

Moorland Primary School



BEHAVIOUR POLICY

Approved by:	Angela Garner - Headteacher Janice Parker – Chair of Governors	Date: November 2025
Next review due by:	November 2026	



Aims and expectations

The primary aim of our behaviour policy is to promote good behaviour that allows all pupils to learn and that everyone at Moorland feels that they belong, will be listened to and will be treated fairly at all times. We acknowledge that there is a wide spectrum of support offered at Moorland and we have a consistent and equitable approach in order to reflect the emotional needs of our pupils. We maintain clear expectations for all our pupils and any alterations in how we respond to behaviour is put in place to reflect the needs of individuals. Paramount to this, we always consider the wellbeing and safety of the other pupils and staff at school alongside the individual adaptations to ensure that we have a safe environment for everyone. Our intention is to meet the needs of every pupil and to promote a restorative but appropriate response to any negative behaviour.

We treat all pupils equally, and this policy is driven by the same principles as our Inclusion policy. We will always take into account a pupil's behaviour regarding any special educational need or circumstances. Our consistently high expectations of pupils' behaviour also apply to all before and after-school activities, educational visits and where appropriate, within the community outside the school.

Behaviour expectations are clearly defined by all members of staff within the school and these are revisited regularly; both to celebrate positive behaviour and to reflect on poor behaviour choices.

Rewards and Sanctions

We praise pupils frequently for positive behaviour choices through rewards and incentives, including recognition of good behaviour in our weekly celebration assembly, a visit to see SLT for rewards and an invitation to our bespoke after school wellbeing clubs. We are passionate in supporting pupils to develop their understanding so that they are able to regulate their own emotions and behaviour. We are committed to ensuring that pupils learn and understand that they are accountable for their own behaviours, therefore, our behaviour curriculum is focused on positive behaviours. Equally, all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Negative behaviours are categorised by their nature and the response required. While it is not possible to legislate for all situations, any behaviour that puts the health, safety or learning of themselves or other pupils at risk is considered significant and will be responded to accordingly.

A graduated response is applied to negative behaviour choices and sanctions can be adjusted as required to meet the needs of pupils with SEND or additional needs.

Suspensions and permanent exclusions can be used in response to serious incidents or persistent poor behaviour which has not improved despite in-school support and interventions. (see suspensions and Exclusions policy)

Trackit Lights

Trackit Lights is a permanent feature on the interactive whiteboard in every classroom. It's an engaging, motivational behaviour management tool that allows all staff to quickly log positive and negative behaviour and motivate pupils. Pupils are given points when they demonstrate specific behaviours (see Appendix A).

Whilst Trackit Lights is set up to recognise and celebrate positive behaviour choices, it also provides absolute clarity on the consequences of negative behaviour. This is used consistently by all members of staff in school.

Level 1 behaviours	Level 2 behaviours	Level 3 behaviours	Level 4 behaviours
Orange Trackit Light	Yellow Trackit Light	Yellow Trackit Light	Red Trackit Light
Leaving the classroom	Repeated refusal to follow instruction	Threatening staff or other pupils	Absconding from school
Refusal to follow instruction	Repeated disruption to learning	Persistent inappropriate language	Violence on staff or other pupils
Disruption to learning	Play fighting	Persistent negative behaviour	Damage to property
Disrespectful behaviour towards staff or other pupils	Use of inappropriate language	Aggressive behaviour	Dangerous behaviour
			Repeated 'yellow' behaviours

An escalation to red/ Level 4 behaviours will almost always result in a suspension, unless there are mitigating circumstances (such as a pupil with an EHCP where specific behaviours are a consequence of their additional need)

Suspensions are sometimes held on site in school, with a member of staff or, if appropriate, a parent/ carer supervising the completion of work through the day.

Yellow behaviours will almost always result in a lunchtime detention with a member of SLT.

Monitoring

Behaviour incidents are logged on My Concern through Trackit Lights. All members of the school community – teachers, teaching assistants, midday supervisors and other non-teaching staff - are responsible for monitoring this policy and evaluating the effectiveness of our sanctions. There are regular conversations between parents/carers and staff to reflect on behaviour at school, both positive and negative, as required. Whole school behaviour summaries are shared in the weekly celebration assembly, where the number of green behaviours is recognised and oranges and yellow

behaviours addressed. Parents download the Trackit Light app to ensure they are up-to-date with the individual behaviour rewards or sanctions of their own children throughout each day.

