

# Positive Behaviour Policy

Title:	Positive Behaviour Policy	Last Review Date: September 2025
		Next Review Date: September 2026



## **Behaviour & Uniform Policy**

### **Ethos: Excellence, Unity and No Excuses**

#### **Aims & Objectives**

Positive behaviours are necessary to create a calm and purposeful environment in which all members of the academy feel safe and secure.

This policy aims to:

- Maintain a calm, purposeful and safe environment;
- Foster positive attitudes where achievements are valued and emphasised;
- Encourage independence and self-discipline so that pupils accept responsibility for their actions;
- Support pupils to vocalise their feelings and emotions and teach pupils to self-regulate;
- Raise self-esteem and build resilient learners;
- Provide positive experiences for overcoming adversity and building resilience;
- Promote positive mental health and wellbeing;
- Engender a sense of belonging, community and common purpose;
- Support pupils to reach their full potential and access help when needed;
- Provide clear boundaries for acceptable behaviours to ensure physical and emotional safety;
- Sustain an environment where bullying, peer-on-peer abuse or discrimination are not tolerated;
- Prepare learners for life in modern Britain and develop an understanding of British values;
- Develop an understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

#### **Teaching Positive Behaviours**

We believe that the promotion of positive behaviour helps pupils to develop the following:

- Positive self-image and self-esteem;
- Reflection and self-regulation;
- Independence and organisation;
- Motivation and attention;
- Honesty and empathy;
- Respect, co-operation and communication;
- Integrity and
- Determination and resilience.

All staff have a responsibility to actively help pupils develop positive behaviours. They are taught during PSHE, assemblies, within the classroom, and throughout the academy day by:

- Modelling the skills and abilities directly;
- Setting appropriate boundaries for pupils' behaviour;
- Showing empathy and understanding for all;
- Listening to pupils;
- Showing attention to every detail in the academy day;
- Adhering to the set routine for each part of the academy day;
- Showing respect and understanding to everyone in the academy community;
- Providing feedback in an informative way to pupils;



- Using positive consequences to encourage the learning of appropriate behaviour and
- Using negative consequences to discourage the learning of inappropriate behaviour;

## **Values & Golden Rules**

In line with our ethos of excellence, unity and no excuses we have core values, that we use to guide our learning behaviours. These values are called our PRIDE values and are at the heart of the academy golden rules.

These are:

**Positivity:** We show enthusiasm in all we do

**Respect:** We use kind words and actions

**Integrity:** We are honest and take responsibility

**Determination:** We work hard and never give up

**Empathy:** We listen and are considerate of others

All staff are explicit about the expected behaviours that result in positive consequences and the unexpected behaviours that result in negative consequences.

## **Consequences for expected behaviours (praise & rewards)**

Pupils are encouraged to behave well and work hard and to be intrinsically motivated. Staff build strong relationships with each child in order to foster a sense of pride in their individual achievements. Whilst our aim is that pupils work and behave well for the pleasure of the task and to be intrinsically motivated, we recognise that rewards are sometimes necessary and appropriate.

The following rewards are used:

- House points;
- Traffic light systems, charts;
- Positive feedback, verbal and non-verbal;
- Specific praise, group cheers and celebrations;
- Showing and displaying work;
- Stickers, reward charts, certificates;
- Star of the week, Award of the week;
- Communication with parents/carers;
- Celebration assemblies and linked rewards;

## **Consequences for unexpected behaviours (sanctions and Interventions)**

A range of sanctions and interventions exist, and care is taken to apply the sanction and/or intervention most appropriate to the pupil concerned and the nature of the unexpected behaviour.

These include but are not limited to:

- Verbal warnings;
- Verbal reprimands;
- Moving a pupil's position in class;
- Time out;
- Withdrawing other privileges e.g. playing football at lunch time, representing the academy at an event;
- Detentions;
- Informing parents/carers by letter, phone call or inviting parents/carers to a meeting;



- Referral/relocation to the Senior or Middle Leadership Team;
- Being placed on Report;
- Removing a pupil from a specific lesson for a period of time;
- Referral to the Additional Resource Provision;
- Behaviour Support Plans and/ or Pastoral Support Plans and
- Fixed term suspensions or permanent exclusion.

