



MOORLAND PRIMARY SCHOOL BEHAVIOUR POLICY



CAMPFIRE
EDUCATION
T R U S T

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1. Behaviour Vision and ethos

At Moorland Primary School, we believe every child deserves to feel:

- Safe
- Valued
- Successful
- Included
- A true sense of belonging

We are committed to creating a calm, nurturing and ambitious environment where positive relationships, high expectations and consistency enable every child to thrive.

We recognise that behaviour is something that is taught, modelled and developed over time. Through clear routines, strong relationships, positive reinforcement and explicit teaching, we support children to become respectful, resilient and responsible members of our school community.

As part of Campfire Education Trust, we are committed to ensuring that all pupils, regardless of their background, need or starting point, can access a rich and meaningful education.

Whilst clear consequences remain important, our primary focus is on recognising, rewarding and reinforcing positive behaviour. We believe children are most likely to succeed when they experience success, feel connected to their school community and understand what positive behaviour looks like.

At Moorland every day is a fresh start.

2. Aims

This policy aims to:

- Create a calm, safe and inclusive environment where all children feel they belong.
- Teach and reinforce the behaviours, attitudes and values that enable children to be successful learners and positive citizens.
- Promote positive relationships, self-regulation and personal responsibility.
- Ensure consistent expectations and responses to behaviour across the school.
- Celebrate success and recognise positive behaviour.
- Protect every child's right to learn in a disruption-free environment.

3. Equality, inclusion and SEND

At Moorland Primary School, we are committed to ensuring equality of opportunity for all members of our school community. We value and celebrate diversity and will not tolerate discrimination on the grounds of race, religion or belief, gender, disability, sexual orientation, age or socio-economic background.

We recognise that behaviour does not occur in isolation and may be influenced by a range of factors, including special educational needs and disabilities (SEND), social, emotional and mental health needs (SEMH), communication difficulties, attachment needs, trauma, medical conditions and adverse childhood experiences.

Our approach to behaviour is therefore both inclusive and relational. We seek to understand the reasons behind behaviour whilst maintaining high expectations for all pupils. Staff will consider individual circumstances and make reasonable adjustments where appropriate to support pupils in meeting the school's expectations.

This may include adaptations to routines, additional pastoral support, behaviour support plans, regulation strategies or input from external professionals. Any adjustments made will seek to balance the needs of the individual pupil with the safety, wellbeing and learning of others.

Whilst we recognise that some pupils may require additional support, all children have the right to learn in a calm, safe and purposeful environment. Our aim is to ensure that every pupil feels successful, included and able to thrive both academically and socially.

We recognise the distinction between:

- Behaviour that is a choice.
- Behaviour that is a communication of need.

The school will always seek to understand the reasons behind behaviour whilst maintaining clear expectations.

In responding to behaviour involving a pupil with SEND or a disability, the school will have regard to its duties under the Equality Act 2010 and the Children and Families Act 2014. This includes the duty to make reasonable adjustments for disabled pupils, to use our best endeavours to meet pupils' SEND needs and, where a pupil has an Education, Health and Care Plan (EHCP), to secure the provision specified within that plan.

Where SEND may affect a pupil's behaviour, staff will consider whether the pupil was able to understand the rule or instruction, whether their SEND affected their ability to act differently at the time and whether reasonable adjustments are required to the school's response or sanction.

We will seek, as far as reasonably possible, to anticipate and remove known triggers for behaviour. This may include adaptations to routines or the environment, movement or regulation breaks, communication support, sensory adjustments, access to a trusted adult or regulation space, or other individual strategies.

Where patterns of behaviour suggest that a pupil may have previously unidentified or unmet SEND, the class teacher will work with the SENDCo and parents/carers to consider whether further assessment, support or external advice is required.

This brings across the strongest parts of the Trust template, including anticipatory adjustments and consideration of whether SEND affected the pupil's capacity to comply.

4. Behaviour principles

At Moorland Primary School, we believe that positive behaviour is fundamental to creating a safe, inclusive and successful learning environment. We recognise that behaviour is everyone's responsibility and that strong relationships are at the heart of an effective school community.

We believe that children thrive when expectations are clear, routines are consistent and adults respond in a calm and predictable manner. Through the explicit teaching of behaviour, positive reinforcement and high-quality relationships, we support children to develop the skills they need to become successful learners and positive citizens.

Our approach is underpinned by the belief that every child can succeed and that behaviour should be viewed as an opportunity for learning and growth. Positive behaviour should be recognised and celebrated, whilst behaviour that falls below expectations should be addressed through reflection, repair and appropriate support.

We are committed to ensuring that consequences are fair, proportionate and accompanied by opportunities for children to learn from their mistakes. Whilst we maintain high expectations for all pupils, we also recognise the importance of understanding individual circumstances and providing support where needed.

