Moorcroft Wood Academy

A proud member of

Positive Relationships and Behaviour Policy

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Written By	Mrs D. Roper	
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Approved by:	(CLSC)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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1. Aims, Purpose and Scope

At Moorcroft Wood Academy, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, Associates, parents, carers, the wider community and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with one other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at our school.

Moorcroft Wood Academy is committed to the emotional mental health and well-being of all members of the school community. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that will support the social, emotional and mental health of the whole school community. We recognise that understanding our emotions is a key aspect of managing behaviour.

We believe that implementing the principles of restorative practice and Good to be Green helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others.

Pupils are supported to identify ways they can put right any upset they may have caused. This approach supports and helps our pupils to become empathic, considerate people who have the skills to avoid and resolve problems independently.

This policy aims to:

- Promote the development and embedding of positive relationships through a restorative approach, which promotes self-esteem, self-discipline and establishes clear expectations of all members of the school community;
- Detail a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively;
- Creating a sensitive and supportive atmosphere for all stakeholders where all views are valued;
- Establish a partnership approach that draws on all those involved with the school;
- Provide systems that promote positive behaviour and support all members of the school community.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour.
  - Detail how the effectiveness of our relationships and behaviour policy and procedures are monitored.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: Advice for Head Teachers and School Staff (2024)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

3. Values and Ethos

At Moorcroft Wood our motto is 'from tiny seeds, grow mighty trees'. We believe that every child holds the potential for greatness. Like tiny seeds, our students are nurtured with care, knowledge, and encouragement, allowing them to grow into confident, capable, and compassionate individuals. We value growth, resilience, curiosity, and community - knowing that with the right support, every learner can thrive and make a lasting impact on the world.

At the beginning of the academic year, the children will explore what our school values mean and develop their classroom charters in accordance with these. The pupils understand that it is a fundamental value that all pupils should be treated with respect and this identifies that physical or verbal altercations which detract from the school's core values are unwanted behaviours and will result in consequences.

At Moorcroft Wood Academy, we believe that every child or young person has the right to a high quality education and that positive relationships are fundamental to enable effective teaching and learning to take place.

We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values;
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour;
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs are crucial for assessing and meeting children's needs and finding solutions.

At Moorcroft Wood Academy we promote a positive, respectful, and inclusive learning environment by combining **Restorative Practice** with the **Good to be Green** behaviour system.

- **Restorative Practice** focuses on building strong relationships and repairing harm through open, respectful dialogue. When issues arise, we encourage children to reflect on their actions, take responsibility, and restore trust with others involved.
- **Good to be Green** is our consistent visual behaviour system that supports positive choices throughout the day. Every child starts the day on green and is encouraged to stay there by following our school rules and values. If behaviour falls below expectations, yellow or red cards may be used — but always with the opportunity to reflect and make things right through restorative conversations.

Together, these approaches help children understand the impact of their actions, feel supported in learning from mistakes, and celebrate the many ways they contribute positively to our school community.

4. Implementation

4.1 A Whole School Approach:

We understand that children learn best in a supportive and nurturing environment. Positive approaches to supporting behaviour focus on developing positive relationships, building skills and developmentally appropriate logical or natural consequences rather than the implementation of punishments. We recognise that even in these conditions, some children and young people will present with behaviour that challenges, or is difficult to interpret. The school uses approaches and strategies that are designed to help prevent and de-escalate difficult situations. Staff identify and support the needs of the individual.

To achieve this positive ethos all adults at Moorcroft Wood Academy are:

- Calm, considered and consistent
- Relentlessly positive and have high behaviour expectations for everyone
- Nurturing and build relationships with positive regard for all
- Committed to supporting regular opportunities to reflect on, repair and restore all relationships

We want to engage directly with parents and carers to foster a positive environment in our learning community, to work together to maintain a consistent message, develop shared values and excellent home/school communication. We want to work together to address and prevent any difficulties, should they arise and to build on our strengths together.



4.2 Clear Expectations

All staff at Moorcroft Wood Academy understand that clear expectations contribute to the building of positive relationships and the consistent implementation of these is crucial to establish equity throughout school. Pupils are actively involved in the development of the expectations around behaviour; therefore, at the beginning of every academic year, class charters are developed between the children and the staff in each year group which develops accountability for all. Ongoing reference to this charter supports the sustaining of high expectations and behaviours that are built on mutual respect.

At Moorcroft Wood Academy, each classroom displays a *Good to be Green* chart alongside a *Code of Conduct* chart. These visual aids support pupils in understanding the boundaries between acceptable and unacceptable behaviour.

