



Behaviour and Relationships Policy

September 2025

Policy Leader:	Headteacher	Date:	September 2025
Approved by The Governing Body:	Resources Committee 7 th Oct 25	Review Date:	September 2026 (1 Year)

Introduction

The behaviour and wellbeing policy at Morecambe Bay Community Primary School is central to our vision and ethos. It runs through every element of school life and is reflected through positive relationships. This policy clearly outlines how we aim to create a safe and calm environment in which all children can learn and reach their full potential. This policy outlines our expectations, strategies, and procedures for promoting good behaviour and managing conduct that disrupts learning or wellbeing.

Principles – at Morecambe Bay we believe:

- All children deserve to attend a school where they feel safe and ready to learn.
- Relationships are key to supporting and developing children's behaviour.
- At our school we are proactive in teaching children/ young people what good behaviour in our learning environment is and how individuals can learn how to be successful learners. Our school Values are clear about the characteristics of successful learners.
- All behaviour is communication
- Positive reinforcement is more effective than punishment.
- All behaviour management must be fair, inclusive, and trauma informed.

Our Behaviour policy will work for a large majority of children. A small number of children may require personalised behaviour support plans, that are agreed between the child, classroom staff and SENDCO/ SLT. Further details about this is explored in the section 'Inclusion and SEND'

The 'Morecambe Bay Way'

Our behaviour policy is based on these key elements:



Relationships



Rules & Routines *understood by all*



High Expectations *for all pupils*



Consistency

The way we behave at Morecambe Bay is our mantra, we use it with the children, so they understand the way we do things here. It helps us to promote **consistency** across all areas of the school.

At Morecambe Bay Community Primary School, we have **three simple rules**:

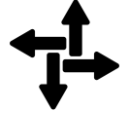
Respect			
Speak kindly to everyone No Shouting	Treat others like you would like to be treated 	Take care of the school building and everything in it 	No foul language

Ready to Learn			
Sit Smartly with everything you need 	Listen to who is talking 	Look at the teacher 	No interruptions

Safe			
Walk inside the building 	Keep hands and feet to yourself 	Everyone plays 	Learn in the classroom

To ensure that our school is a calm, orderly and purposeful environment for learning, we ensure that we practice all parts of our **routines**. These are displayed in classrooms and communal areas.

Routines			
Wonderful Walking	Legendary Lines	Hand Signal for 'STOP'	Tremendous Transitions

			
We walk through our school building in a calm and sensible way. We use an indoor voice if we are talking.	When we line up, we do so in a 'legendary line' We stand smartly, not touching each other and walk sensibly.	If an adult needs to stop us from doing something, they will raise their hand and signal 'Stop'	When we change from one place to another, we do so with a 'Tremendous Transition'

Practical steps in managing behaviour

Recognition and rewards for effort

At Morecambe Bay, we believe **'What you Praise gets repeated'** Pupils need praise like plants need water. All staff are encouraged to give specific, descriptive praise to children for making good choices e.g. *"Johnny, I have just spotted your wonderful walking – well done!"*

Alongside this, we use the following across the school:

- 'Purple Points' our whole school points system. Children are awarded Purple Points for making good behaviour choices. Once a child has reached 25 purple points = class prize and 50 purple points = Headteacher Prize
- Stickers
- Phone call home to parents to celebrate good choices
- Celebration Assembly – on a Friday, one child will be selected by their Class teacher for a 'Merit Award' which will recognise something specific that the child has done in that week. This will be shared on the weekly newsletter and a message sent home to parents.

We always **praise in public, reprimand in private.**

Dealing with Behaviour Incidents

1. Redirection/Reminder

Reminder referring to the three rules

2. Caution

Focus on what want them to do

3. Last Chance

30 second intervention (micro script)

4. Cool off

Short time away from the classroom

5. Repair/Restorative conversation

Agree consequences (if appropriate)

30 Second Intervention: Micro script	
1. I have noticed that you are....	Describe the behaviour
2. At Morecambe Bay we....	Refer to school rules
3. Because of that you need to....	Refer to action to support the behaviour
4. Do you remember last week/yesterday/this morning	Refer to previous positive behaviour(s)
5. This is what I need to see now	
6. Thank you for listening	<i>Further conversation if needed (professional judgement)</i>
Kayden, I have noticed that you keep shouting out during our lesson. At Morecambe Bay we are respectful and ready to learn. Because of that you need to focus and stop shouting out in this lesson. Do you remember this morning when you had a super Maths lesson? This is what I need to see now. Thank you for listening	

Supporting Children to Regulate

[Supporting-Children-to-Regulate.pdf](#)

We recognise the need to support children and young people when they become distressed and teach them how to manage these high levels of stress. Children will usually require an adult to co-regulate with them initially. This includes modelling how to respond to strong feelings. Suggested strategies can be found in the link/file above.

