took responsibility for your learning and completed extra homework by researching facts about the Great Barrier Reef.
Well done, you nurtured others by cheering up XXXXX when he felt sad.

Individual Behaviour Plans

Some children may need individualised support to make the right choices. These children will have an individual Behaviour plan which contains important information about strategies which work best for them. These can be found in the Inclusion Folder in classrooms.

Agreed Strategies and Language for Supporting a Child in Crisis

School staff have agreed to adopt the following strategies:

- ✓ **John.** Use the child name; it will help make a connection and engage attention.
- ✓ **John. I can see that something has happened.** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as angry or annoyed, as this may escalate the situation.
- ✓ **I am here to help.** This is a statement of your intention. Ensure that your verbal language and body language give the same message. Useful strategies may involve adopting a sideways stance and being mindful not to invade personal space.
- ✓ **Talk and I will listen.** This statement begins to provide the child with some direction.

- ✓ **John. Come with me, let's go to...** Continue to provide the child with some direction whilst removing them to an area of neutrality to discuss the issue and continue the calming process.

If the child is pacing, staff should avoid walking back and forth, shadowing the young person as this can be extremely intimidating. CALM stance and body language is essential, as is staff's proximity to the child's personal space. Staff members should speak clearly and confidently and remain calm.

Agreed Strategies and Language for Supporting a Colleague in a Challenging Situation

Seeking help should always be considered as a professional strength. We should allow others to offer and seek help, especially when our own interventions may have been unsuccessful – this is working together in the best interest of the child and each other. Therefore the words **help, more** and **change of face** will act as flash words to staff.

- ✓ **Mr Smith, I am available to help.** The member of staff makes a clear statement that they are there to help.
- ✓ **Thank you Mrs Jones, you can help by...** The member of staff then has the opportunity to give directions as to what type of help they require. In this situation they retain autonomy over the situation.
- ✓ **Mr Smith I am available for more help.** The word **more** will act as a pause point for the member of staff dealing with the situation (in this example, Mr Smith). At times, we need to recognise that some interventions are unsuccessful and/ or may escalate situations. Equally, it is important to recognise that a colleague who has not been submerged in the challenging incident may more easily identify a de-escalation solution. It is therefore vital that the professional judgements and support of our colleagues are accepted and welcomed and we work together in the best interests of the child.
- ✓ **What do you suggest?** The autonomy is passed over allowing the member of staff to offer an alternative solution.
- ✓ Using the phrase **change of face** indicates that the member of staff dealing with the incident should swap with an alternative member of staff. This can be **suggested** from the new member of staff or **requested** from the member of staff dealing with the incident. This is a de-escalation strategy and the incident should not be discussed in earshot of the child in crisis. It is a planned opportunity for the child to calm with a new adult. The incident will only be discuss with the child once they are ready to do so.

Encouraging Right Choices

Staff will provide ongoing encouragement and model how to make right choices and act in accordance with the Core Beliefs at every opportunity throughout the school day. Staff will devise strategies for encouraging behaviours which are age appropriate and in line with the children's understanding and interests. This may including, verbal praise, written praise, the use of stickers, sharing good news with parents, carers or other staff and a mention in the newsletter etc.

Formal Rewards

In addition to the above, the following acknowledgements will also be made:

- ✓ **Core Beliefs Awards** – selecting one child from the class who has demonstrated one of our Core Beliefs. This child receives a Core Beliefs book mark and is featured in the parent's newsletter.
- ✓ **Attendance Award**
- ✓ Good attendance and punctuality will be rewarded in the following ways
These form a key part of the school's strategy to improve both attendance and punctuality in the school.

- ✓ · An attendance certificate is given to the class with the best attendance for that week during the weekly celebration assembly.
- ✓ · Every week, every child with 100% attendance and punctuality is entered into a prize draw. This is drawn at the end of each term for a scooter or a bike.
- ✓ · For those children who achieve 100% attendance over the year, there is an additional prize draw at the end of the summer term. The school will develop strategies for ensuring that children with health needs or home circumstances that result in additional absences are not unfairly excluded from attendance rewards, e.g. by setting individualised targets.

Right Choice Reminders & Sanctions

It is vital that children are given the opportunity to modify their behaviour and make correct choices at each step.

Children who require additional support to make appropriate choices will have an information passport. This will contain additional strategies that should be used to support the child.

NB: all behaviour incidents need to be added to CPOMs from step 3.
(CPOMs is an electronic record keeping system)

Steps in dealing with inappropriate behaviours

1. Verbal reminder.

Child's name, stop. I am giving you a verbal reminder because you are xxxxxxxx. That is a wrong choice. What you should be doing is xxxxxxxx. If you choose not to then you will move to a warning. I know that you can make the right choice – **thank you**.

2. Warning.

Child's name, stop. I am giving you a warning because you are xxxxxxx. That is a wrong choice. What you should be doing is xxxx. If you choose not to then you will move to time out. I know that you can make the right choice - **thank you**.

3. Time out in class.

To be relative to the age and needs of the child.

Child is supported back into his / her learning following timeout. This is a fresh start.

