



Moon's Moat Nursery & First School

Positive Relationships and Behaviour Policy

Devised	September 2025
Date of Next Review	September 2026

Background and rationale:

'A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.' Mental Health and Behaviour in Schools (page 4) Department for Education November 2018

The development of positive social, emotional and learning behaviours is at the heart of this policy. Our school has adopted a trauma-informed approach whereby we try to understand the source of the behaviour and to support the child to understand their emotions and responses. We also believe that part of this learning needs to include there being consequences to their actions.

We also acknowledge that, just as children have differentiated learning needs, they also have differing emotional and behavioural needs, and there will be those for whom an individualised system will be required.

Values and Aims of the policy:

At Moon's Moat Nursery & First School, we aim to provide a learning environment where children can grow in confidence and self-esteem; where they develop self-worth and the need to care for their own and others feelings and belongings; and where they become part of the whole school and wider community. We aim to encourage our children to acquire increasing independence in self-discipline, self-organisation and in learning. We believe that children learn what they live.

In order to do this, we believe that children need:

- To be loved
- To know what is expected of them
- To feel valued
- To experience success
- To develop self-awareness
- To understand their own and others' feelings
- To develop positive relationships

At Moon's Moat Nursery & First School, good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school.

Rules and expectations:

Our whole school rules are:

- 1. We work hard and do our best.**
- 2. We play in a safe and friendly way.**
- 3. We take care of our school.**

These rules inform our expectations of pupils, staff and visitors. We focus on educating our pupils so that they take responsibility for their own behaviour in a way which promotes our three rules. At the start of each Autumn term, a class set of rules, linked to our whole school rules are created with the children.

These rules should be displayed in the relevant classroom where they can be referred to when necessary. It is essential that they be worded positively rather than negatively, telling the children what to do rather than *not to do*.

It is vital that we make our school values and rules explicit by raising everyone's awareness, highlighting them at all times, in the classroom, in assemblies, during playtimes and lunchtimes, when arriving at and leaving school, and during extra-curricular provision.

Developing Positive Relationships:

We believe that developing positive, respectful relationships between all members of the school community is key to promoting good behaviour. Relationships education is embedded into our curriculum and modelled by all staff. Children are taught about what a healthy relationship is and how to deal with abusive (including child-on-child abuse) or unhealthy relationships (See also PSHE Policy/Anti-Bullying Policy/Safeguarding Policy/Child-on-child abuse Policy)

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships. Adults manage and influence behaviour; children are responsible for the choices they make.

At Moon's Moat Nursery & First School, we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- we meet and greet
- we give importance
- we follow up
- we teach routines
- we strip out the emotion
- we step our consequences
- we promote self-discipline

Working with parents and carers:

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. The 'pincer movement' between a dedicated teacher and a loving parent is very hard to escape. School will actively support parents in managing their child's behaviour in a consistent manner.

Positive reinforcement, responsibility and reward:

At Moon's Moat Nursery & First School, we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

We anchor good behaviour through a range of reinforcements such as;

- sincere and timely verbal praise
- positive recognition through class and school achievement awards, for example Learners of the Week awards in assemblies
- marking the moment
- stickers, certificates, stamps
- positive notes home
- positive phone calls home
- Dojo points from Year 1 – Year 4 which result in a small prize when 50 points are met in Key Stage 2 and 25 points in Key Stage 1. Points are then reset and the child begins to collect again. Dojo points will not be removed once earned.

Delivering consequences with dignity:

For the vast majority of our children, a gentle reminder of the whole school rules is all that is needed. Pupils who choose to continue to make poor behaviour choices must know that they are responsible for these.

Staff will make it clear to the child in what way they have not behaved appropriately and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. It is important that a child is not publicly shamed when they make inappropriate choices and restorative conversations are held as soon as possible.

Shouting is not used unless it is to gain quick attention in a dangerous situation.

Emotion Coaching

We are an Emotion Coaching School. Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience (Gottman, 1997).

Studies have found that Emotion Coached children:

- Achieve more academically in school
- Have fewer behavioural problems
- Are more emotionally stable
- Are more resilient

How does Emotion Coaching Work?

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

PACE: A Trauma-Informed Approach to Supporting Children and Young People

PACE was developed by Clinical Psychologist Dr Dan Hughes. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step by step process.

P - Playfulness

A - Acceptance

C - Curiosity

E - Empathy

Using PACE helps adults to slow down their reactions, stay calm and tune in to what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments, it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their responses.

At Moon's Moat Nursery & First School, adults deescalate skilfully.

Step one: Pre-emptive strategies

- A clear reminder about expectations, using visual cues
- Use of strategies to stop behaviour escalating such as redirection, refocussing, 'knowing look' or gentle hand on shoulder etc.

Step two: The warning

- A clear verbal warning directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to prove that they can make the right choice.

Step three: The Caution (second warning)

- A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.