The *Code of Conduct* is based on what "Green behaviour" looks like within our school community.

These expectations are consistently reinforced to help create a safe, respectful, and positive learning environment for all. We believe it is essential that children understand they can speak to any trusted adult in school if they feel they have been a victim of, or have witnessed, unacceptable behaviour.

Alongside our expectations for acceptable behaviour, we also display examples of unacceptable behaviours, which may result in a yellow or red card being issued. If a child receives a yellow or red card, they are required to miss part of their break or lunchtime to take part in a restorative conversation and reflection time.

This process provides children with the opportunity to consider the impact of their behaviour on themselves and others. It also includes a discussion to reinforce the school's expectations and remind them of what acceptable behaviour looks like.

We recognise that a one-size-fits-all approach is not always appropriate. Therefore, children in our Early Years Foundation Stage (EYFS), as well as those identified with Special Educational Needs and Disabilities (SEND), may follow an adapted approach to behaviour expectations and consequences, tailored to meet their individual needs. For further information on how we support these pupils, please refer to our EYFS or SEND policy.

4.3 Restorative Conversations / Conferences

An important element of restorative practice is the use of restorative conversations / restorative conferencing. This is where parties are brought together to explore the presenting situation or behaviours, the actions taken as well as the impact of these on all parties. Staff at Moorcroft Wood Academy understand the importance of restorative conversations, as they will support the children in developing skills that will help them to

successfully navigate challenges in the future. Staff actively support the restorative conferencing model via effective modelling. This enables pupils to draw on models to apply taught systems, skills and processes with a level of independence.

Where possible, staff endeavour to undertake restorative conferences as soon as possible; however, there are occasions where this would not result in a positive outcome for all parties involved. Staff may also draw on additional strategies to support the restorative conferencing process, including, but not limited to:

- A mutually agreed safe space e.g. sensory space
- The use of additional resources, such as social stories
- Identifying an appropriate adult to undertake the conference e.g. adult removed from the presenting situation / behaviour.
- Structured breaks within the restorative conferencing process to reduce anxiety / distress.

In order to support pupils with additional needs to succeed within the scope of this policy, adaptations may be made on an assessment of need in line with the reasonable adjustments model adopted by the school.

4.4 Distressed Behaviours

The school recognises that supporting our children and young people with behaviour requires:

- Acknowledgement that all behaviour is a communication;
- Behaviour is often a response to a stimulus;
- Understanding that a child's own needs, or circumstances might impact on behaviour;
- Identifying any known 'triggers' and early warning signs;
- Considering the environment, body language and speech in the process;
- Intervening early if warning signs are detected to prevent a situation escalating.

When a challenging situation develops our main objective is to reduce the level of anxiety or distress. When a child is displaying distressed behaviours, we use a number of de-escalation techniques in line with our team teach training (please refer to the school's care and control policy) and knowledge of the child. Discussions and restorative conversations take place. We listen to children's responses and act appropriately.

Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

4.5 Involving all Stakeholders

As a school, we understand the value of all stakeholders in cultivating positive relationships and promoting positive behaviours. The school operates a person centred approach, whereby the child, their family, staff and, if needed appropriate, outside agency professionals will be involved within the process of supporting the development of positive relationships and the cultivation of positive behaviours.

This policy and the statement of behaviour principles are reviewed annually by the Moorcroft Wood school governors.

4.6 Incident Recording

All concerns of, and incidents of behaviour must be reported on the school's recording system (C-POMS), including associated actions and resolutions. Details of information shared with parents will also be recorded. Staff understand that, should they have any queries about the systems of recording related to behaviour incidents, concerns, or resolutions, they should speak to a member of the Senior Leadership Team.

5. Bullying

The Anti-Bullying Alliance define bullying as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'.

The Department for Education define 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.'

Bullying behaviours are characterised by the following attributes:

- The behaviour is **repeated**
- The behaviour is **intentional**
- The person or group who are carrying out the bullying behaviours have **more power than the victim or victims of bullying**

Bullying can include, but is not limited to the following:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting (this includes homophobic, biphobic and Transphobic)
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit remarks, display of inappropriate material, inappropriate gestures, unwanted physical attention, comments or inappropriate touching, inappropriate material sent via messages.
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
biphobic / homophobic	Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, lesbian or gay people. Bi people can also be targeted by homophobic bullying if somebody thinks that they are lesbian or gay. Homophobic bullying can also include denying somebody's lesbian, gay or bi identity or refusing to accept it. Homophobic bullying may be targeted at children or young people who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying can be targeted at children and young people who have lesbian, gay or bi family members, and those who do not conform to gender stereotypes or are seen to be 'different' in some way, regardless of whether the person is actually lesbian gay or bi.

transphobic	The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans. At Moorcroft Wood Primary, like the Stonewall foundation, use 'trans' as an umbrella term to describe people whose gender identity is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This includes non-binary people.