Above all, we believe that every child deserves the opportunity to start each day afresh. At Moorland, every day is a fresh start.

All adults are expected to model the behaviours, attitudes and values we wish to see in our pupils. This includes treating others with respect, building positive relationships, following school systems consistently, reinforcing expectations and recognising success frequently. By working together in this way, we create a culture where children feel safe, valued and able to achieve their full potential.

5. The Moorland STAR

The Moorland STAR provides the foundation of our behaviour curriculum.

All staff explicitly teach, model and reinforce the expectations below.

S – Sit up

Children demonstrate positive body language and show they are ready to learn.

Examples include:

- Sitting appropriately
- Showing they are ready to learn
- Having equipment ready

T – Track the speaker

Children actively listen and focus on the person speaking.

Examples include:

- Looking at the speaker
- Listening carefully
- Following instructions
- Avoiding distractions
- Responding appropriately

A – Active engagement

Children participate fully in learning.

Examples include:

- Contributing positively
- Trying their best
- Persevering when challenged
- Taking pride in their work
- Showing enthusiasm

R – Respect

Children show respect for:

- Themselves
- Others
- Property
- Learning
- The wider community

Respect is underpinned by our RESPECT values.

6. The Moorland RESPECT Values

Resilience

We keep going even when things become difficult.

Empathy

We show kindness, understanding and compassion.

Self-Awareness

We take responsibility for our actions and choices.

Passion

We show enthusiasm and pride in our learning.

Equity

We value and support differences.

Communication

We speak respectfully and listen carefully.

Teamwork

We work cooperatively and support others.

7. Behaviour curriculum

At Moorland Primary School, we recognise that positive behaviour must be explicitly taught in the same way as any other aspect of learning. We do not assume that all children automatically possess the skills, knowledge and understanding required to successfully navigate school life. Instead, we are committed to teaching, modelling and reinforcing the behaviours that enable children to thrive both academically and socially.

Through the Moorland STAR and our RESPECT values, pupils are taught what positive behaviour looks like and why it matters. This includes developing an understanding of school routines and expectations, social and communication skills, emotional regulation, conflict resolution, self-regulation strategies and positive problem-solving approaches.

Behaviour is taught and reinforced throughout the school day. Opportunities arise through assemblies, PSHE lessons, classroom discussions, daily routines, adult modelling, coaching conversations and restorative approaches. Staff use these opportunities to make expectations explicit and help children understand how their behaviour impacts both themselves and others.

Children are regularly supported to reflect on their choices, learn from mistakes and celebrate successes. By providing consistent opportunities to practise and develop positive behaviours, we aim to equip pupils with the skills, confidence and resilience needed to become successful learners and responsible members of society.

8. Behaviour expectations

At Moorland Primary School, we have high expectations of behaviour and conduct. We believe that clear and consistent expectations help children feel safe, secure and successful. Through the Moorland STAR and our RESPECT values, pupils are supported to understand what positive behaviour looks like and the important role they play in creating a positive school community.

All pupils are expected to demonstrate the Moorland STAR by being ready to learn, listening attentively, actively engaging in learning and showing respect towards themselves, others and their environment. This includes following adult instructions, treating others with kindness and empathy, taking responsibility for their choices and contributing positively to the life of the school.

Pupils are also expected to respect school property, move safely around the building and grounds, and conduct themselves in a manner that reflects the values of the school. We encourage children to take pride in their behaviour and understand the impact their actions have on those around them.

These expectations apply at all times when pupils are representing the school, including in classrooms, around the school site, during lunchtimes, on educational visits, at extra-curricular activities and, where appropriate, online. We expect pupils to demonstrate the same high standards of behaviour regardless of the setting.

By maintaining these expectations consistently, we create an environment where every child can feel safe, valued and able to achieve their full potential.

Behaviour outside school and online

Moorland Primary School may respond to behaviour that takes place outside the school premises where it is reasonable for the school to do so.

This may include behaviour when a pupil is:

- taking part in a school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; or
- otherwise identifiable as a pupil of Moorland Primary School.

The school may also respond to behaviour outside school where it:

- could have repercussions for the orderly running of the school;
- poses a threat or causes harm to another pupil, member of staff or member of the school community; or
- could adversely affect the school's reputation.

This includes **online behaviour**. The school may respond where online behaviour threatens or harms another pupil, impacts on the school environment or relationships within school, or involves a pupil who is identifiable as a member of Moorland.

Any response will be lawful, reasonable and proportionate. Safeguarding concerns arising from behaviour outside school or online will be managed in accordance with the Child Protection and Safeguarding Policy.

9. Positive behaviour recognition

At Moorland Primary School, we believe that positive behaviour should be recognised, celebrated and reinforced consistently. Children are far more likely to repeat behaviours that are noticed and valued, so our approach places a strong emphasis on recognising the attitudes, values and behaviours that contribute to a positive school community.