Behaviour Escalation Procedure

Behaviour Level		Intervention Person Responsible Actions Required	When?
Level 1	Expected Behaviours	Normal classroom behaviour management	
Level 2	Concerning Behaviours – <i>begin to take action</i>	Class teacher to • Speak to child and communicate concerns • Communicate concerns to parents/carers • Give child clear targets for improvement • Issue sanction if appropriate. • Log on CPOMs Phase Leader is aware – but not taking action	2 or 3 incidents in a week e.g. shouting out, being disrespectful, persistent low level.
Level 3	Persistent Behaviours – <i>not improving despite action at Level 2 being taken by class teacher</i>	Class teacher and Phase Leader • Speak to child and communicate concerns • Meet with parents/carers to relay concerns • Give child clear targets for improvement and timeframe • Explain that if no improvements are made, child will move to Level 4 • Issue sanction • Log on CPOMs Phase Leader to make Pupil Support Manager aware Phase Leader to monitor and review after 2 weeks	More than 4 incidents in a week
Level 4	Further Persistent Behaviours – <i>not improving despite action at Level 3 phase leader</i>	Pupil Support Manager May also include input from Assistant/Deputy Headteacher • Develop an 'Individual Behaviour Plan' for child which outlines the presenting issues, required improvements consequences and timescale • Meet with parents/carers to communicate Individual Behaviour Plan and also relay the concerns of being at 'Level 4' of the schools behaviour policy	Continued pattern of behaviours (more than 4 incidents a week)

		Log on CPOMs	
Level 5	'Redline' Behaviours – Serious Incident Unsafe Behaviour and/or Escalation from Level 4	Assistant/Deputy Headteacher Headteacher - Contact parents/ carers informing them of the situation. - Child is spoken to and consequence Agreed (loss of free time, Internal Exclusion, External Suspension, Fixed Term Exclusion) - Further support sought from external agencies as required (e.g. inclusion hub, IDST) - Log on CPOMS all actions	Serious incidents and continued pattern of behaviours (more than 4 incidents a week)

Roles and Responsibilities

At Morecambe Bay Community Primary School, we all have a part to play in ensuring that our school is a safe and purposeful learning environment.

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently following our expectations.

We expect **every adult** in school to:

- Meet and greet at the start of the school day *"Good Morning ____"; Great to see you today ____"*
- Refer to the three rules 'Ready to Learn, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions. *"Manage your emotions, don't let your emotions manage you"*
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Have a responsibility to ensure children are behaving in 'The Morecambe Bay Way' in and around school.
- Communicate with parents as and when required
- Teachers plan lessons that engage, challenge and meet the needs of all learners.

Phase leaders (EYFS/ Year 1/2, Year 3/4 and Year 5/6)

Phase leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Phase leaders will:

- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on behaviour discussions and supporting staff in conversations (reference to escalation procedures above)
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Offer support to members of their phase, ensuring staff training needs are identified and targeted.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.

- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Offer support and encouragement.
- Communicate with parents where appropriate and necessary.

Inclusion and SEND

Morecambe Bay is a truly inclusive school, and we recognise that some pupils may need additional support to make the right behaviour choices. To support these children, reasonable adjustments are made in line with the SEN Code of Practice and Equality Act 2010. Examples include:

- Individual behaviour plans
- Support from the SENCO or member of the pupil support team
- Use of sensory or calm spaces
- External agency involvement

Individual Behaviour Support Plans

An individual Behaviour Plan is a monitoring and intervention process that begins to track strategies and their effectiveness for the individual addressing their specific difficulties. The plan is created by the classroom staff who know the children best along with a member of the pupil support team (and shared with relevant parties). Regular meetings are scheduled to update details and assess strategy effectiveness.

Where these events involve harm to the child in question or other children, damage to property, a risk assessment will be conducted and implemented. External specialist support and advice will be sought and staff training provided if necessary.

Use of Reasonable Force

Staff at Morecambe Bay may use reasonable force to prevent pupils from hurting themselves or others, damaging property, or causing serious disruption. Reasonable force is always a last resort and must be proportionate to the circumstances. Staff are trained to use de-escalation strategies first. Any significant use of force must be recorded and reported to parents as soon as practicable, in line with statutory guidance. The school recognises its duty to safeguard pupils and staff and ensures that any use of force is lawful, necessary, and respectful of pupils' dignity, especially those with SEND.