Step Four: Thinking Time

- The child is directed to take a 3 minute timer (KS1) or a 5 minute timer (KS2), and move to an area in the classroom for thinking time.
- Staff should use their professional judgement to decide if it is felt necessary for the child to be escorted out of class for thinking time.
- Work should not be taken to thinking time - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the child returns to their seat and continues with their work. There is no further admonishment upon the child's entry back to their seat. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the child is not ready to return to their seat, the class teacher can arrange for the child to work in another class for the remainder of the session.
- This step is recorded by an adult in the classroom on the class tracking sheet which is ONLY completed at the end of each session so as not to negatively impact on learning and teaching in the classroom.
- Class tracking sheets will be reviewed regularly by members of the Senior Leadership Team.
- If the step above is unsuccessful, or if a child refuses to have thinking time, then a member of staff will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out, then support will be provided by a member of the Senior Leadership Team.

It is important to note that during this time the adult remains calm and follows the guidelines above.

As part of our restorative approach to behaviour management, the adult sending the child to time out will meet with the child as soon as is practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring. Following this, there may be consequences for inappropriate choices. The purpose of any consequence is to enable a child to learn from their actions using a restorative approach, re-regulate and be redirected back to their learning as soon as they are able.

Consequences include:

- a loss of some time at playtime or lunch (so that they are able to reflect on their behaviour with a member of staff)
- Natural consequence – e.g. tidying up if they have made a mess
- Loss of privileges (e.g. playing a specific game at playtime/lunchtime if their behaviour last time was unacceptable)
- catch-up of some work missed at playtime or at home
- a phone call home
- time spent with a member of the Senior Leadership Team

At lunchtime, consequences of behaviour which does not follow our whole school rules include:

- 5 mins standing with the lunchtime supervisor to discuss the behaviour and be reminded of expectations
- 5 mins sitting out to reflect on their behaviour and re-regulate if necessary
- Removal from a play activity if behaviour is dangerous or unkind
- Talk to the class teacher about their behaviour and strategies to improve this

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to thinking time'. Time will be given between assertive interventions for the child to readjust his/her behaviour. However, in rare instances of extreme crisis then staff can use their professional judgement to decide if it is reasonable, proportionate and in the child's best interest for an immediate exit from the classroom or other space in school.

For the vast majority of children, thinking time provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we behave in our school. They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

Pastoral support plans:

Pupils whose behaviour continues to be challenging/disruptive over a period of time should be (with their parent's agreement) placed on a Pastoral Support Plan and for there to be close liaison between home, school and any outside agencies. Their emotional and social development will be monitored. Strategies used to manage their behaviour will be discussed and agreed with the Headteacher, Senior Leadership Team, SENCO, class teacher/s, pupil and pupil's parents.

If it is considered that a pupil may need to be restrained due to their behaviour difficulties, then a Positive Handling discussion should be held and agreed with parents.

Staff may need to use restraint without a Positive Handling Plan in place if the situation arises where the safety of staff or children, or the good order of the school are at risk.

All incidents of Positive Handling are recorded in the Positive Handling folder which is kept in the Headteacher's office.

Major Behavioural Issues:

When a child is displaying inappropriate behaviours, we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; *Headteacher, Deputy Headteacher, Assistant Headteacher, Phase Leader, SENDCo, Class Teacher, Teaching Assistant*. At every stage we will also maintain close communication with parents and carers. These types of behaviours will be recorded on CPOMS.

That being said, there are some situations that will provoke a more severe response from school. If a child deliberately commits any of the following, they may be given an immediate Suspension or Permanent Exclusion at the Headteacher's discretion following a full investigation:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Suspensions may be either Internal where they will attend school but learn away from their class or an External Exclusion, which requires the pupil to undertake their learning off site. In the case of an external exclusion, this will be registered with the local authority. Following exclusion, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate.

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy, safe and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. It will be used to promote community cohesion.

Safeguarding / Child Protection

All staff and Governors have received appropriate safeguarding and child protection training (September 2025). All staff have read the following:

- Keeping Children Safe in Education 2025
- What to do if you're worried that a child is being abused
- Staff Code of Conduct
- Safeguarding and Child Protection Policy

Other related policies have been signposted such as Working Together to Safeguard Children, Anti-Bullying, Anti-Cyber Bullying Policy, Behaviour Policy, Critical Incidents, Health & Safety etc.

Staff working with children should maintain an attitude of '*it could happen here*' where safeguarding is concerned. If staff have any concerns about a child's welfare, they should act upon them immediately. They should follow the school's policy and procedures and speak with the Designated Safeguarding Lead (Miss Crawford) or one of the Deputy Safeguarding Leads (Mrs Kelly, Mrs Moorhouse or Mrs Lawrence). In the absence of these staff members, a member of the SLT should be contacted. All concerns should be acted upon and recorded on CPOMS.