6. Roles and Responsibilities

6.1 The Local Governing Body and Federation Governing Board

The Federation Governing Board and School Governing Body will support the Executive Head Teacher and Head of School regarding disciplinary issues. The Federation Governing Board have delegated the statutory responsibilities of the Positive Relationships and Behaviour Policy to the School Governing Body. The school Governing Body will undertake annual reviews of this policy and the statement of behaviour principles set out in Appendix 2 of this policy. This information will then be communicated with the Federation Governing Board.

6.2 The Executive Head Teacher and Head of School

The Executive Head Teacher and Head of School are responsible for reviewing this behaviour policy in conjunction with the Local School Committee. The Executive Head Teacher will approve this policy before sharing it with the School Governing Body. Further to this, the Executive Head Teacher and Head of School will:

- Set out clear measures in relation to behaviour that are understood by all the school community and support staff in their implementation
- Promote good behaviour, self-discipline and respect through their high expectations
- Ensure the timely investigation and addressing of any allegations of bullying
- Regulate the conduct of pupils (including authorise and action any suspensions) "All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

The Executive Head Teacher can delegate powers to the Head of School to use suspension and permanent exclusion in response to serious incidents, or in response to persistent behaviours that put pupils and / or staff at increased risk.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.(DfE, Behaviour in Schools Guidance, 2022)"

The Executive Head Teacher, Head of School, as well as staff authorised by these individuals have a statutory power (Education Act 1996) to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and related smoking items e.g. cigarette papers as well as e-cigarettes / vaping devices
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person (including the pupil).

6.3 Staff

All staff, regardless of role or responsibility at Moorcroft Wood Academy are to:

- treat all children fairly and consistently with care and respect through the application of this policy;
- work collaboratively to ensure the creation of a safe and happy environment;
- uphold the school values and apply consequences clearly and consistently;
- talk to the child concerned when expectations are not met, explaining the reasons for what is expected. The child must understand the reasons behind expectations and consequences;
- log children's misbehaviour on CPOMS system;
- be a good role model in terms of attitude, dress, punctuality and organisation;
- form good relationships with parents so that children can see all adults are working together towards common aims and agreed goals;

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents / Carers

The roles and responsibilities of parents/carers are to: ensure that children attend school punctually and regularly, and that children are collected on time;

- ensure that children go to bed at a reasonable time so that they are fresh for a whole school day;
- respect the school rules and remind children to do the same;
- take an active part in children's learning by giving due importance to homework, hearing children read, and attending discussions concerning their child's progress and attainment;
- accept that the responsibility for the conduct of their child is one which is shared between school and home so that children receive consistent messages;
- support and work constructively with the school when their child has received a consequence
- - Report any concerns to school via: ○ Speaking to their child's class teacher
    - ○ Should the concern or situation remain, an appointment must be made with a member of the Senior Leadership Team (An Assistant Head Teacher, followed by the Deputy Head of School, then Head of School, who will work in conjunction with the Executive Head Teacher)

We understand that some concerns need to be reported to the Senior Leadership Team immediately, therefore an appointment can be made by contacting the school office.

7. Pupil Code of Conduct

The roles and responsibilities of the children of Moorcroft Wood are to:

- Try their best;
- Listen to adults and their peers;
- Walk sensibly and respectfully around the school;
- Present their work to the best of their ability;
- Follow instructions;
- Respect the school and the resources within it;
- Treat others as they would like to be treated;
- Accept responsibility for their own decisions, actions and their consequences; Dress appropriately in the agreed school uniform.

8. Rewards and Consequences of Unacceptable Behaviour

Every child in school is allocated to one of 4 houses. These are:

Earth	Wind	Fire	Water

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate and praise children verbally and in their marking feedback;
- Teachers give stickers to children;
- We distribute dojo's to children, either for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Children receive special recognition from a Senior Leader in School
- Children can be nominated to receive an Executive Head Teacher or Head of School award. This can be for a variety of reasons;
- Children are selected for roles of responsibility within the school, such as being a member of the Pupil Leadership Team, Class Ambassadors, House Captain or Eco Committee.

