MOSSPITS LANE PRIMARY SCHOOL

Believe, Achieve, Succeed

School	**Mosspits Lane Primary School**
Headteacher	**Peter Heery**
Policy title	**Relationships and Behaviour Policy**
Function	For information about how the school ensures that children are effectively supported to behave in line with high expectations of the staff
Non-Statutory guidance	UN Convention on the Rights of the Child Searching, Screening and Confiscation, 2022 Anti-Bullying Policy Social Media Policy Equality Policy Inclusion and SEND Policy Parent Code of Conduct Home School Agreement
Statutory Guidance	Keeping Children Safe In Education 2024 Equality Act 2010 SEND Code of Practice
Approved	June 2026
Date of next review	June 2027
Signed (Headteacher)	P.Heery
Signed (Chair of Governors)	E. Cheliotis

Approved by: Peter Heery and Erini Cheliotis **Date:** Summer 2026

Mosspits Lane Primary School Relationships and Behaviour Policy 2026

Be Ready • Be Respectful • Be Safe

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1. Overview and Rationale

To ensure a calm, safe and inclusive learning environment in which every child can access high-quality teaching and reach their potential in line with the school's vision and values. We believe behaviour is a form of communication: adults respond in a therapeutic, curiosity-led way to understand underlying causes and needs, and then teach, support and hold children to high standards of behaviour. This policy sets out our restorative approach to behaviour so that every child learns in a calm, respectful and safe environment. It explains expectations, staff actions and family partnership arrangements that promote self-discipline, repair harm and ensure consistent, calm adult behaviour. The school uses a Thrive, trauma-informed approach: staff are trained to assess and respond to emotional needs with time-limited interventions delivered by classroom staff and our designated Thrive practitioners, alongside restorative responses.

2. Aims

This policy aims to:

- create a culture of consistently high standards of behaviour for learning, community and life
- ensure a consistent, fair and values-led approach to behaviour across the school
- clarify the roles and responsibilities of all members of the school community
- outline clear systems of recognition, rewards and sanctions
- help pupils take responsibility for their behaviour and its consequences
- define unacceptable behaviour, including bullying
- ensure compliance with statutory duties relating to behaviour, equality, safeguarding and exclusion

3. Inclusion and Equality

Mosspits is an inclusive school. We recognise that pupils may have additional needs, including SEND, social, emotional or mental health needs, or experiences which impact behaviour.

We:

- make reasonable adjustments in line with the Equality Act 2010
- consider individual circumstances before applying sanctions
- work closely with families and external agencies where appropriate
- ensure pupils are not disadvantaged or discriminated against because of protected characteristics

Behaviour support is adapted where necessary to help all pupils succeed.

The school is committed to making best endeavours for appropriate provision and reasonable adjustments to prevent unnecessary exclusions

4. Expected Behaviour of Pupils

Pupils are expected to:

- behave in an orderly and self-controlled way
- show respect to staff, pupils and visitors
- allow others to learn without disruption
- move calmly and quietly around school
- treat the school building and property with respect
- wear correct school uniform
- accept consequences when behaviour falls short
- uphold the school's reputation, including when off-site

These expectations are summarised through our shared language:
Be Ready • Be Respectful • Be Safe

5. Adult Consistency and Expectations of Staff

Behaviour improves when adults are calm, consistent and relational.

All staff are expected to:

- model calm, respectful behaviour at all times
- meet and greet pupils positively
- build strong, trusting relationships
- use consistent language linked to school expectations
- plan engaging lessons that meet pupils' needs
- follow behaviour procedures consistently
- never ignore or walk past poor behaviour (The standard you walk past is the standard you accept)
- record persistent or serious incidents on CPOMS

Staff use calm, respectful language that separates the child from the behaviour and focuses on choice, consequence and repair.

Behaviour at Mosspits Primary School is built on adult consistency rather than child compliance. All adults take responsibility for creating a calm, predictable and respectful environment through:

- consistent routines and expectations
- calm, respectful communication
- clear boundaries upheld with dignity
- certainty over sanctions rather than severity
- unconditional positive regard for every child

Adults separate the child from the behaviour, recognising that poor choices do not define a child's worth. This reflects the principle articulated by Paul Dix: "Behaviour improves when adults change what they do."

Language Used by Adults
Staff use language that:

- describes behaviour, not character
- is calm, respectful and non-confrontational
- focuses on choice, consequence and repair
- avoids public shaming or humiliation

Examples of expected language:

- "This is not the behaviour we expect here."
- "I'm reminding you because I care about your learning."

- "You've made a mistake — now let's make it right."
- "I believe you can make a better choice."

Language that labels children (e.g. *naughty*, *troublemaker*) is not used.