Searching, Screening, and Confiscation

In accordance with DfE guidance, authorised staff at Morecambe Bay have the legal power to search pupils or their possessions without consent if they have reasonable grounds to suspect possession of prohibited items (e.g. weapons, drugs, stolen items). Searches will be conducted respectfully and safely, with consideration for pupils' privacy and wellbeing. Confiscated items may be retained, disposed of, or handed to the police if necessary. Parents will be informed of any significant searches or confiscations, particularly where safeguarding concerns arise.

Removal from Classrooms

Removal from the classroom will only be used when absolutely necessary, and primarily on the grounds of safety (for the pupil involved, their peers, or staff). It is a short-term intervention designed to de-escalate situations and maintain a calm, productive learning environment. Staff will always attempt de-escalation strategies first, using positive behaviour techniques and restorative approaches. Where removal is required, staff are trained to do so safely and respectfully (Team Teach). All incidents of removal will be recorded, monitored, and followed by appropriate support to help the pupil reintegrate successfully.

Suspensions and exclusions

If a child's behaviour is very difficult to manage and/ or poses a serious threat to the wellbeing of staff/ children or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child. Restorative sessions within school are sometimes an option, giving the child and a member of staff time to reflect, restore relationships and move forward.

Suspensions (fixed-term exclusions) and permanent exclusions are serious sanctions used only when other strategies have failed or in response to significant breaches of this behaviour policy. Only the headteacher has the authority to suspend or exclude a pupil. Decisions are made lawfully, fairly, and proportionately, with consideration of the pupil's age, needs, and circumstances. Parents are notified without delay, and the school works with the local authority to ensure continued education. Exclusions are monitored to ensure they are not discriminatory and are used only as a last resort.

Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort.

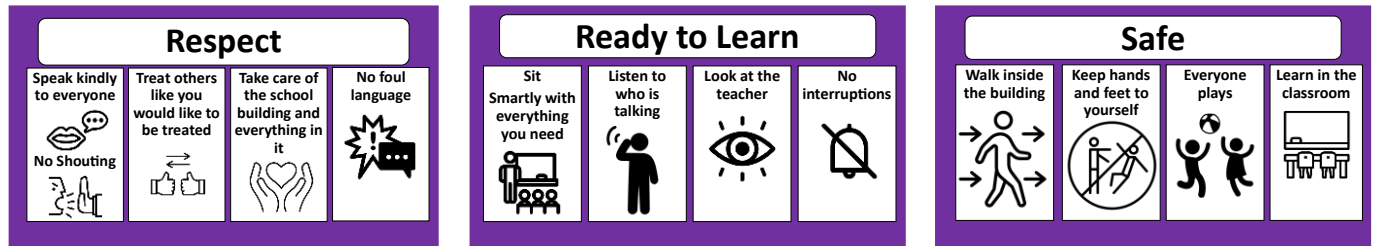
Bullying

Bullying is never tolerated and always acted upon. A separate policy exists to explore what the school does to support children and educate them over bullying issues. For further information please refer to the School Anti-Bullying Policy.

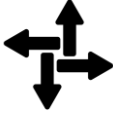
The way we behave at Morecambe Bay

At Morecambe Bay we are **HAPPY, KIND, RESPECTFUL, RESPONSIBLE, BRAVE** learners.

Our Three Rules



Routines

Wonderful Walking	Legendary Lines	Hand Signal for 'STOP'	Tremendous Transitions
			

Dealing with Behaviour Incidents

1. Redirection/Reminder
Reminder referring to the three rules

2. Caution
Focus on what want them to do

3. Last Chance
30 second intervention (micro script)

4. Cool off
Short time away from the classroom

5. Repair/Restorative conversation
Agree consequences (if appropriate)

30 Second Intervention: Micro script

- **'I have noticed that you are....'** (behaviour)
- **At Morecambe Bay we** (refer to school rules)
- **Because of that you need to....**(refer to action to support the behaviour)
- **Do you remember last week/yesterday/this morning** (refer to previous positive behaviour)
- **This is what I need to see now**
- **Thank you for listening**



Relationships



High Expectations for all pupils



Rules & Routines understood by all



Consistency

- **Meet, greet** and **correct** at the door as pupils enter/leave
- "Manage your emotions, don't let your emotions manage you"
- Crystal clear instructions. Specific 1/2/3
- Use less words

*Alone we can do so little,
together we can do so much*



- Specific, Descriptive Praise
- What you Praise gets repeated
- **Purple Points**
- Stickers, thumbs up, 'well done'