



# Behaviour Policy

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## **Introduction**

Our Christian values play an integral role in the spiritual, moral and social development of the pupils at Mossley CE Primary School. Our school values are Compassion, Kindness, Hope, Endurance, Respect and self-control, and they drive everything that we, as a school, do. Whilst values are sometimes expressed explicitly, they are more often implicit in the ways in which we behave ourselves, and how we expect others around us to behave. Thus, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

## **Aims**

- To promote a culture and environment that promotes the well-being of all, where everyone feels safe and can learn effectively
- For every member of the school community to feel valued and respected, and for all persons to be treated fairly
- To teach pupils behaviour that is appropriate for many different situations
- To develop within our pupils a sense of pride in the way in which they conduct themselves
- To promote self-awareness amongst pupils, where they recognise and manage their emotions and reactions
- To develop responsible pupils, who have positive attitudes towards everything they do
- To support children whose behaviour within the school environment is challenging, or who may find certain aspects of social interaction difficult
- To instil within our pupils a belief that forgiveness is a path which leads to positive reconciliation

## **Objectives**

- Provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- Provide clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- Reinforce positive behaviour so that children feel good about themselves, and so that all children are exposed to positive role models
- For all staff to focus on de-escalation and preventative strategies rather than reactive
- For all staff to understand how to manage difficult or dangerous behaviour, and have an understanding of what challenging behaviour might be communicating
- Prevent bullying

## **Expected Behaviour**

All groups within the school community must understand the expectations of behaviour in different situations. These include: working together as a whole class; group work and independent work in the classroom; conduct on the playground and in communal areas; and conduct when representing the school on trips or competitive events.

## **Roles, Rights and responsibilities**

In order to achieve our aims and objectives, we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

### **The role of pupils**

- Discuss the 'Mossley Way' within their class
- Aim to demonstrate the 'Mossley Way' throughout the school day
- Understand the consequences of not following the 'Mossley Way'
- Vote for members of their class to represent them on our School and Worship Councils

### **The role of teachers/HLTAs**

- Explicitly teach pupils what good behaviour looks like to develop a safe and effective classroom environment
- Ensure the 'Mossley Way' is understood and used in their class to promote the behaviours we want to see
- Have high expectations of the behaviour of pupils, and strive to ensure that all children work to the best of their ability
- Arrive in class on time
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- Inform parents about expected behaviour and seeking their support
- Avoid use of confrontational language
- Use proximal praise to reinforce expectations
- Treat each pupil fairly and enforce rules consistently
- Treat all children with respect and understanding
- Organise the classroom in a way that encourages successful learning by giving attention to:
  - Space for working and movement
  - Seating arrangements
  - Opportunities for positive collaborative learning
  - Access to materials and equipment
  - Noise levels
  - Routines
- Plan activities appropriately to the ability, maturity and special educational needs of pupils
- Be aware of safety issues when planning activities
- Establishing procedures for giving directions about tasks
- Plan and respond to individual needs to learn behaviour skills and self-regulation
- Allow pupils to express their views and feelings, and seek to extend their understanding of relationships through the jigsaw PHSE and RSE curriculum
- Be consistent and fair when giving rewards, and relevant and proportionate when imposing sanctions
- Liaise with external agencies, teaching assistants, midday staff, parents and the SLT as necessary to support and guide the interests of the child
- Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce the expected behaviour
- Pass on relevant information during transition meetings to ensure as smooth a transition as possible as children move on to new classes

### **Non-teaching staff**

#### **The role of teaching assistants**

- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards and relevant and proportionate when imposing sanctions

- Build positive relationships with pupils and understand them as individuals, recognising their characters and taking this into account when working with them
- Being aware of procedures for giving directions about tasks and reinforcing them
- Teaching children about behaviour skills and self-regulation
- Reassuring, re-focusing and reaffirming tasks set for pupils
- Fulfilling roles identified within the EHC plans for pupils
- Support pupils with SEMH, using agreed strategies
- Have high expectations of children
- Allow pupils to express their views and feelings, and seek to extend their understanding of relationships through discussion
- Respond to pupil's needs swiftly
- Observe children, informing the class teachers and/or the SLT about specific incidents or trends in behaviour
- Encourage respectful attitudes towards others, the environment, property and equipment