8.1 Consequences for Unacceptable Behaviour:
When a child displays unacceptable behaviour and breaches school rules, the staff member will follow agreed steps to address this (See Appendix 2).

Our core principle is to ensure that every child is safe in school. A risk assessment model will be completed for any education based activity. The school reserves the right at any time to withdraw any pupil from an off site visit if they are presenting high risk behaviours that brings into question the safety of the child.

8.2 Lunchtimes
Lunchtime supervisors are encouraged to give out stickers and house points to children demonstrating good behaviour. Inappropriate behaviour at lunchtime will result in a time out or 'cooling off' time. If a lunchtime supervisor thinks the behaviour is persistent or serious enough, the child is then referred to the Principal Lunchtime supervisor. The child will then be supported by the Learning mentor and progress towards effective play shared with the Senior Leadership Team.

8.3 Off-site Behaviour
The Positive Relationships and Behaviour Policy applies to the children who represent the school during out of school activities. There may be occasions where a pupil has misbehaved off-site when representing the school, such as on a school trip, or if they bring the school into disrepute. Moorcroft Wood Academy staff will implement the agreed behaviour principles whether in or out of school. Based on a case by case evaluation, staff may limit access to after school clubs or other school related activities, such as school discos to ensure that the child in question, as well as other children and staff remain safe.

Where behaviour deemed to compromise the safety of an individual is reported to the school, staff will take appropriate action in order to ensure the safety of those involved, or if an individual is deemed to be breaking the law.

A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend;
- share an explicit image or video, even if it's shared between children of the same age;
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

9. Inclusive Practice

9.1 Protected Characteristics
The school recognises its legal duty under the Equality Act (2010) to prevent pupils with a protected characteristic from being at a disadvantage. Moorcroft Wood is an inclusive school and recognises that, for a small number of pupils whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate

their own behaviour. They may have an Individual Behaviour Plan agreed between the pupil, staff and parents. The support of outside agencies may be sought where appropriate, in particular the support of an Educational Psychologist.

9.2 Drug and Alcohol-related Incidents vs agreed medications

If a child needs medication to be administered during the school day the parent or guardian should notify the school and ask permission for the medication to be given. This should be taken directly to the school office for safekeeping and consent forms should be completed by the parent/carer. Any medication needed by a child whilst in school must be taken under the supervision of an office staff member, teacher or member of the senior leadership team.

The school will take any misuse or perceived misuse of substances very seriously and will undertake agreed safeguarding processes based on an assessment of the presenting circumstances. The Executive Head Teacher reserves the right to review any such incident in isolation of this policy and identify an appropriate consequence, which could be in the form of a suspension or a permanent exclusion.

10. Pupil Transition

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the relevant support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. This data is shared in accordance with data protection guidelines (GDPR).

11. Training

At Moorcroft Wood, specific staff are trained in the contents of this policy; specific staff are also trained in Team-teach techniques. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely, if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise children and staff will be given time to reflect, record and find a different way to deal with difficult situations in the future. Records regarding the concern which led to the de-escalation being required are kept and parents or carers are informed.

12. Review and Monitoring

The Executive Head Teacher, Head of School and the Senior Leadership Team monitor the effectiveness of this policy on a regular basis. They also report to the Local School Committee on the effectiveness of the policy and, if necessary, make recommendations for further improvements or changes.

The school keeps records concerning incidents of unacceptable behaviour on the school's CPOMS systems. These are monitored by the school's Senior Leadership Team to identify patterns of behaviours / triggers and potential solutions.

The school keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

13. Engaging Positively Online

13.1 Online Safe Behaviour in School

The school's current acceptable use policy and E-safety policy remains applicable. The school monitors children's and staff's use online through via a Local Authority Monitoring system. Any concerns are reported to the following individuals:

Pupil Concerns	Staff Concerns
Mr A. Gilbey	Mrs A. Adair and Mrs D. Roper

Any raised concerns, whether from electronic or verbal notification, are investigated and appropriate actions taken. Children are supervised using laptops and only set work using teacher approved sites. Should the need arise, direct or whole class work will be undertaken to ensure that pupils develop and maintain positive engagement when online.

13.2 Safe Online Behaviour at Home

The school staff set work through Google Classroom. If interacting with other children or staff online, children (and staff) should always be kind and respectful to one and other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Any inappropriate comments to staff online, via email, or any other platform will be taken seriously. This is also the case of for any online bullying towards other pupils or child-on-child abuse that is disclosed to the school during this time.

