



BEHAVIOUR FOR LEARNING POLICY

AIMS

At Moorland Junior School we want a school:

- Where everyone feels part of the family, they feel secure, valued and equal to teach each other.
- Where teaching and learning can take place without disruption.
- Where children and adults have respect for each other's feelings, rights and backgrounds.
- Where everyone looks after school property and each other.
- Where children have a positive enthusiasm for school life and take responsibility for their own learning.
- Where children understand it is OK to make mistakes and we can learn from them.
- Which is calm, safe, happy and orderly.
- Which prepares children to thrive and flourish in all areas so they are empowered to meet the demands of later life.
- Which firmly establishes a positive and proactive ethos where children are responsible for their behaviour choice and they are resilient and reflective in every area of school life.

At Moorland Junior School we want our children and adults:

- To listen to each other and communicate politely, showing good manners
- To be kind, helpful and understanding towards each other
- To always try their best.
- To be respectful of each other, resources and the environment.

Every child has the right to learn, to be valued and feel safe. Disruption to a child's learning will not be tolerated at Moorland Junior School and we aim to provide our children with a sense of responsibility for their behaviour.

We expect to see:

- self-respect and self-discipline;
- a sense of mutual responsibility;
- a sense of community and shared values;
- an understanding of right from wrong;
- respect for people, truth and property;
- the use of initiative and positivity;
- concentration, perseverance, motivation and valuing own work;
- resilience and reflectiveness in order to learn from mistakes and improve our performance.

Within each class, children discuss the school rules and what they can do to follow them.

DEFINITIONS

Misbehaviour	Serious Misbehaviour
<p>Disruption in lessons, in corridors between lessons, and at break and lunchtimes</p> <p>Breaking every day school rules (e.g. running in the school)</p> <p>Non-completion of classwork</p> <p>Giving work that is not representative of their ability or effort</p>	<p>Repeated breaches of the school rules</p> <p>Any form of bullying</p> <p>Sexual assault</p> <p>Vandalism</p> <p>Theft</p> <p>Fighting</p> <p>Racist, sexist, homophobic or discriminatory behaviour</p>

THE ROLE OF PARENTS

Children are unique and our ethos is one where individuals take responsibility for themselves, their class and the school community. Children are always learning: whilst they make mistakes and choices, we want them to feel they can reflect and learn from their choices.

When parents and school staff work together, we believe that the behaviour and welfare of the child is maintained and nurtured by all. Research shows that parental involvement in children's learning is a key factor in improving children's academic attainment and achievements, as well as their overall behaviour and attendance.

Our parents are valued because their attitudes, aspirations, encouragement and exemplary behaviour are important in ensuring that their child:

- adheres to the school expectations;
- has the correct uniform, PE kit and equipment so as to take a full part in all activities;
- behaves in a responsible manner towards themselves and others;
- shows proper regard for other people's property, buildings and the environment;
- completes homework on time;
- is ready for learning (e.g. has had enough sleep);
- undertakes family learning together, as appropriate;
- talks regularly about their learning.

Parents can remain informed of their child's behaviour through:

- informal discussions between parents and teachers (at the end of the school day, brief meeting, note or phone call);
- scheduled appointments with teacher, behaviour reviews, parents' meetings;
- formal communication of letters and phone calls from the class teacher or senior staff member;
- school reward systems such as Dojo Points, Friday Certificates, Postcards home.

Parents should discuss any concerns with the class teacher and, if these are unresolved, then by seeing the Headteacher. Should any concern remain following discussion with the Headteacher, then parents are welcome to make an appointment with a member of the Senior Leadership Team. The School has a Complaints Policy, which is available on our website and by request to the school office.

Parents are expected to:

- adhere to the expectations of Moorland Junior School
- remind their children of the school rules;
- visit the School's website for information;
- support the School's Behaviour Policy;
- support the School;
- contact the School with information and concerns;
- keep up-to-date with the information given in class and school newsletters;
- attend parents' meetings at the scheduled times of the year, or as requested;
- understand that their children also learn from watching the behaviour and actions of their parents and siblings. If the parent or carer criticises the School or acts in an anti-social way, the child will do the same, and this will affect their learning.

It is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

Parents/Carers who do not co-operate reasonably with school staff, or become abusive, will be asked to leave the school premises and will not be allowed back until the situation is resolved.

Unacceptable or poor behaviour outside of school hours, but which clearly identifies or links a child to Moorland Junior School, will be dealt with under our Behaviour Policy. Serious breaches of this could lead to sanctions and ultimately exclusion for bringing the school into disrepute. This includes inappropriate use of the internet and social media including bullying, defamatory comments and cyber messages using any device (please see our E-Safety Policy).

THE ROLE OF STAFF

Staff at Moorland Junior School are dedicated to maintaining and developing every child's welfare, self-esteem and social and academic progress. It is the responsibility of all staff to ensure that the school rules are followed, and the children behave in a responsible manner in every area of the school grounds. It is the responsibility of all teachers and support staff to encourage positive behaviour for learning, ensuring children are free from distraction of others and able to work to the best of their ability.