If a pupil shows an unexpected behaviour, staff use the following process as guidance and to ensure consistency of support and response:

- A non-verbal signal to stop the unexpected behaviour, and change it to the expected behaviour;
- A verbal warning to adjust and change the behaviour;
- Reminder of the expected behaviour (linked to value/rule) and movement of pupil's name to amber. Pupil's name is moved back to green when the behaviour changes to expected;
- Pupil's name is moved to red if the unexpected behaviour persists. 'Time Out' is the consequence and the incident is recorded on Progress Teaching and the child receives a Behaviour Point.
- If the unexpected behaviour persists after the first time out:
- Pupil is removed to the parallel class for a time out;
- Pupil is referred to the Phase Leader who makes a decision on most appropriate action;
- Pupil is sent to the Head of School/Principal.

## Detentions

The sanction of detention at break times and/or lunchtimes can be applied. Detentions are authorised only by the Senior Leadership Team and maybe given for the following reasons:

Reason	Year Groups	Time
Poor and persistent punctuality	5 - 6	30 minutes at lunchtime
After every 3 behaviour points in a half term	1-4	15 minutes at playtime
After every 3 behaviour points in a half-term	5-6	30 minutes at lunchtime
For every further 3 points in a half term	5-6	50 minutes at lunchtime
A serious single incident	1-6	15 - 50 minutes at play or lunchtime
Non-compliance with transition expectations	1-4	10 minutes at play or lunchtime
Non-compliance with transitions expectations	5-6	30 minutes at lunchtime

## Recording incidents

Incidents are recorded on Progress Teaching to track and analyse the cause in order to support the child. Each incident equates to a behaviour point. The data is used to support pupils, report to parents and professionals, plan provisions and organise detentions.

Parents are updated regularly, if a behaviour is more serious, parents will be informed immediately.

## Behaviour Support Plans (BSPs)

These plans are to improve and support the behaviour of pupils considered to be a cause for concern.

### Stage 1 (6+ behaviour points in a half term)

Class Teachers inform Parents/Carers that their child's behaviour is causing concern. They discuss what the concerns are and how to move forward.



**Stage 2** (12 + behaviour points in a half term)

Additional meeting between the Parents/Carers & Class Teacher to set up SMART targets for review after 2-4 weeks. If the behaviour does not improve, move to Stage 3.

**Stage 3** (18 + behaviour points in a half term)

Meeting between the Phase Leader, Class teacher and parents/carers. SMART targets and support reviewed.

**Stage 4** (24+ behaviour points in a half term)

Meeting between Phase Leader, Class Teacher, Parent/Carers and SENCO if required.

**Stage 5** (30+ behaviour points in a half term)

Meeting between Phase Leader, Class Teacher, Parent/Carers and SENCO if required and referrals to additional professionals e.g Educational psychologist, A Space , REU.

Where appropriate the pupil must be included in the BSP process.

**Pastoral Support Plan**

Pupils in danger of suspension or exclusion may be referred for support from external agencies and may be put onto a Pastoral Support Plan in accordance with advice.

**Internal Supervision**

A pupil may be placed under internal adult supervision in response to a single serious incident, repeated unexpected behaviours, or as part of the reintegration process following a fixed term suspension or as part of an agreed Behaviour Support Plan or as a consequence to a serious incident. Appropriate work will be provided by the teacher. Only the Principal/ Head of School or Vice Principal may authorise the placing of a pupil under adult supervision outside of class.

**Playtimes**

It is essential that all pupils engage in play appropriate for their age and have positive interactions with their peers. There is a range of equipment and spaces available to pupils. Staff monitor the playground and are proactive in redirecting pupils, supporting and facilitating play.