6. Leadership Responsibilities

Senior and Middle Leaders (TLR holders):

- provide visible leadership throughout the school day
- support staff with behaviour management and restorative conversations
- model best practice and consistency
- analyse behaviour data to inform support and interventions
- celebrate staff and pupils who go above and beyond expectations

Senior leaders do not deal with behaviour in isolation, but stand alongside colleagues to ensure a united approach.

Governor Responsibility:

- review behaviour data
- monitor exclusions
- ensure legal compliance
- review the policy

7. Recognising Positive Behaviour

Recognition at Mosspits is **intentional, meaningful and fair**. Not all pupils are rewarded at the same time. Recognition focuses on **character, virtue and sustained effort**, not compliance alone.

The school recognises that **recognition must be meaningful, specific and sparing**. Not all children receive recognition at the same time, and not all positive behaviour is rewarded publicly.

At Mosspits Lane we celebrate consistently positive behaviour and pupils who go "over and above" in living our values. We use simple, tangible rewards so children, staff and families clearly see and share success.

<u>Class and individual systems</u>

- Dojo points: used in Key Stage 1 and Lower Key Stage 2 to reward individual effort and consistent good behaviour (small rewards and stickers at set thresholds).
    - 10 points: a reward sticker
    - 25 points: a reward certificate
    - 50 points: prize out of a prize box
    - 100 points: Visit to the Headteacher – parents informed
- Marble Jar Points: used in Years 3–6 as a whole-class system; when the jar is filled the class earns a shared reward (e.g. extra break time, a party or teacher-agreed activity).

- Individual Behaviour Points: tracked in Years 5–6 for targeted recognition of sustained personal behaviour improvements:
    - 20 points: a reward coupon
    - 50 points: a recognition certificate to take home and a reward coupon
    - 100 points: a reward coupon as well as a visit to the Headteacher – parents are informed

Weekly and termly recognition

- Hot Chocolate Friday: one child in each class chosen weekly for outstanding behaviour or effort.
- Termly values certificates: recognise pupils who consistently demonstrate school values and impact the wider Mosspits community. These are awarded every half term – a message is sent to the parents in recognition.

9. Responding to Behaviour That Falls Short

Behaviour is addressed calmly and consistently, with the aim of restoring relationships and learning.
A graduated response is used:

- Reminder
- Warning
- Time Out
- Repair or proportionate consequence

Restorative questions include:

- What happened?
- Who has been affected?
- How can we put this right?
- What will you do differently next time?

10. Unacceptable Behaviour

Misbehaviour includes:

disruption to learning
repeated failure to complete work
poor attitude
incorrect uniform
breach of school rules
rudeness, disrespectful or argumentative behaviour towards adults

Serious Misbehaviour includes:

persistent breaches of rules
bullying (including prejudice-based bullying)
violence or fighting
sexual misconduct
vandalism or theft
possession of prohibited items
discriminatory language or behavior
repeated and persistent rudeness, disrespectful or argumentative behaviour towards adults

Escalation:

1. Classroom response (teacher) — immediate
    - Non-verbal cue → discreet verbal reminder → verbal warning. Trigger to move on: behaviour continues in same lesson.
2. Teacher-led Restorative Reflection — same day, short
    - Child completes brief restorative task with class teacher (5–15 mins at break/lunch or immediately outside class).
3. Phase leader / Year Group partner involvement — within 24–48 hours
    - Trigger: 3 teacher reflections in 10 school days OR single medium concern.
    - Phase lead meets child with teacher
4. Senior leader (AHT / Pastoral Lead) — within 5 school days
    - Trigger: further 2–3 incidents while on monitoring OR single serious incident.
    - Restorative conversation with senior leader

5. Headteacher review — within 10 school days
    - Trigger: no progress after senior-led intervention OR significant safety risk / serious misconduct.
    - Headteacher meets pupil; decides next steps and ways forward. Parents may need to be contacted depending .
6. Formal escalation / exclusion process (see point 13 below)
    - Trigger: extreme incident (violence, weapon, serious safeguarding concern) OR repeated high-level incidents despite HT action.
    - Headteacher follows statutory exclusion process; arrange Reintegration Support Partnership meeting after suspension; provide set work for any time out of class per DfE guidance.

11. Bullying

Bullying is defined as **repeated, intentional harm** involving an imbalance of power.

We:

- investigate all reports thoroughly
- record incidents formally
- involve parents as appropriate
- use restorative approaches alongside sanctions
- support victims carefully and sensitively

Bullying is not tolerated. Any bullying incident that raises safeguarding concerns will be referred immediately to the Designated Safeguarding Lead (DSL) and handled in accordance with statutory safeguarding procedures

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Mosspits we pre-empt any form of bullying by teaching our children kindness and compassion from the moment they enter our school building. Where there are cases of bullying we take these matters very seriously and fully committed to eradicating bullying behavior in our school immediately.