#### **The role of midday staff**

- Being friendly and approachable
- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards or imposing agreed sanctions
- Build positive relationships with pupils and understand them as individuals, recognising their characters and taking this into account when working with them
- Support children's development of behaviour skills and self-regulation
- Have high expectations of children, observing them, and informing class teachers and/or the Head/Deputy about specific incidents or trends in behaviour
- Encourage respectful attitudes towards others, the environment, property and equipment
- Support children with SEMH, using agreed strategies

#### **The role of parents and carers**

- The school works collaboratively with parents so that pupils receive consistent messages about how to behave at home and at school
- The school rules are explained at our introductory parents' meeting (how to help your child succeed evenings) and we expect the parents to support the school in implementing these
- Establish a supportive dialogue between school and home, with parents being informed appropriately if there are any concerns about pupil behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If their concern remains, they should contact the Chair of Governors
- Inform the school of any medical or social circumstances that might affect the behaviour of a student
- Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- Inform the school of any concerns about their own child's behaviour
- Keep in touch with their child's class teacher, both formally and informally, so that their child's interests can be discussed whenever necessary
- Support and co-operate with the school in implementing the behaviour policy
- Respect the staff of the school and value their professional opinions
- Promote positive attitudes towards school

- Provide a good example of behaviour

### **The role of governors**

- Responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness
- The Headteacher has day-to-day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues
- Be involved in the development of the policy in accordance with the stated aims of the school
- Be informed about the success of the policy in maintaining high standards of behaviour
- Ensure that the school has a behaviour and discipline policy
- Support staff in implementing the policy
- Monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- Report on the effectiveness of the policy to parents
- Provide opportunities for dialogue with children, staff and parents

### **Whole School Strategies**

#### **Our School Principles:**

Our school principles set out the behaviour we expect from the adults and pupils in our school. These principles are:

- Be kind and considerate
- Be Honest
- Be resilient
- Be Respectful
- Be Helpful

*Written by the Pupil Leadership Team (PLT) (February 2023)*

#### **The Mossley Way:**

These principles underpin the 'Mossley Way', our behaviour curriculum. Each class will regularly revisit the expectations, and focus on how they can demonstrate them throughout different parts of the school day.

All staff are responsible for the delivery of our behaviour curriculum, which follows a clear structure in approach:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practice the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

Our behaviour curriculum highlights the explicit behaviours expected of pupil so that they understand and display excellent behaviour.

See 'Behaviour Curriculum - The Mossley Way' document for further details.

As well as the 'Mossley Way' mentioned above, every member of the school community should apply the following principles:

- We do not condone inappropriate behaviour
- You own your own behaviour

### **Support**

Children will be supported in behaving as we expect through the following means:

- Worry box (every classroom)
- Parental involvement in support programmes
- Head/deputy/SENDCo involvement in support programmes
- Use positive rather than negative phrasing
- Limit choice (e.g. Where shall we talk, here or in the library)

### **School Behaviour Pathway**

Building effective relationships with pupils, along with positive reinforcement for following the school rules and demonstrating excellent attitudes, are our primary method of developing a culture of positive behaviour at Mossley. However, positive reinforcement and sanctions are both important and necessary to support the whole-school culture. It is therefore important that all stakeholders within the Mossley community understand how our school behaviour pathway is implemented.

One way in which we provide this clarity is through the use of consistent and clear language, across all age ranges, when acknowledging positive behaviour and addressing misbehaviour. When misbehaviour does occur, and positive reinforcement has not regulated this behaviour, sanctions will be applied as follows:

#### **Step 1**

- If a pupil is not following the school rules, a warning will be issued to that pupil so that they can regulate their behaviour.

#### **Step 2**

- A second verbal warning will be given if this behaviour continues.

#### **Step 3**

- If a pupil continues to not follow the school rules, the consequence will be that they will miss 10 minutes of the following playtime. This time will be spent reflecting on how to improve on their behaviour. For clarity and consistency, this will be referred to as 'amber' behaviour. Staff members will reflect with pupils and follow restorative processes to develop further relationships with the pupil.
- Examples of 'amber' behaviour: continued low-level disruption, lack of respect or consideration to others etc.