Staff actively look for opportunities to celebrate children who consistently demonstrate the Moorland STAR and our RESPECT values. Recognition is not reserved solely for exceptional achievement; we also celebrate effort, perseverance, improvement and the positive choices children make every day.

Green Trackit recognition is awarded when children consistently demonstrate the Moorland STAR and the RESPECT values in their learning, relationships and conduct around school.

Examples:

- Demonstrating the Moorland STAR throughout the school day.
- Showing the RESPECT values through learning, relationships and behaviour.
- Making positive choices, even when faced with challenge.
- Showing improvement through effort, resilience and responsibility.

Recognition takes many forms throughout the school day and may include verbal praise, positive feedback, Green Trackit recognition, positive communication with home, STAR certificates, Headteacher recognition and Celebration Assemblies. These recognitions also contribute towards rewards available through the Moorland Market.

The Moorland Market provides children with the opportunity to exchange their Green Trackit recognitions for agreed rewards. These may include stationery, reading privileges, extra playtime, lunch with a member of staff, special responsibilities, class privileges, Headteacher rewards or other incentives agreed by the school. The rewards available through the Moorland Market will be reviewed regularly to ensure they remain meaningful, motivating and appropriate for pupils of all ages.

Our aim is not simply to reward children, but to create a culture where positive behaviour is recognised frequently, celebrated genuinely and becomes the norm. By consistently reinforcing the behaviours we value most, we help children develop confidence, self-esteem, a sense of belonging and pride in contributing positively to our school community.

10. Celebration assemblies

Celebration Assemblies are an important part of life at Moorland and provide an opportunity to recognise achievement, effort and positive behaviour.

Each week, teachers nominate a STAR Learner from their class.

The STAR Learner award recognises a child who has consistently demonstrated the Moorland STAR expectations and embodied our RESPECT values throughout the week.

The purpose of Celebration Assembly is to ensure that success is visible, valued and celebrated by the whole school community.

11. Behaviour support and prevention

At Moorland Primary School, we believe that prevention is always more effective than intervention. The most successful behaviour support comes from creating a culture where children feel safe, valued and understood, and where expectations are clear and consistent.

Strong relationships sit at the heart of our approach. We recognise that children are most likely to succeed when they experience positive connections with adults, consistent routines, high-quality teaching and a calm, predictable environment. Through clear expectations, positive reinforcement and effective communication with families, we seek to create the conditions in which all children can thrive.

We recognise that behaviour is often a form of communication. When behaviour falls below expectations, staff will seek to understand the reasons behind it whilst maintaining high expectations and supporting children to make positive choices. Our approach focuses on curiosity rather than confrontation, helping children to understand the impact of their actions and develop strategies for future success.

Adults will always seek to de-escalate situations, preserve dignity and maintain positive relationships. Wherever possible, behaviour incidents will be viewed as opportunities for learning, with children supported to reflect on their choices, repair relationships and develop alternative ways of responding to challenges.

Through our behaviour curriculum and daily interactions, we aim to develop pupils' emotional literacy, self-regulation, resilience, problem-solving abilities, social communication skills and conflict resolution strategies. By explicitly teaching and reinforcing these skills, we support children to become confident, responsible and successful members of our school community.

12. Behaviour response system

At Moorland Primary School, the Trackit system provides a consistent approach to recognising positive behaviour, supporting children to make better choices and recording behaviour where appropriate. The system is designed to celebrate success, identify patterns, ensure consistency and provide graduated support when behaviour falls below expectations. (Appendix 2 for behaviour steps)

Professional judgement will always be used when determining the appropriate response. Staff will consider the severity of the behaviour, the age and stage of development of the pupil, any SEND or safeguarding considerations, previous incidents and the individual circumstances of the child. Reflection, repair and restorative conversations may take place at any stage.

Green – demonstrating the Moorland STAR (Expected behaviour)

Green represents the behaviours we want to see every day and forms the foundation of our behaviour culture. Children demonstrating the Moorland STAR and RESPECT values are recognised frequently through praise, Green Trackit recognition, Class Gems, STAR Assemblies and positive communication with home.

Examples include:

- Being ready to learn.
- Listening attentively.
- Engaging positively in learning.
- Showing kindness and empathy.
- Demonstrating resilience.
- Working cooperatively with others.
- Following school routines.
- Supporting others positively.

Orange – reminder (Unexpected behaviour - not yet demonstrating the Moorland STAR)

Orange represents low-level behaviours that can usually be corrected through calm adult intervention. Staff will use the language of the Moorland STAR to provide a reminder of expectations before explicitly re-teaching the behaviour they wish to see. Children are always given the opportunity to self-correct and experience success.

Examples may include:

- Calling out.
- Minor off-task behaviour.
- Poor listening.
- Distracting others.
- Minor disruption.
- Not following instructions promptly.