4. Time out in another class.

- EYFS – year 2
- Year 1 – year 2
- Year 2 – EYFS
- Year 3 – Year 4
- Year 4 – Year 3
- Year 5 – Year 6
- Year 6 – Year 5

Child is supported back into his / her learning following timeout. This is a fresh start.

5. Time out of class for the rest of the session. Adults monitor from a distance.

You have chosen not to take part in the learning in your class. Therefore, I am not here to help you with your work. You need to work independently.

Be aware that planned ignoring of undesirable behaviour may be required at this stage and children may need time to be angry or upset or to reflect on their choices.

Child is supported back into his / her learning following timeout. This is a fresh start.

If children continue to be disruptive, leave the allocated space or act in a way that you feel is unacceptable, call for a member of SLT.

6. SLT decide next course of action.

This may result in a fixed-term exclusion.

Bullying

Bullying can be defined in a number of ways. We follow the DfE guidance document "Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies" (July 2017) defines bullying as: “

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

STOP - Several Times On Purpose

It is also when there is an imbalance of power. Bullying has been described by pupils as:

- name calling
 - teasing
 - physical abuse e.g. hitting, pushing, pinching or kicking
 - having personal possessions taken e.g. personal items
 - receiving abusive text messages or e-mails
 - being forced to hand over money
 - being forced to do things they don't want to do
 - being ignored or left out
 - being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.
 - Ongoing comments about parents, siblings or other family members
- We will not tolerate bullying at Moor Green Primary Academy. Repeated bullying will be treated very seriously and may result in exclusion.*

All incidents of bullying, racism, online, homophobic, sexist behaviour/comments are recorded and dealt with immediately.

If parents/carers are worried about bullying, please talk with a class teacher or a member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

Exclusion

In very rare cases, it may be necessary to exclude a pupil. This decision will be made by the Headteacher, or in their absence, the nominated senior member of staff.

Fixed-term exclusions may be issued when:

- A child is violent towards another child or a member of staff
- A child is disrespectful to a member of staff - this includes swearing at staff.
- Any behaviour which brings disorder to the academy or which puts the child or others at risk.
- Any behaviour which prevents the learning of others.
- Repeated defiance.
- A dangerous weapon is brought onto the premises.
- In the event of racist or a homophobic act.

School is mindful of the duties with regard to child on child abuse set out in 'Keeping Children Safe in Education', September 2025. No form of child on child abuse, whether it is of a physical, sexual or cyber-bullying nature will be tolerated and may result in exclusion.

If deemed necessary, in cases in which a child's behaviour escalates quickly, or the severity of the behaviour is deemed high, the Headteacher or nominated senior member of staff, may take the decision to issue a fixed term or permanent exclusion without moving through the previous steps laid out in this policy.

Careful arrangements will be made to ensure that any child returning to school after a fixed term exclusion is helped to make the right choices. The parents of the excluded child should attend a reintegration meeting prior to the child returning to school as part of this process. If the child's behaviour continues to impact negatively on the lives and learning of the staff and children, then a permanent exclusion will be considered.

Physical contact with pupils

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

All members of staff minimise the need to use restrictive interventions, such as through prevention and de-escalation. We adopt a range of strategies such as:

- considering how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces

such as corridors and playgrounds

- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- developing working staff-pupil relationships and trust
- recording data on the use of restrictive interventions to inform improvement planning
- working closely with parents to support individual pupils
- using strategies to support individual pupils based on their identified needs, including the development of individual behaviour support plans
- giving pupils time, space and strategies to calm down before their behaviour escalates
- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Each significant incident in which a member of staff uses force on a pupil, is recorded in writing as soon as practicable after the event, by the staff member(s) involved. This is communicated to parents in writing, for example, via email or online messaging system, and parents are invited to have a follow-up discussion about the incident where appropriate.

Individual Behaviour support plans outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively. They detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil and this should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools has risk assessments in place.

Teachers and Teaching Assistants at Moor Green Primary Academy are trained in Team Teach. Any new members of staff will receive Team Teach training as soon as it is reasonably possible.

The academy reserves the right to use seclusion in cases of emergency and recognises that these cases will be extremely rare.

Child on Child Abuse

Child on child abuse is a form of maltreatment where a child is harmed by another child or group of children. Staff recognise that it can take many forms, including physical abuse, sexual violence and sexual harassment, emotional abuse, bullying (including cyberbullying), hazing/initiation rituals, and teenage relationship abuse. It can occur both in-person and online, and both inside and outside of school.

In line with 'Keeping Children Safe in Education (KCSIE) 2025'

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf , and also referenced in the School's

Safeguarding and Child Protection Policy, the school recognises that children are capable of abusing their peers. School leaders regularly review and update the Child-on-Child Risk Assessment.

Monitoring Systems.

The academy uses the electronic monitoring systems CPOMS for Safeguarding concerns and for behaviour concerns.

Monitoring

Senior Leaders and Governors will need to regularly monitor and update the policy and practice in order to ensure consistency. The school council will provide feedback from the children's perspective.

Evaluation

The policy will be kept under regular scrutiny and will be reviewed at regular intervals to determine its effectiveness.

Reviewed 4th March 2026

Next Review date September 2026