Pupils are given a warning if displaying unexpected behaviours, if the unexpected behaviour continues the pupil receives a time out as a consequence. Staff log the incident on Progress Teaching.

**Exclusions & Suspensions**

Mossbourne Primary Academies are committed to positive behaviour and inclusion. However, the Governing Body recognises that the Executive Principal, Principal or Designated Senior Leader may feel that suspension or permanent exclusion is an appropriate response to a situation, or action, on the part of a pupil; this may be as a result of a single serious breach of the academy rules or as a result of the exhaustion of all other strategies put in place to support positive behaviour.

The DfE recognises that suspensions and permanent exclusions are essential behaviour management tools and can be used to establish high standards of behaviour. The decision to suspend or permanently exclude any pupil will always be lawful, reasonable and fair.

This Policy should be considered alongside all Department for Education guidance including the Education Act 2002/2011 and Keeping Children Safe in Education.



## Key Principles

The decision to suspend or permanently exclude a pupil may be taken in the following circumstance; in response to a serious or persistent breaches of the Behaviour Policy and if allowing the pupil to remain in the academy would harm the education or welfare of the pupil or others at the academy such as staff or other pupils.

Suspension or permanent exclusion is an extreme sanction and is only available to be administered by the Principal or Head of School (or in their absence, the person appointed to carry out the functions of their functions).

Suspension and permanent exclusion is not an appropriate sanction for minor incidents but may be used for:

- Verbal abuse to staff and others;
- Verbal abuse to pupil;
- Physical abuse to, or attacks on, staff;
- Physical abuse to, or attacks on, a fellow pupil;
- Threatening or harassing behaviour;
- Bullying and cyberbullying;
- Indecent behaviour;
- Damage to property;
- Persistent disruptive behaviour;
- Behaviour which threatens the smooth running of the academy;
- A refusal to follow the instruction of staff;
- Being in possession of contraband items;
- Bringing weapons (or an item for which the intended purpose is that of a weapon) of any description into the academy.

The list above is neither exhaustive nor is it prescriptive. Each behaviour/ incident is judged individually, and the context of the behaviour will always be taken into account.

## Pupils' conduct outside the academy

This policy applies to all pupils. Some examples of when this policy will apply are:

- Academy trips;
- Sports fixtures;
- Online actions;
- When a pupil is wearing the Academy uniform.

The above list is illustrative and is not exhaustive.

For behaviour outside the academy, the Principal or Designated Senior Leader may apply a consequence, detention or suspend or permanently exclude a pupil if there is a clear link between behaviour and the maintenance of good behaviour and discipline among the pupil body as a whole.

If the pupil's behaviour in the immediate vicinity of the academy or on a journey to and from the academy is poor and meets the criteria for a consequence, detention, suspension or permanent exclusion then the Principal or Designated Senior Leader may decide to apply this, especially where it brings the academy's reputation into disrepute.



## Searching Pupils

Staff can search pupils with their consent for any item which is banned. Staff have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons or any illegal item.

## Use of Reasonable Force

Staff have the power to use reasonable force or positive handling to prevent pupils injuring themselves or others, severely disrupting the smooth running of the academy or damaging property. Most situations can be resolved without the need for physical intervention, and this would only be used as a last resort.

## Pupils with SEND

This behaviour policy acknowledges the academy's legal responsibilities under the Equality Act 2010 in respect to pupils with SEND and makes reasonable, appropriate and flexible adjustment for pupils with a disability where needed and appropriate.

### Staff Responsibilities

- To establish positive routines and habits
- To treat all pupils fairly and with respect
- To help all pupils to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and positive environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a positive role model
- To form positive relationships with parents and pupils
- To recognise and value the strengths of all pupils
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the academy's behaviour policy and ethos

### Parents' Responsibilities

Parents and carers have an active part to play in shaping the behaviour of their children and are therefore expected to support the academy's policy through the following:

- Make children aware of the expected behaviours, and discourage unexpected behaviours;
- Encourage independence, self-regulation and self-discipline;
- Show an interest in all their child does at the academy;
- Support the academy in implementing this policy and
- Be aware of the academy's rules and values.