Teachers have statutory authority, under Section Seven of the Education and Inspections Act 2006, to discipline children whose behaviour is unacceptable, who break the rules or fail to follow reasonable instruction in school and elsewhere, including on school visits. They must record incidents of inappropriate behaviour and acknowledge good behaviour. They may confiscate children's property.

Teaching staff are expected to:

- report to parents about the progress of each child in their class;
- make reasonable adjustments for children with Special Educational Needs and Disabilities;
- set the tone and context for positive behaviour within the classroom;
- create and maintain a stimulating environment that encourages pupils to be engaged
- develop a positive relationship with all pupils
- greet pupils at the door each morning
- have high expectations of all children;
- be exemplary role models for behaviour;
- take responsibility for safeguarding children;
- ensure consistency throughout the team;
- strive to ensure that all children work to the best of their ability through promoting independent learning;
- have open and honest conversations with parents
- reward children using positive behaviour strategies;
- consistently apply rewards and sanctions in the classroom and in the playground;
- praise and encourage children regardless of race, gender, culture and educational or physical need;

- treat children as individuals, celebrate the successes of individual children;
- prepare consistently engaging, challenging and high-quality lessons;
- establish and teach clear routines for transitional period in the school day;
- teach and consistently refer to school rules and school values;
- follow all school policies and procedures and inform visitors of the behaviour policy;
- respect the time of children, other staff and parents;
- adhere to their contract;
- record all instances of negative behaviour on CPOMS.

THE ROLE OF THE SLT

It is the role of the SLT to implement the School's Behaviour Policy consistently throughout the School.

- The SLT has the responsibility for giving fixed-term exclusions to individuals for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child;
- The SLT must publicise the Behaviour Policy in writing and make it available to all stakeholders.

GOOD BEHAVIOUR IS EXPECTED AND ENCOURAGED AT ALL TIMES

At Moorland Junior School we aim to provide a happy and caring community where children love learning and are able to achieve. We expect pupils to positively contribute towards lessons and our school community. Our behaviour policy is supported by our Anti-Bullying and Equality Policies. Good discipline and standards of behaviour are key features of our successful school; they encourage children's sense of security and wellbeing as well as facilitating effective teaching and learning.

We believe that children learn best when they feel secure, respected and trusted. Each child has an entitlement to learning experiences which offer the maximum opportunity for development. Our balanced and broad-based thematic curriculum promotes the wellbeing of all of the children in our care and prepares them for the opportunities, responsibilities and experiences of adult life. We recognise that good learning behaviour is far more than compliance. Good learning behaviours include high levels of engagement and focus with children developing independent learning skills and good co-operative skills.

BEHAVIOUR FOR LEARNING

When we refer to 'behaviour' in the context of the classroom, it is easy to jump straight to strategies for tackling misbehaviour. While managing misbehaviour is undeniably important, we must also shine a light on another crucial aspect: supporting and enhancing pupils' learning behaviours. By consciously cultivating these behaviours, we empower our students to become more motivated and determined to achieve their academic goals.

So, what exactly do we mean by learning behaviours? Essentially, a learning behaviour is a type of behaviour that facilitates effective learning within a group context, such as a classroom (Ellis & Todd, 2018). We want to ensure that every student thrives in their learning environment. This involves fostering behaviours that promote engagement, collaboration and resilience amongst pupils.

We support all children to ensure they thrive and meet their potential, as part of this behaviour for learning is of the utmost importance to us. Children should actively participate and engage in their lessons and it is the responsibility of the class teacher to ensure children do this along with completing work to the best of their ability.

As educators, it is our responsibility to model and encourage these behaviours, not just enforce rules. This means creating an atmosphere where students feel safe to express their thoughts, make mistakes, and learn from them. By weaving the teaching of learning behaviours into our everyday routines, we can help our students understand that these skills are just as vital as academic knowledge. In turn, this will lead to a more vibrant, engaged classroom where all pupils are equipped to succeed.

The teaching of behaviours for learning in the primary classroom is key to supporting pupils to learn, if pupils are not showing behaviour which is indicative of positive learning, they will follow our Managing Behaviour

protocols. It is the teacher’s responsibility to set a high standard for their pupils in both learning and work completed.

REWARDS

The primary approach for behaviour management at Moorland Junior School is through positive reinforcement and praise. A school ethos of encouragement is central to the promotion of outstanding behaviour; rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups of pupils. High standards of behaviour are established through a range of reward systems:

Class Dojo	This is our central reward system, that every child in the school knows and loves. Children have on-line avatars and can win Dojo points for adhering to rules, showing resilience in their learning, for outstanding achievements in class, and many more reasons. Parents are able to see their child’s rewards and celebrate their achievements with them. Class Dojo weekly individual and class winners are acknowledged in our Celebration Assembly every Friday. Winners of individual awards receive certificates to take home; the class with the most Dojos earn a class reward each Friday.
Star of the Week	Each week the class teachers will nominate a Star of the Week from their class. They will give the reasons why this child is their Star of the Week and give them a certificate in the Friday Celebration Assembly.
Postcards Home	Teachers send postcards of praise home to parents and children, noting particularly exemplary individual achievements – sharing with parents and working in partnership with them to ensure our children flourish

MANAGING BEHAVIOUR

Whilst we are non-selective school academically, we are selective on behaviour and family values. We expect our pupils, parents, families and staff to work in conjunction with each other to best support the children. We do not tolerate extreme behaviours in terms of physical or emotional bullying. The majority of the behaviour we manage at Moorland Junior School is low level playground behaviour and behaviour that is distracting students from learning.