- Minor unkind behaviour.
- Inappropriate behaviour during transitions.

Yellow – reflection, reset and repair (Unexpected behaviour - continue not to demonstrate the Moorland STAR despite support)

If behaviour continues despite reminders and re-teaching, or where behaviour has a greater impact on learning or wellbeing, pupils may move to Yellow.

Wherever possible, a member of the Senior Leadership Team or Wellbeing Team will respond immediately to support the child. The purpose is to provide time to regulate, reflect and reset whilst ensuring learning continues with minimal disruption.

Children will complete their learning wherever possible. If work is not completed due to poor choices, refusal or time being wasted, they will be expected to complete the missed learning during their own time, such as at break, lunchtime or for a short period after school.

Where a pupil is required to spend part of break, lunchtime or time after school completing work or reflecting on behaviour, this may constitute a detention. Any detention will be reasonable and proportionate and staff will consider the pupil's individual circumstances, including SEND, medical needs and the opportunity to eat, drink and use the toilet.

Where an after-school detention is considered, Moorland will ensure that the arrangements are safe and reasonable, including consideration of the pupil's age, travel arrangements and any known family circumstances. Although parental consent is not legally required for a lawful detention, Moorland's usual practice for primary-aged pupils is to communicate with parents/carers and agree arrangements where a pupil is to remain after the normal end of the school day.

Examples may include:

- Repeated Orange behaviours.
- Persistent disruption.
- Refusal to follow reasonable instructions.
- Repeated unsafe behaviour.
- Deliberate disruption to learning.
- Repeated unkind behaviour.
- Behaviour significantly affecting others.

Following reflection, children will receive support to repair relationships and return successfully to learning. Every day is a fresh start.

Removal from the classroom

A brief move from a classroom or learning space to support regulation, de-escalation or a successful reset is not necessarily the same as formal disciplinary removal.

Where removal from the classroom is used as a serious disciplinary response, it will only be used where necessary and for a limited period. Pupils will be supervised appropriately and will continue to receive meaningful education wherever practicable.

Removal will not be used as a substitute for appropriate SEND, pastoral or safeguarding support. Where a pupil is repeatedly removed from lessons, leaders will review the reasons for this and consider whether additional support, reasonable adjustments or intervention are required.

Parents/carers will be informed where formal removal is used, in accordance with school procedures.

Red – significant behaviour (Unexpected behaviour - serious breach of the Moorland STAR)

Red represents behaviour that presents a significant risk to safety, wellbeing or learning and requires immediate involvement from senior leaders.

Examples may include:

- Physical aggression.
- Violence towards pupils or adults.
- Serious discriminatory behaviour.
- Bullying.
- Deliberate damage to property.
- Dangerous behaviour.
- Absconding from supervision.
- Serious defiance.
- Behaviour placing self or others at risk.

The priority will always be to deescalate behaviours and prevent escalation (Appendix 3 – de-escalation script examples). However, if a child reaches red level behaviours, the will always be proportionate and may include internal suspension, suspension or, in exceptional circumstances, permanent exclusion. Where suspension is being considered, the school will follow the Moorland Suspension Roadmap (Appendix 1). Professional judgement will always be applied, meaning the school may move directly to a more serious response where the severity of the incident warrants this.

Following any suspension, the school will review the support available to the child. This may include implementing or reviewing an Individual Behaviour Support Plan, Risk Assessment, Alternative Provision or additional support from external agencies. A reintegration meeting will take place with parents/carers to ensure appropriate adjustments are in place and to support a successful return to school.

13. Restorative practice, reflection and repair

Moorland Primary School is committed to restorative approaches.

We believe that mistakes should be viewed as opportunities for learning and growth. When behaviour falls below expectations, staff will support children to understand the impact of their actions and repair relationships wherever possible.

Restorative conversations help children:

- Understand the consequences of their actions.
- Develop empathy.
- Take responsibility.

- Learn from mistakes.
- Restore relationships.
- Reintegrate successfully into the school community.

Staff may use restorative questions such as:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected?
- How have they been affected?
- What can we do to put things right?
- What will you do differently next time?

The purpose of restorative practice is not to remove accountability but to strengthen it.

14. Behaviour support and inclusion

At Moorland Primary School, we recognise that some pupils require additional support to successfully engage with school life and meet our behavioural expectations. Our approach is rooted in early identification, graduated support and a commitment to understanding the underlying reasons for behaviour. We believe that, with the right strategies and support, every child can make positive progress.

Support will always be proportionate to need and tailored to the individual pupil. Decisions will be informed by ongoing assessment, professional judgement and, where appropriate, advice from parents, carers and external professionals. Our aim is to remove barriers to learning whilst maintaining high expectations and ensuring that all pupils are able to learn in a safe and purposeful environment.