#### **Step 4**

- If a pupil continues to not follow the school rules and their behaviour needs to be addressed a fourth time, then they will miss the entirety of the following playtime. Some of this time will be spent teaching the pupil how to improve on their behaviour. Staff members will reflect with pupils and follow restorative processes to develop further relationships with the pupil.

This will be referred to as 'red' behaviour. At this point, parents/carers will be contacted to discuss this behaviour.

- Examples of 'red' behaviour: Continued low-level disruption, lack of respect or consideration to others, violence, abusive language etc.

The use of the language 'amber' and 'red' is not the implementation of a 'traffic light system' - pupils' names **will not** be displayed in the classroom for any negative behaviour. The use of this language is to provide a consistent terminology across the school so that all pupils understand which behaviours are not acceptable.

If inappropriate behaviour is a regular occurrence, parents/carers, teachers, and a member of the SLT will meet and a plan will be discussed for the pupil. **Continued disruption of other pupils' learning will not be tolerated.**

### Serious incidents

Extreme incidents of poor behaviour (e.g. extreme violence to a member of the school community, abusive language directed at others, or spitting at others etc.) will immediately be referred to as 'red' behaviour and will result in a pupil meeting with parents/carers and the Headteacher. Following this, an internal isolation or fixed term exclusion may occur if the behaviour continues (please refer to the exclusion policy). Each case will be reviewed independently.

The Christian values of the school are as follows:

- Compassion - We encourage our pupils to put other before themselves. By following the Mossley Way, we ensure that all children have access to a safe, positive learning environment.
- Kindness - We encourage our pupils to be kind to all, and treat everybody equally and fairly. Kindness encourages kindness, creating a culture of mutualism and tolerance.
- Hope - We encourage children to be hopeful and to think positively. We work hard to bring hope to children whose lives are difficult at the moment. We tell children about the hope we have in Jesus
- Endurance - We encourage the children to keep going even when things are tough. We ensure that the work we give children is challenging enough that all children have opportunities to develop persistence. We want all children to experience success, but also to appreciate that sometimes success involves struggle. We tell the children that God's love for them endures for ever, whatever they do.
- Respect - We teach our pupils to respect all - themselves, others and their environment. Through this respect, pupils can develop the routines that will allow all to feel happy, and prepare them for the next stage of their journey through life.
- Self-control - We teach the children to be responsible for their own choices and actions. Good choices are praised and celebrated. Where pupils make decisions that impact upon them, or others, negatively, opportunities are provided so they can reflect on these choices, and not only work towards reconciliation, but to learn from experiences so they are better informed in the future.

## House points

House points will be used as a reward system for the following:

- Outstanding behaviour
- Modelling of our Christian values
- Exemplary attitude
- Exceptional attainment and effort
- Subject specific competitions
- Inter-house competitions

House points **cannot** be rescinded once awarded.

## Further rewards

- Praise for appropriate behaviour
- Drawing attention of others to their good behaviour
- Postcards home
- Phone calls home
- Visit from Head/Deputy
- Celebration assembly class certificates, sports certificates, Maths/SpellingShed certificates etc.)

## Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school-organised or school-related activity, wearing school uniform or in some way identifiable as a pupil of the school), the school may enforce its right to apply a consequence to a pupil in school.

Examples of this may include:

- Continued bullying of a pupil outside of school
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of the day when pupils are in school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

## Equality

Our whole-school approach is informed by the 2010 Equality Act and protects the nine characteristics that it sets out:

- Age
- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment



- Marriage or civil partnerships
- Pregnancy and maternity

There is a zero-tolerance approach towards any discrimination aimed towards any of these protected characteristics.

### **Sexism and Sexual Harassment**

At Mossley, we want everyone to feel included, respected and safe at our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a letter or phone call to parents if the pupil refuses to apologise in the first instance

Our PSHE and RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

### **Monitoring**

- The Head/Deputy monitor the effectiveness of this policy on a regular basis. They also make reports to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements
- Class teachers record incidents on CPOMs, where a child is sent to them on account of seriously bad behaviour
- Records of any incidents which fall below the standards expected, that occur at break and lunchtime, will be recorded on CPOMS.
- The Headteacher keeps a record (on CPOMS) of any pupil who is internally, fixed term or permanently excluded
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently
- The governing body reviews this policy every year. They may, however, review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.