At Moorland Junior School we want all children to be given the opportunity to thrive. In order to do this we will tackle any distracting low-level behaviour in the moment. We believe that children will make mistakes as they learn and it is our job to support them in learning how to conduct themselves both in lessons, around school and on the playground.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm and safe learning environment. Staff will subsequently consider how to prevent such behaviour from recurring.

All record all reported incidents on CPOMS, to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. The Senior Leadership Team will look for patterns of behaviour and parents will be contacted for meetings if required. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and enquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring.

After any incident of negative behaviour the following consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Step 1 – Reminder	<p>This will occur when a child is not showing positive behaviour for learning or is displaying low-level behaviour issues.</p> <ul style="list-style-type: none"> • <i>Gentle encouragement, a ‘nudge’ in the right direction</i> • <i>A reminder of our expectations and a positive reminder that they can do it.</i> • <i>Praise will be given if the child is able to model good behaviour as a result of the reminder.</i>
Step 2 – Warning	<p>Where the reminder has not been successful in changing the behaviour, a further conversation will be required between the teacher and the pupil.</p> <ul style="list-style-type: none"> • <i>A gentle warning will be given to the child. There is a continuing belief from the teacher that this is a ‘blip’ and not normal for this child. There is a strong belief that the child can and will change.</i> • <i>Here a clear verbal warning is delivered, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</i>
Step 3 – Time Out	<p>Where the child continues the behaviour, time will be taken from their break-time. This starts as five minutes and goes up in five-minute increments. The child’s age and stage of development will be considered when implementing ‘time out’.</p>
Step 4 – Headteacher	<p>If the child repeats the same behaviour after a ‘time out’, they will be asked to visit the Headteacher or, in her absence, the Deputy Head of Juniors. They will discuss with the child what has happened and why they have been sent. A restorative conversation will take place when the child is ready. The Headteacher or Deputy will decide if the child is to work in the office or the classroom. They will also consider whether to call home, depending on the frequency and severity of the behaviour.</p> <p>Restorative Chat – five questions from the following are usually enough:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Children need to understand the language of impact and consequence. If you are not focused in lessons, then you will need to do the work in ‘your time’. It should be explained, especially to younger children, that their own time is at playtime/lunchtime. For older children this includes breaks and lunchtime but may also include work sent home where this is discussed with the parent and the work needs to be delivered back to the teacher the next day. The above model is for repetitive ‘low level’ behaviour or failure to complete work with a positive attitude to learning, e.g. being distracted, distracting others, turning around, failing to complete work or completing work which is sub-standard.

It is up to teachers to implement this model and they are trusted to use their initiative. If a child shows behaviour which is extreme and against the Moorland Junior School values, e.g. punching or hitting another pupil, then the child would go straight to Step 4 and be sent to the Headteacher.

SERIOUS INCIDENTS

Depending on the age of the children, these incidents will be dealt with by and at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting

- All forms of bullying
- Racist, sexist, sexualised or homophobic comments
- Inappropriate name calling
- Defiance/rudeness towards any adult
- Using abusive/offensive language
- Stealing
- Swearing
- Spitting

The following sanctions can be implemented, in consultation with the Senior Leadership Team, in cases of extreme behaviour or repeated negative behaviour:

Internal Exclusion	<ul style="list-style-type: none"> • Parents are informed by telephone call and by letter, a copy of which will be held on the student’s record. • Child has no contact with class or classmates, playground, extra-curricular or enrichment activities.
Fixed Term Suspension	<ul style="list-style-type: none"> • Parents are informed by telephone call/meeting and by letter, a copy of which will be held on the student’s record. • Child will be excluded from school for a specific period which may range from one to fifteen days. • Parents will be consulted and a plan for behaviour improvement will be agreed. Work will be sent home for the child to complete
Permanent Exclusion	<ul style="list-style-type: none"> • Parents are informed by telephone call/meeting and by letter, a copy of which is placed on the student’s record. • Student is permanently excluded from Moorland Junior School. • LA advised.

RECORD KEEPING

Moorland Junior School uses CPOMS, an online record keeping system, to record behaviour issues. The system is also used to record child protection, SEND, parental communications and medical issues. Staff access to student records is limited according to their role. Should a staff member need to access further information regarding a student, they should speak to the Headteacher or Deputy Head of Juniors to request access.

All incidents, including time taken from break-time, must be recorded on CPOMS to ensure an accurate and full history of each child is kept:

CPOMS **incident** – added by member of staff witnessing behaviour or incident

CPOMS **action** – added to incident by member of staff who applies sanction or parent communication follow-up.

CPOMS incidents also alert other staff members to keep them informed. All staff are responsible for monitoring their CPOMS dashboard daily to ensure they are aware of all alerts that have come through.

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