Where additional support is required, this may include:

- Individual Behaviour Support Plans.
- Regulation Plans.
- Risk Assessments.
- Targeted pastoral support.
- Early Help.
- SEND support and reasonable adjustments.
- Educational Psychology involvement.
- Alternative Provision.
- Family support.
- Multi-agency working.

The school will work closely with parents, carers and external agencies to ensure support is coordinated, consistent and effective. We recognise that the best outcomes are achieved when everyone works together with a shared understanding of a child's strengths, needs and aspirations.

Where a Behaviour Support Plan is implemented, it will clearly identify the pupil's strengths, known triggers, agreed strategies, reasonable adjustments, desired outcomes and review arrangements. Plans will be reviewed regularly to ensure they remain responsive to the child's needs and support successful engagement in learning.

15. Bullying

Moorland Primary School does not tolerate bullying. Bullying is behaviour that is deliberately hurtful, repeated over time and involves an imbalance of power, although we recognise that serious one-off incidents may still require a significant behaviour and/or safeguarding response.

Bullying may be physical, verbal, emotional, discriminatory, sexual or online and may include prejudice-related bullying linked to race, religion or belief, sex, disability, sexual orientation or other characteristics.

Pupils, parents/carers and staff are encouraged to report concerns about bullying as soon as possible. Reports will be taken seriously, investigated appropriately and recorded so that patterns can be identified.

Where bullying is substantiated, the school's behaviour response will be applied proportionately alongside appropriate restorative, pastoral and safeguarding support. We will consider the needs of both the pupil who has experienced bullying and the pupil displaying the behaviour.

Moorland will also respond to bullying that takes place online or outside school where it affects pupils' safety, wellbeing or ability to participate successfully in school.

Bullying is prevented proactively through our behaviour curriculum, Moorland STAR and RESPECT values, PSHE, relationships education, assemblies, online-safety education and the explicit teaching of respectful relationships.

Further information can be found in the school's Child Protection and Safeguarding Policy.

16. Searching, screening and confiscation

Moorland Primary School will conduct any searching, screening and confiscation in accordance with the Department for Education's current *Searching, Screening and Confiscation* guidance.

The law identifies certain prohibited items for which authorised members of staff have specific search powers. These include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers and vaping products where covered by the relevant search powers;
- fireworks;
- pornographic images; and
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person.

Moorland's school rules also prohibit pupils from retaining other specified items during the school day, including mobile phones and smartwatches, in accordance with our Mobile Phone Policy. The legal powers available to search for an item prohibited under school rules are not necessarily the same as those applying to statutory prohibited items.

Searches will only be undertaken by the Headteacher or a member of staff authorised by the Headteacher and will be conducted lawfully, sensitively and with regard to the pupil's dignity, safeguarding needs, SEND and any other relevant vulnerabilities.

Where a search is not urgent, staff will consider whether advice should first be sought from the Headteacher, DSL or another appropriate senior member of staff. Where possible, searches will take place away from other pupils.

Searches of pupils will follow the requirements relating to the sex of the person conducting the search and the presence of a witness, except in the limited urgent circumstances permitted by law.

Reasonable force will never be used simply to search for an item that is prohibited only under Moorland's school rules.

Searches for prohibited items will be recorded in accordance with school procedures. The DSL will be informed without delay where a search reveals, or the circumstances surrounding it suggest, a safeguarding risk.

Parents/carers will be informed of searches for prohibited items as required by the DfE guidance and of any significant action subsequently taken.

Any item confiscated will be retained, returned, disposed of or passed to the police as appropriate and in accordance with statutory guidance.

School staff will not conduct strip searches. Only the police have the power to undertake a strip search and the school will follow the specific safeguarding requirements within DfE guidance if police involvement is being considered.

17. Positive handling and use of reasonable force

At Moorland Primary School, we are committed to creating a calm, safe and inclusive environment where restrictive interventions are rarely required. Our approach is rooted in prevention, with a strong emphasis on building positive relationships, understanding behaviour, teaching self-regulation and using effective de-escalation strategies to reduce the likelihood of incidents occurring.

Restrictive interventions, including the use of reasonable force, will only ever be used as a last resort when it is necessary to prevent immediate harm and when all appropriate preventative strategies have either been unsuccessful or are not appropriate in the circumstances.

Reasonable force may be used where it is necessary to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent serious damage to property.
- Prevent a pupil from committing a criminal offence.
- Prevent serious disorder where there is a significant risk to the safety or wellbeing of others.

Any restrictive intervention will always be:

- Necessary, reasonable and proportionate to the level of risk presented.
- The least restrictive option available.

- Used for the shortest possible time.
- Ended as soon as the risk has reduced.
- Never used as a form of punishment.

Seclusion

Seclusion is a restrictive intervention in which a pupil is confined in a space away from others and prevented from leaving. It will only be used as a safety measure where this is necessary to prevent harm and will never be used as a punishment or disciplinary sanction.