Positive handling

Classroom staff are trained in positive handling in order to support behaviour management. Individual positive handling plans put in place as required. These are shared with parents and classroom staff. There are occasions when a pupil needs to be removed from the classroom in order to keep the other pupils safe or to offer a space to calm down or to be taught in a managed environment. Pupils are reintroduced to the classroom when they are calm and understand what is expected from them.

Responding to specific issues

- Child on child sexual harassment

Through the PSHE and RSE curriculum, pupils are taught more about acceptable and unacceptable behaviour such as not tolerating other people making comments about their body, touching without consent and making inappropriate jokes.

To raise awareness of this, age appropriate posters are displayed throughout the school.

- Behaviour incidents online

We work hard to ensure that pupils and parents are made aware of and supported in recognising and dealing with online incidents.

Our local PCSO and a specialist safeguarding consultant, alongside the safe guarding team, offer regular updates and information sessions for pupils and parents.

- Mobile phone use

At Moorland, only year 6 pupils have permission to bring mobile devices into school (see “**walk to school**” policy). However, on arrival, they must turn their device off and hand it to a teacher to lock away for the day. It will then be returned at home time.

- Suspected criminal activity

During their PSHE lessons, pupils are made aware of the legal age of criminal responsibility. In our collaboration with the local PSCO, we support the children to understand the importance of making the correct choices in the eyes of the law.

The role of staff

Staff are aware that they are accountable for all pupils in the school. As a school community we are committed to ensuring our RESPECT values are upheld at all times. We encourage children to do so outside the school too.

All staff have the highest of expectations of our pupils in terms of their behaviour.

All staff consistently treat pupils fairly and with a positive approach to behaviour, following our RESPECT values. They implement the rewards and sanctions outlined in this behaviour policy to ensure that pupils are rewarded and their efforts and achievements celebrated.

The role of the Head Teacher

It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school. The overall responsibility for the health, safety and welfare of all our pupils in school is with the Head teacher.

The Head teacher supports staff by setting the standards of behaviour and implementing the behaviour policy within school. The Head teacher and deputy also monitor Trackit lights behaviour records and respond to reported serious incidents of misbehaviour.

The Head teacher is also responsible for giving fixed- term exclusions to individuals for serious acts of misbehaviour that put the health or safety of the pupil or any other pupils or staff at our school, at risk. For repeated or severe acts of dangerous and/or anti-social behaviour, the Head teacher may permanently exclude a child. (See **Suspension and Exclusion policy**)

The role of parents

Our Behaviour Policy is available to parents, and we ask parents to sign a Home-School agreement when they start the school. We value our partnership with parents and the regular informal conversations that we have with them. We pride ourselves in building a strong and honest relationship with parents and all staff are encouraged to celebrate achievements or share concerns that they may have.

Our school values are stated on school website and we hope that parents will support us fully in all aspects of school life. If parents have concerns, they should speak to the class teacher in the first instance, and if the matter cannot be resolved, they should speak to a member of the senior leadership team and then the Headteacher. The wellbeing team are also available.

The role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines. The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Bullying

Bullying is when someone repeatedly and on purpose behaves in a way which is or is perceived to be hurtful or intimidating towards another person. This can be both face to face or via electronic media devices. We use the acronym STOP to represent the definition of bullying with our pupils.

Several

Times

On

Purpose

We have a separate Anti-bullying strategy which states incidents are recorded on Myconcern.

Campfire Education Trust Behaviour Principles:

- All Campfire Schools promotes inclusivity, diversity and equity.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination, harassment and victimisation of any sort.
- Staff and volunteers set an excellent example to pupils at all times.

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- Pupils are helped to take responsibility for their actions and build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Families and carers are involved in the handling of certain behaviour incidents to foster good relationships between the school and pupils' home life— together, we seek advice from appropriate outside agencies wherever necessary.
- Our provision and curriculum supports all pupils in receiving what they need to achieve their potential.
- All pupils, staff, parents/carers and visitors have the right to feel safe, valued, listened to and respected all of the time.
- We uphold calm, safe and supportive environments, where our staff and pupils can work effectively.