14. Links with Other Policies

- Safeguarding Policy
- Online Safety Policy
- Staff Code of Conduct
- Equality Policy
- Teaching and Learning Policy
- Curriculum Subject Policies
- SEN Policy
- Early Years and Foundation Stage Policy

Be a Restorative Practice Champion!

What happened?

What were your thoughts?

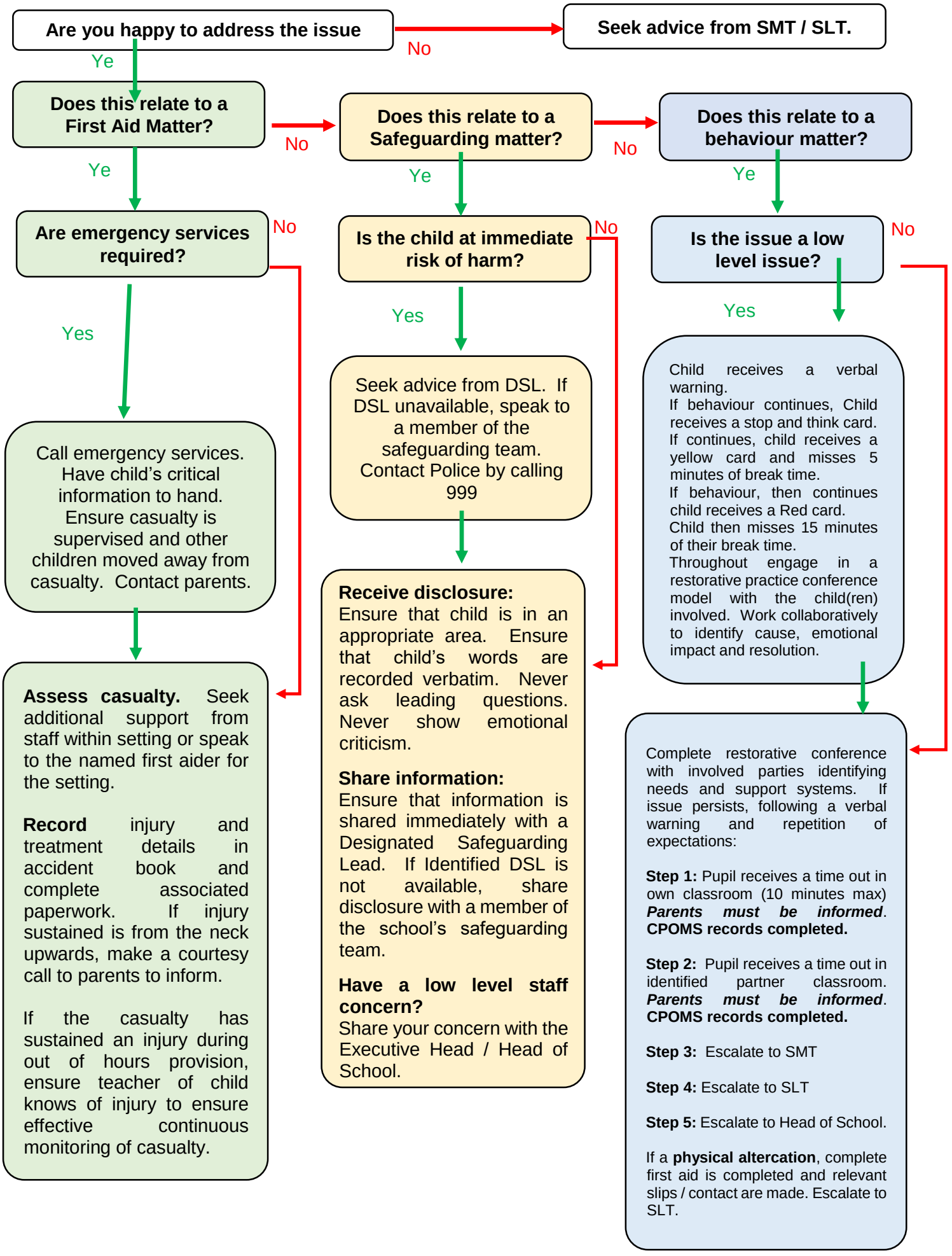
What were you feeling?

Who was affected?