Where seclusion is used:

- the pupil will be in a safe and appropriate space;
- they will be appropriately supervised;
- the intervention will last for no longer than is necessary;
- the pupil will be allowed to leave as soon as the immediate risk has reduced; and
- the incident will be recorded and reported in accordance with statutory requirements.

Moorland does not use planned seclusion as part of its routine behaviour system.

Following any significant restrictive intervention, the school will:

- Record the incident as soon as practicable and always on the same day.
- Inform parents or carers in writing as soon as practicable and no later than the same day.
- Review the incident to identify any learning, preventative strategies or further support required.
- Consider whether additional measures are required, such as a review of the pupil's Behaviour Support Plan, Risk Assessment, SEND provision, EHCP or Alternative Provision.

The school will monitor all significant incidents involving restrictive interventions to identify patterns, inform staff training and ensure practice remains lawful, proportionate and focused on prevention. Governors will receive appropriate oversight of this information as part of the school's behaviour and safeguarding monitoring arrangements.

The school follows the latest Department for Education guidance on Restrictive Interventions, Including the Use of Reasonable Force, and ensures that all practice reflects current statutory expectations.

18. Suspensions and permanent exclusion

Moorland Primary School is committed to inclusion and will always seek to support pupils to remain successfully engaged in education wherever possible. However, there may be occasions when a suspension or permanent exclusion is necessary to protect the safety, wellbeing and education of others.

Any decision to suspend or permanently exclude a pupil will be lawful, reasonable, fair and proportionate.

The Headteacher will consider:

- The severity of the incident.
- The pupil's age and stage of development.
- Previous behaviour history.
- SEND needs and reasonable adjustments.
- The impact on the safety, welfare and education of others.
- The support and interventions already provided.

The school will follow current Department for Education guidance relating to suspensions and permanent exclusions.

A suspension may be considered where:

- There has been a serious breach of the Behaviour Policy.
- There have been repeated breaches of the Behaviour Policy.
- A pupil's continued presence would significantly disrupt the education of others.
- A pupil's continued presence would present a risk to the safety and wellbeing of others.

Permanent exclusion is a serious decision and will only be used as a last resort. A decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision will be taken by the Headteacher in accordance with the current statutory DfE guidance. In reaching a decision, the Headteacher will consider all relevant evidence and circumstances, including the pupil's SEND, any reasonable adjustments, safeguarding information and whether appropriate support has been provided.

The school will ensure that exclusion is not used unlawfully, including because a pupil has SEND or a disability that the school believes it is unable to meet.

The school recognises that suspension alone does not change behaviour. Where a suspension occurs, it will form part of a wider support and reintegration process.

Where appropriate, this may include:

- Reintegration meetings.
- Behaviour support plans.
- Risk assessments.
- Multi-agency involvement.
- SEND reviews.
- Alternative provision.
- Additional pastoral support.

19. Managed moves and alternative provision

Where appropriate, the school may consider alternative arrangements to support a pupil's successful engagement in education.

This may include:

- Alternative Provision placements.
- Outreach support.
- Managed moves.
- Dual registration arrangements.
- Bespoke support packages.

Any use of alternative provision, off-site direction or a managed move will be undertaken in accordance with the relevant statutory guidance.

A managed move will only take place with the agreement of all parties, including parents/carers, and will be used where it is in the pupil's best interests. It will not be used as an informal or unofficial exclusion.

Alternative provision will not be used simply as a behaviour sanction. Where alternative provision is commissioned, Moorland will remain appropriately involved in monitoring the pupil's education, safeguarding, attendance, progress and suitability of the placement.

Where a pupil has SEND or an EHCP, the school will consider its SEND duties and involve the SENDCo and local authority where appropriate. The purpose of these arrangements is to improve outcomes and secure long-term success for the pupil.

20. Child-on-Child Abuse

Moorland Primary School recognises that children can abuse other children.

Child-on-child abuse may include:

- Physical abuse.
- Emotional abuse.
- Bullying.
- Sexual violence.
- Sexual harassment.
- Online abuse.
- Discriminatory behaviour.
- Harmful sexual behaviour.

The school adopts a zero-tolerance approach to all forms of abuse.

Incidents will be:

- Taken seriously.
- Investigated thoroughly.
- Recorded appropriately.
- Responded to proportionately.
- Managed in accordance with safeguarding procedures.

Victims will always be supported and protected.

All staff are expected to remain vigilant and report concerns immediately in line with safeguarding procedures.

21. Roles and responsibilities

Governing Body

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy.
- Monitoring behaviour, suspensions and exclusions.
- Ensuring statutory responsibilities are met.
- Supporting leaders to maintain high standards of behaviour.

Executive Headteacher/Headteacher

The Headteacher is responsible for:

- Implementing the Behaviour Policy.
- Promoting consistency across the school.
- Monitoring behaviour trends.
- Ensuring staff receive appropriate training.
- Making decisions regarding suspension and exclusion.
- Ensuring pupils receive appropriate support.