Pupils or parents can report incidents of bullying in the initial instance to their class teacher. In extreme cases, a member of senior leadership team may need to be involved.

We investigate bullying incidents in a fair and methodical way to ensure all sides of the story are listened to. Evidence and facts are gathered around bullying incidents and this is used to determine exactly what has happened. Investigating bullying may include the use of CCTV.

We record all incidents of bullying on CPOMS.

Bullying behaviour may be sanctioned in different ways depending on the extremities of the incidents. If a child has been involved in bullying a peer, their parents will be informed. The perpetrator(s) will be spoken to by an appropriate adult in school. Children may miss part of their break and lunch time to engage in a restorative practice task if this is appropriate/necessary.

Meetings with parents and school staff may be necessary in some circumstances.
Victims of bullying will be fully supported by staff in school. Emotional wellbeing and anxieties will be taken in to consideration. Amendments to school access and day-to-day routine will be considered if necessary to accommodate for those who have been the victims of bullying.

12. Sanctions

The school prioritises certainty of response, ensuring children understand that behaviour will always be addressed, but never with anger, sarcasm or shame.

Sanctions are:

- proportionate
- predictable
- calmly delivered
- followed by reintegration

They may include:

- loss of privileges (perfecting, class monitor, participation in clubs / sporting events, attendance and specially organised school events)
- missed break or lunchtime for reflection
- internal support arrangements
- referral to senior staff

Parents are informed of repeated or serious concerns.

13. Suspensions and Permanent Exclusion

All suspensions and permanent exclusions will follow the statutory procedures as set out in the Department for Education's most current Suspension and Permanent Exclusion Guidance.

Only the Headteacher (or Acting Headteacher) may suspend or permanently exclude a pupil.

Exclusion is used **only as a last resort**, where:
there has been a serious breach or persistent breaches of this policy; and/or
allowing the pupil to remain in school would seriously harm the education or welfare of others. The governing board will consider any suspensions or permanent exclusions that meet statutory thresholds.

The headteacher will notify parents, the governing board, the local authority, social workers, and Virtual School Heads (VSHs) without delay following any exclusion, including suspensions of any length. Written reasons for the exclusion will be provided, along with information about parents' rights to make representations and request meetings via remote access

Types of exclusion:

- **Lunchtime suspension** (counted as half a day)
  Parents will be required to take their children home for the duration of lunchtime and return them to school at the start of the afternoon session. Lunchtime suspensions will be counted as half a school day and follow the same notification procedures as other suspensions.

- **Fixed-term suspension/exclusion** (up to 45 school days per academic year)
  Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed. For suspensions exceeding five school days, the school will work with the local authority to arrange suitable full-time alternative provision

- **Permanent exclusion**
  The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at Mosspits and will need to find another school.

All exclusions:

- are lawful, reasonable and proportionate
- follow the civil standard of proof
- are recorded and reported without delay
- comply fully with statutory guidance

Reasons and recording exclusions

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent or general disruptive behaviour
- Inappropriate use of social media or online technology

This list is not exhaustive and is intended to offer examples rather than be complete or definitive

The governing board will regularly review exclusion data to identify any patterns or disproportionality, especially concerning pupils with protected characteristics or SEND, and will take action to address any inequalities or concerns.

Parents and pupils have the right to request governing board meetings or independent review panels (IRPs) via remote access. The school will accommodate such requests according to established criteria

14. Reintegration After Suspension

A reintegration meeting is held as per the Section 19 guidance. Pupils are welcomed back positively, with clear expectations, support and a fresh start. The reintegration strategy will be reviewed regularly in partnership with the pupil, parents, and relevant staff.
Part-time timetables must not be used to manage behaviour except for the shortest time necessary. Formal review arrangements will be established, and any pastoral support or part-time arrangements will have a fixed time limit with regular reviews involving the pupil and parents

15. Off-Site Behaviour

Sanctions may apply for behaviour off-site when pupils are representing the school, including on trips or journeys to and from school.

This could include:

- travelling to and from school
- wearing school uniform
- school trips
- online behaviour affecting school
- behaviour that could damage the school's reputation

16. Parental Partnership

The school prioritises positive communication with families, ensuring that families hear from school when things go well, not only when there are concerns.

This includes:

- Values Awards Messages
- Phone calls from staff inclusing senior leaders
- Messages recognising growth, repair and improvement
- Celebration of lived values in newsletters / dojo messages (without naming pupils unless appropriate)
- The school avoids over-communication that diminishes meaning.