### Pupil's Responsibilities

- Share the academy values and follow the rules
- Work hard, do their best, and never give up
- Strive for independence and self-discipline
- Contribute to their own learning
- Treat others, their belongings and the environment with respect
- Show consideration for others
- Consider the effects of their actions
- Learn to regulate their emotions



- Accept support and help from adults
- Accept and respect the authority of staff in the academy

## **Uniform**

The academy uniform is compulsory from Nursery to Year 6. The uniform expectations are aligned with the Department for Education's Guidance on School Uniform (September 2013) in which the DfE strongly encourage schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

There are five objectives behind the academy's Uniform:

1. Equality
2. Unity
3. Wellbeing
4. Self-Discipline and Respect
5. Excellent Outcomes

## **Equality**

Having a uniform removes the potential for socio-economic and cultural divisions. Uniform thereby fosters an egalitarian culture in the academy. It places pupils from a range of backgrounds on a level footing amongst peers from their first day on roll.

## **Unity**

Having a uniform creates a sense of belonging. It reduces superficial distractions thereby creating a sense of unity and purpose in the classroom, in the playground and when travelling to and from the Academy. As a result, pupils feel proud to be a 'Mossbournian' and want to represent themselves and the Academy in the best possible light.

## **Well-being**

Having a uniform makes it possible for pupils to build relationships through genuine interests rather than popularity. Pupils' self-confidence is increased when they do not feel pressured to wear certain types of clothes or footwear and the opportunities for bullying are reduced. Pupils are valued for their character rather than appearance.

## **Self-Discipline & Respect**

Having a uniform means that pupils engage with their education before they even arrive at the gates. It requires self-discipline and organisation to consistently adhere to any policy, daily, and the self-discipline becomes habitual and is gradually transferred to other aspects of education, including secondary schools and sports.

## **Excellent Outcomes**

Having a uniform, leads to excellent outcomes because the collective focus is on teaching and learning; potential distractions have been removed from the classroom environment and time is not lost dealing with potential distractions, and bullying issues related to appearance.





## **Uniform Expectations**

- It is expected that all pupils will travel to and from the academy every day in uniform giving the clear message that our pupils take pride in belonging to the academy.
- Any pupil who breaks a condition of the Uniform Expectations will receive a consequence.
- Underclothing, including thermals and vests, must not be noticeable.
- No make-up or nail varnish may be worn. Lip balm can be used but must not alter the natural appearance of the lips and must never be applied during lessons.
- Pupils may not write or draw on their skin, this includes having temporary tattoos that are visible.
- The Principal/Head of School has ultimate discretion in establishing what is and is not acceptable.

The academy's uniform supplier is: Crossbow Schoolwear Trutex 31 Broadway Market Hackney E8 4PH  
0207 923 9313

## **Uniform**

- Academy jumper or cardigan (with the logo)
- White polo shirt (with or without the logo)
- Grey trousers, grey skirts or dress
- Grey socks or grey tights
- All black shoes
- Gold or silver plain stud earrings
- Coats, hats, gloves and scarves plain dark colour
- Years Nursery – Year 2 Academy Book Bag

## **PE Uniform**

- Black shorts, tracksuit trousers or leggings
- Academy PE t-shirt
- Mainly black trainers
- Grey or white Socks

## **Optional Variations**

- Checked (green for MRA/blue for MPA) dress with white socks
- Black sandals (must be secure with backs)
- Hats (must not be a distraction)

## **Training & Continuous Professional Development (CPD)**

In keeping with the academy's development plan, training needs will be identified and addressed within the academy's financial constraints. In addition, we ensure that staff are made aware of and participate fully in all relevant CPD, INSET, and external training opportunities as well as acting on the advice of external professionals.

## **Monitoring**

This policy is reviewed annually.