Senior Leaders

Senior leaders are responsible for:

- Supporting staff with behaviour management.
- Monitoring behaviour systems.
- Leading interventions and support plans.
- Working with families and external agencies.
- Ensuring consistency of implementation.

Staff

All staff are responsible for:

- Modelling the Moorland STAR.
- Teaching behaviour explicitly.
- Building positive relationships.
- Following school systems consistently.
- Recognising positive behaviour.
- Recording incidents appropriately.
- Supporting reflection and repair.

Parents and carers

Parents and carers are expected to:

- Support the school's Behaviour Policy.
- Work in partnership with staff.
- Promote positive behaviour.

- Attend meetings where required.
- Communicate concerns respectfully and constructively.
- Behave in line with our Parent Code of Conduct

Pupils

Pupils are expected to:

- Demonstrate the Moorland STAR.
- Follow adult instructions.
- Treat others with respect.
- Take responsibility for their behaviour.
- Engage positively in learning.
- Contribute positively to the school community.

22. Staff induction and training

All staff will receive an induction into Moorland's behaviour culture and systems so that expectations are understood and implemented consistently.

This will include the Moorland STAR and RESPECT values, routines, recognition and behaviour responses, de-escalation and restorative approaches, safeguarding implications of changes in behaviour, and the impact of SEND and SEMH needs on behaviour.

Staff whose roles may involve restrictive interventions will receive appropriate training relevant to their responsibilities. Training will emphasise prevention and de-escalation and will not replace the requirement for any use of reasonable force to be necessary, reasonable and proportionate in the individual circumstances.

Behaviour will form part of ongoing professional development and coaching, with additional support provided where monitoring identifies a need.

23. Pupil induction and transition

Moorland explicitly teaches its behaviour culture rather than assuming pupils already understand it.

All pupils will be supported to understand the Moorland STAR, RESPECT values, school routines, recognition systems and responses to behaviour at the beginning of each academic year and these will be revisited throughout the year.

Pupils joining Moorland during the school year will receive appropriate induction into the school's behaviour expectations and routines.

When pupils move between classes, year groups or settings, relevant information about behaviour, SEND, safeguarding, successful strategies and reasonable adjustments will be shared appropriately to support continuity.

Pupils who may find transition particularly difficult will receive additional personalised support where required.

24. Monitoring and evaluation

The effectiveness of this policy will be monitored through:

- Trackit data.
- Attendance data.
- Suspension and exclusion data.
- CPOMs records.
- Pupil voice.
- Parent feedback.
- Staff feedback.
- Learning walks and monitoring activities.

Behaviour data will be analysed regularly to identify patterns, trends and any disproportionality. Analysis will consider, where appropriate:

- year group and age;
- SEND;
- disadvantage;
- protected characteristics;
- pupils who are looked-after or previously looked-after;
- frequency and type of incidents;
- time, location and context of incidents;
- suspensions and permanent exclusions;
- use of removal from classrooms;
- searching and confiscation; and
- restrictive interventions.

Leaders will consider whether particular pupils or groups are disproportionately represented and whether this indicates a need to review teaching, provision, reasonable adjustments, staff practice or the implementation of this policy.

The Governing Body will receive appropriate information to enable it to fulfil its oversight responsibilities while maintaining pupil confidentiality.

25. Legislative framework

This policy has been developed with regard to current legislation and statutory/non-statutory guidance, including:

- Education and Inspections Act 2006
- Education Act 1996
- Equality Act 2010
- Children and Families Act 2014
- Behaviour in Schools: Advice for Headteachers and School Staff – Department for Education, February 2024
- Keeping Children Safe in Education 2026
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement – statutory guidance effective 26 July 2026
- Searching, Screening and Confiscation: Advice for Schools
- Restrictive Interventions, including the Use of Reasonable Force, in Schools – effective from 1 April 2026

- Mobile Phones in Schools – current DfE guidance
- SEND Code of Practice: 0–25 Years
- Supporting Pupils at School with Medical Conditions

This policy should also be read alongside Moorland Primary School's Child Protection and Safeguarding Policy, SEND Policy, Anti-Bullying Policy/Strategy, Online Safety Policy, Mobile Phone Policy and relevant Trust policies.



MOORLAND PRIMARY SCHOOL BEHAVIOUR SUPPORT AND CONSEQUENCES PATHWAY

Every day is a fresh start. Every child, every day. ♥

Our aim:
To support,
not exclude.
To understand,
not just
sanction.
♥



Our commitment: To keep every child safe, supported and successful through high expectations, strong relationships and consistent, fair and restorative practice.



OUR FOCUS IS ALWAYS ON:



MOORLAND PRIMARY SCHOOL

BEHAVIOUR AT A GLANCE

Every day is a fresh start

Our aim:
To keep every child
safe, happy and
ready to learn.