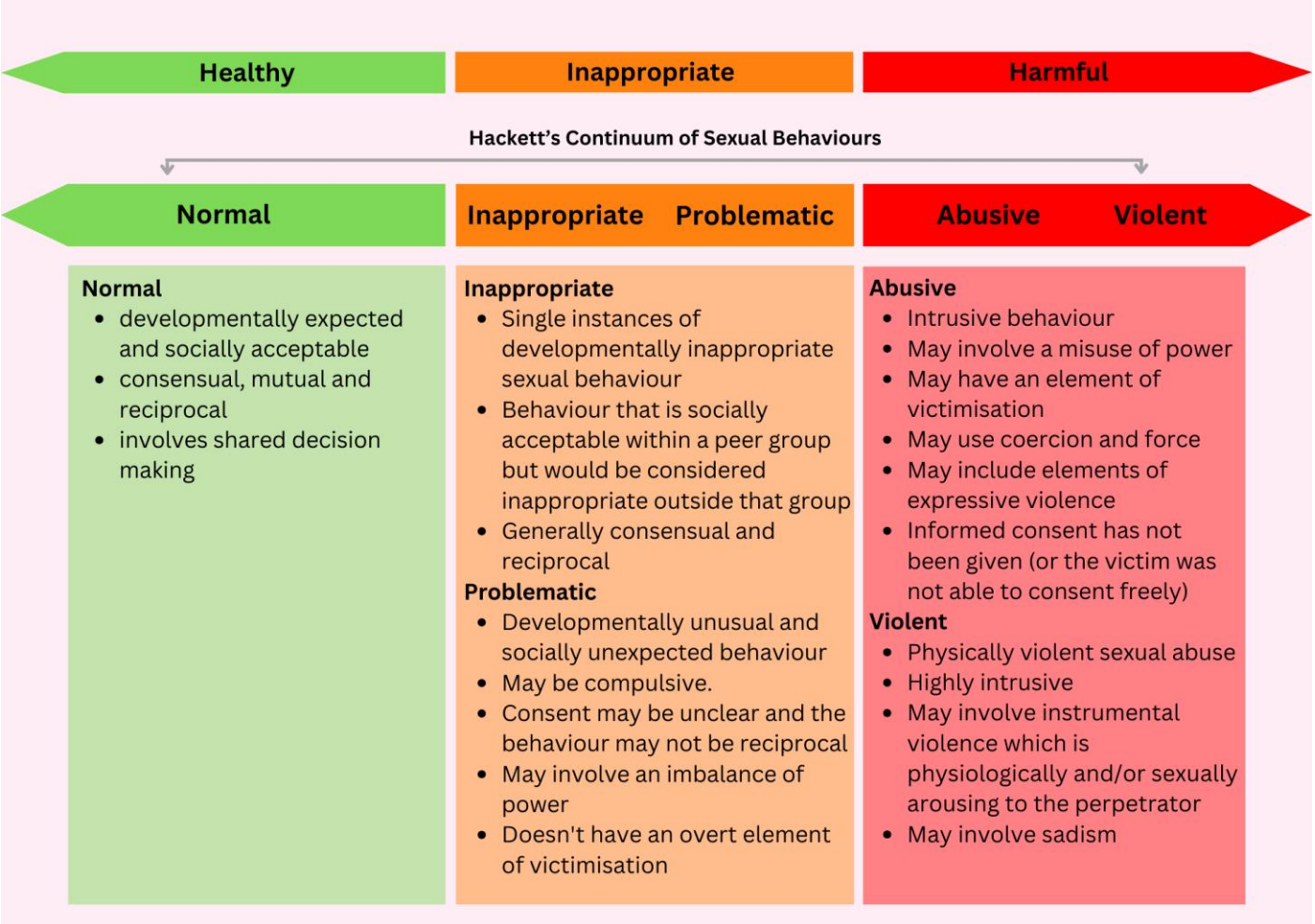


Next Steps?

15. Appendix 2: Behaviour Flow Chart



16. Appendix 3: Hackett Continuum of Sexualised Behaviours



17. Local School Committee Statement of Behaviour Principles

The Governing Body reviews these behaviour principles annually. Our behaviour principles are as follows:
All stakeholders at Moorcroft Wood Academy strive to create a caring, stimulating and secure environment in which staff and pupils can work and play safely.
As a school, we actively promote mutual respect by highlighting all aspects of good behaviour and minimising unacceptable behaviour by applying school rules positively and consistently.
We encourage and reward good behaviour whilst realising there are consequences to unacceptable behaviour.
Moorcroft Wood Academy encourages the involvement of parents/carers in the development of their child.