Parents and carers are expected to:

- support the behaviour policy
- communicate concerns promptly
- encourage good manners and courtesy
- attend meetings and school events
- support homework and routines
- provide positive role models

We work in partnership to support every child.

Homework:

At Mosspits, children are provided with short homework tasks. The expectations for each year group are shared with parents at the beginning of each school year and change as the child progresses through the school. The aims of providing homework are to reinforce class based learning, share current learning with parents and develop a child's independence and organisation. Consequently, there will be both rewards (in the form of dojos) and sanctions in place for the return of homework/ home reading. A record will be kept by the class teacher and should there be three missing pieces of homework/ inadequate reading time during a half term, a parent letter will be sent home to inform. In Years 5 and 6, the class teacher may require the child to recoup this learning time during a short period of recreation (playtime) on a weekly basis.

17. SCHOOL POWERS TO SEARCH, SCREEN AND CONFISCATE

Mosspits Lane Primary School has a duty to ensure the safety, welfare and wellbeing of all pupils and staff. In order to maintain a safe and orderly environment, the school may exercise its statutory powers to screen, search and confiscate items from pupils in line with Department for Education guidance.

These powers are used proportionately, respectfully and lawfully, with due regard for pupils' dignity, privacy and rights.

This section is based on the Department for Education guidance:
Searching, Screening and Confiscation – Advice for Schools (updated July 2023), which schools must have regard to.

Who Can Search Pupils

- The Headteacher, or a member of staff authorised by the Headteacher, may carry out a search.
- The Headteacher determines which staff are authorised.
- Searches are conducted in a calm, respectful manner and only when necessary.

Searching With Consent

- School staff may search a pupil or their possessions with the pupil's consent for any item.
- Consent does not need to be in writing.
- Wherever possible, consent will be sought before a search is conducted.

Searching Without Consent

A search without consent may be carried out only where staff have reasonable grounds to suspect that a pupil is in possession of a prohibited item.

Prohibited Items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used:
    - to commit an offence
    - to cause personal injury
    - to damage property

The school may also search for items banned by school rules (for example, mobile phones or smart devices during the school day).

Conducting a Search

- Searches will be carried out by a member of staff of the same sex as the pupil, with another member of staff present as a witness, wherever possible.
- A search may be carried out by a member of staff of the opposite sex or without a witness only where the staff member reasonably believes there is a risk of serious harm if the search is not conducted immediately.
- Pupils will not be required to remove clothing other than outer clothing (e.g. coats, hats, shoes).
- Searches of intimate areas are never permitted.

The school respects pupils' right to privacy and ensures searches are proportionate and justified.

Confiscation of Items

- Any prohibited item found during a search or screening will be confiscated.
- School staff may also confiscate any item which is harmful, disruptive or detrimental to school discipline.
- Confiscated items will be retained, disposed of, or passed to the police as appropriate and in line with safeguarding guidance.
- Weapons or illegal substances will be dealt with in accordance with statutory guidance and may involve the police.

Use of Reasonable Force

In very limited circumstances, staff may use reasonable force to prevent injury, damage to property, or to remove a dangerous item from a pupil. Any use of force will be lawful, proportionate and in line with DfE guidance and the school's safeguarding procedures. Staff have regular training in positive handling and have a staff member employed to train other staff in the correct strategies for this.

Recording and Communication

All searches without consent and significant searches will be recorded in writing, including the reason, items searched for, outcome, and parents will be informed promptly, in accordance with statutory guidance.

Safeguarding and Equality Considerations

- Searches will be conducted with regard to pupils' age, SEND, medical needs and vulnerability.
- Reasonable adjustments will be made where appropriate.
- The school ensures that these powers are not used in a discriminatory manner and comply with the Equality Act 2010.

At Mosspits Lane Primary School, these powers are exercised to protect, not to punish. We aim to ensure safety while upholding the dignity of every child and maintaining trusting relationships within our community.

18. Monitoring and Review

This policy is reviewed annually and in line with statutory updates. Behaviour data is monitored to ensure fairness, inclusion and effectiveness.

All recognitions:

- are monitored to ensure fairness
- reflect sustained behaviour rather than momentary/short term compliance
- are inclusive of all pupils, including those with SEND
- do not disadvantage pupils who require additional support

The school is clear that:

- rewards are not expected for meeting basic expectations
- recognition affirms character, not compliance
- children are encouraged to act rightly because it is right

This ensures intrinsic motivation is developed over time.

19. Conclusion

At Mosspits Primary School, behaviour is shaped through high expectations, calm consistency and our School values (respect, passion, self-belief, honesty, team work, determination and Eco-Friendliness). We believe children grow best when they are known, supported and guided to live well with others.

P. Heery (Headteacher)

June 2026