Legislation, statutory requirements and statutory guidance

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

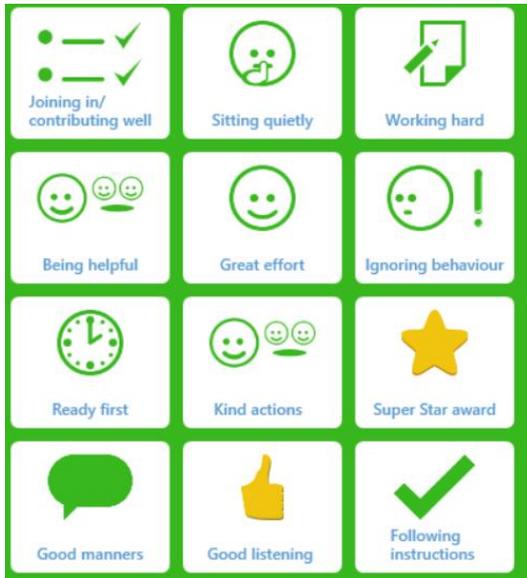
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- Keeping Children Safe in Education 2023
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

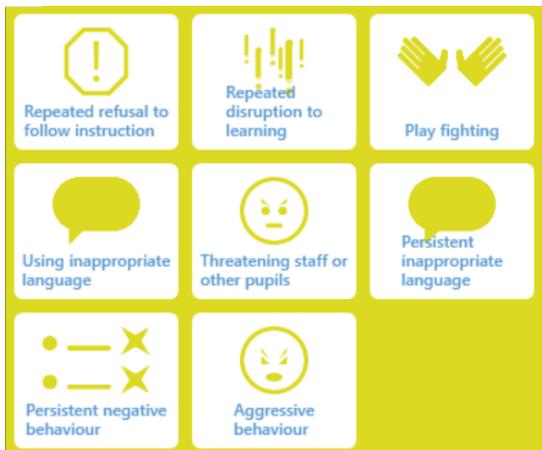
Appendix A: Trackit Lights



Green behaviours



Orange behaviours (Level 1)



Yellow Behaviours (Level 2 & 3)



Red behaviours (Level 4)

Appendix B: Behaviour definitions

Behaviour	Definition
"Repeated" & "persistent"	On more than one occasion within a lesson despite being asked to stop by an adult.
Aggressive behaviour	Behaviour that is aimed at opposing or attacking someone.
Persistent negative behaviour	Behaviour that challenges the authority of the staff member and impacts on the teaching and learning. This includes, but is not limited to: being out of seat, calling out in class, refusing to comply with instructions, swearing or raising voice.
Persistent inappropriate language	Intentional use of language to offend. Including but not limited to: swearing, name calling, disrespectful towards gender, race, religion, languages with sexual connotations
Threatening staff or other pupils	Intentional behaviour which causes fear of injury or harm. Behaviour intended to instil fear such as verbal threats, intimidating or aggressive body language,
Play fighting	Aggressive behaviours within a play context where contact is significant including: Wrestling, grappling, chasing, kicking, boxing, hit-and-run,
Repeated disruption to learning	Behaviour that intentionally prevents the teacher from delivering the lesson content to other pupils.
Repeated refusal to follow instruction	Defiance to do as reasonably asked by the adults in the room.
Absconding from school	Leaving the school grounds without consent from staff member.
Violence towards staff or other pupils	Any form of physical aggression with the intention to deliberately hurt or harm someone.
Damage to property	Wilful destruction of items belonging to school or as part of the school building.
Dangerous behaviour	Actions that have a high risk of being harmful or injurious to themselves or others
Repeated 'Yellow' behaviours	Choosing to repeat yellow behaviours despite being spoken to by a staff member.

Appendix C: Agreed de-escalation using positive handling techniques

	<p>De-escalation before a situation becomes emotional, angry or frustrated.</p>	<ul style="list-style-type: none"> • Reduce stimulation • Removal of trigger stimuli • Encourage to calm zone • Communication in short, limited choice, calm way • Listen and empathise, paraphrase to encourage further communication • Anticipate what needs are not being met (to further de-escalate emotional state) • Positive reinforcement
	<p>Low level intervention</p>	<ul style="list-style-type: none"> • Guided walk to calm zone: 2 people, Hold upper arm with 'c' of finger and thumb, hand on lower back or forearm, elbows tucked under armpits of adults where needed. Once in calm zone, allow space and time to calm down (adults outside the room if likely to lash out). Offer only 2 options to communicate. Use phrasing "I can see you're not ready yet" when waiting for de-escalation.
	<p>Holding</p>	<ul style="list-style-type: none"> • Refer to positive handling techniques. These holds should only ever be used as necessary and proportionate to keep themselves or others safe.