THE MOORLAND STAR

This is how we behave every day



SIT UP

Ready to learn



TRACK THE SPEAKER

Listen carefully



ACTIVE ENGAGEMENT

Do your best



RESPECT

Be kind and look after each other

Show the STAR and you will shine!

WE RECOGNISE POSITIVE BEHAVIOUR

When children show the STAR we:



Praise and encourage



Give Green Trackits



Send positive messages home



Celebrate in assembly



Earn rewards in the Moorland Market

Good choices are noticed and celebrated!

EVERY DAY IS A FRESH START

If behaviour slips, we follow these steps:



We give clear reminders



We help children to reflect
and make better choices



We repair and move on



Everyone starts fresh
every new day

We are here to help every
child succeed

WHEN BEHAVIOUR SLIPS – WHAT HAPPENS?

We always help children to make the right choice

1

REMINDER

A calm reminder
of the STAR
expectations



"Remember to
show the STAR"

Chance to
put it right

2

REMINDER

A second reminder
and more support
to make a better choice



"Let's get back
to the right choice"

Final chance
to turn it around

3

REFLECTION

Time to think,
calm down and reset
(with support from an adult)



"Time to reflect
so you can get back
to learning"

Work will be
completed if missed

4

SERIOUS BEHAVIOUR

For serious or unsafe
behaviour



Senior leaders will help
and contact parents

This may include:

- Time away from class
- Support plan
- Suspension (in serious cases)



AFTER EVERY STEP: We talk • We support • We repair • We move on

Our goal is to help every child make better choices



WORKING TOGETHER

Great behaviour happens when
school and home work together.

If you have any concerns,
please talk to us – we are here to help.



SAFE • RESPECTFUL • READY TO LEARN

Together we help every child
be the best they can be



Appendix 3 De-escalation vocabulary examples

Pupil's name

I can see something has happened (or name the behavior)/I'm wondering if... (e.g. I can see you are crying, I am wondering if you are upset.)

I'm here to help

When you are ready to talk, I am here to listen

I know you are ready when...

You can ... or complete the work in your free time (2 choices)

You can listen from there.

I like the way you...

I am wondering ...

I am worried that...

Appendix 4 Examples of unexpected behaviours

Low Level Behaviours	• Not listening • Answering back/ calling out • Distracting others • Showing disrespect to people's property but not damage, e.g. treading on bag • Pushing/ barging others (e.g.: in line) • Whistling/ making inappropriate noises • Rocking on chair • Lateness coming in to class from break	Possible Sanctions: Warning 1 and 2
Escalating Behaviours	• Refusing to attempt work • Refusing to carry out instructions • Rudeness / Mimicking • Personal insults including those commenting on: • race, religion, gender, social background or ability • Taking things that belong to others • Drawing on property • Throwing books or equipment • Leaving the classroom or playground without permission • Spitting • Climbing on furniture • Shouting at random • Sitting under furniture, hiding in toilets	Possible sanctions: Warning 2 Out of the classroom to reset Timer implemented and time accrued is paid back during or after school in order to start the next day positively. This would be discussed with parents on an individual level. Parental consent will always be required
Serious Behaviours	• Being in possession of prohibited items • Fighting / Physical violence • Swearing or offensive language • Damaging property intentionally • Throwing books or equipment at others • Stealing • Confrontational behaviour • Verbal threats to children or staff	Possible sanctions: Positive Intervention Plan Exclusion Reduced timetable Confiscation of item(s) causing distress

	• Premeditated physical violence • Disconnection through 'blind rage' • Any persistent comments on: • race, religion, gender, social background or ability • Bullying / Harassment • Non-criminal poor behaviour and bullying that occurs off the school site and is witnessed by a member of staff or reported to the school • Using a mobile phone or other property, on school premises, to cause distress to others	
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Appendix 5 Emergency Behaviour Procedure

By law we are allowed to use reasonable force if a child is putting themselves or others directly at risk. Our policy on positive intervention/positive handling complies with DFE guidance -

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

If a child is demonstrating dangerous behaviours, the following procedure should be followed:

5. Say to the child "You are not being safe so you need to go to the reset/Blossom room."
6. Contact a member of the Senior Leadership Team if they are refusing
7. If the child refuses, say to the child "You need to take yourself or we will help you."
8. SLT to escort the child safely from the classroom.

A child who is presenting as angry or severely distressed but not endangering the safety of others **should not** be approached/interacted with until they are calm. They should be reassured an adult is there to keep them and others safe and will be ready to listen when they are ready to talk.

If a child breaches the school boundary, the following procedure should be followed:

3. Say "STOP!" and keep a visual.
4. Call the Police.

DO NOT follow/chase the child as this may result in them running further away or into the path of a vehicle.