

Behaviour For Learning Policy (BELONG Framework)

Vision and Ethos

This Behaviour Policy sits within Moorland's vision: *Where children excel, feel known, and are prepared for life and beyond*. It reflects our mission to be a welcoming family sanctuary with high standards, strong relationships and outstanding support for every child and family.

We are a warm, relational school with uncompromising expectations. High standards of behaviour are essential to safeguarding, learning and wellbeing, and all children are expected to meet these standards.

Aims

At Moorland Junior School we aim to:

- Create a calm, safe and purposeful learning environment
- Ensure every child feels valued, known and supported
- Teach children to take responsibility for their behaviour choices
- Promote self-discipline, reflection and resilience
- Work in close partnership with parents

Every child has the right to feel safe and to learn without disruption.

Our Values: BELONG

Behaviour at Moorland is shaped by our shared values:

B – Belonging: *We are valued and celebrated.*

E – Excellence: *We excel in every way we can.*

L – Learning: *We are always learning.*

O – Opportunities – *We have the chance to develop*

N – Nurture: *We care for ourselves, others and our environment*

G – Growth: *We strive for tomorrow by reflecting on today*

These values underpin all expectations, rewards and sanctions.

Roles and Responsibilities

Pupils' Role

Pupils are expected to uphold Moorland's BELONG values at all times. They are encouraged to take responsibility for their behaviour choices, reflect on their actions, and learn from mistakes – be them academic or behavioural. Pupils are expected to show respect to others, follow instructions, contribute positively to lessons, and behave in a way that supports a safe and inclusive learning environment. We want our pupils to seize opportunities they are given and to grow and develop in every way possible whilst remaining kind to each other.

Parents' Role

Parents and carers play a vital role in supporting positive behaviour. We expect parents to work in partnership with the school, reinforce expectations at home, and communicate openly with staff. We expect school and parents to work collaboratively together putting the needs of the children first. Consistency between home and school helps children feel secure and supports them in meeting high standards of behaviour.

Teachers' and Support Staff Role

All teaching and support staff are responsible for modelling positive behaviour, maintaining high expectations, and applying this policy consistently. Staff use restorative approaches, record incidents on CPOMS, and work closely with families and senior leaders to support children's behavioural and emotional needs.

Headteacher and Proprietors' Role

The Headteacher has overall responsibility for the implementation and monitoring of this Behaviour Policy, including decisions relating to serious sanctions and suspensions. The Proprietor ensures that the policy is compliant with the Independent School Standards Regulations and that it is reviewed regularly and effectively implemented across the school.

Expectations and Code of Conduct

Children are expected to:

- Show respect to staff, peers and visitors
- Follow instructions first time
- Move calmly around the school
- Care for school property and the environment
- Behave appropriately online and when representing the school
- Learn from mistakes
- Celebrate themselves and their peers

Behaviour Beyond the Classroom

These expectations apply:

- On school transport and buses
- On educational visits and school events
- When travelling to and from school

Children always represent Moorland Junior School.

Positive Behaviour and Rewards

Our aim is always to promote positive behaviour, celebrating children making the right choices through praise, positive feedback, stickers, dojo points and positive hand overs at pickup or phone calls home for pupils on the bus.

Positive behaviour is celebrated through the following awards:

BELONG Awards

Weekly BELONG Awards are presented to children who have demonstrated one of our many of our values. These awards form a central part of Moorland Junior School's identity and community culture.

Dojo

A weekly certificate given out to the child who has earned the most Dojo Points. Dojo points are given to children for impressing a member of staff this could be for being kind, helpful or spectacular work.

Class Dojo

A weekly certificate given out to the class who has earned the highest average Dojo Points. This fosters our community team spirit, the class with the highest amount get a certificate and a class reward, this could be anything from an extra play time to baking.

Captain's Table

This half term award is chosen by our chef, it is given to children who have showed excellence in the dining room, be it supporting others, eating new foods or suggesting menu options. Children are recognised for their behaviour at lunch time.

Labor Omnia Vincit

This termly prize is given to a child that has worked hard all term. Translating to hard work conquers all, this is part of our school heritage and at Moorland Junior School we celebrate hard work and effort which underpins the achievement of our BELONG values.

Managing Behaviour: Staged Sanctions

We pride ourselves on our behaviour at Moorland Junior School. All low-level classroom behaviours are dealt with in the classroom with a gentle reminder, a reminder warning and reflection, and a time penalty at break time whilst rewarding those who are following expectations. If this is ineffective the child may be sent to another teacher or the headteacher. We aim to be restorative, to resolve and learn in order to stop repeated incidents.

Sanctions are applied fairly, consistently and proportionately, always with a restorative approach. Please see Appendix A to see some behaviours this is applicable to.

Stage 1 – Restorative Conversation

- Calm discussion during the child's playtime
- Adult supports the child to understand what happened, why and how to repair
- A proportionate amount of playtime may be missed

Stage 2 – Time Out from Privileges

- Missed lunchtime or academy/enrichment time
- Restorative reflection completed

Stage 3 – Senior Leadership Involvement

- Referral to the Headteacher or member of SLT
- Behaviour support strategies agreed

Stage 4 – Parental Contact

- Phone call home to discuss concerns and next steps this may include a behaviour plan.

Stage 5 – Suspension

- Used only where behaviour is serious or persistent
- In line with statutory guidance and ISI requirements

Any suspension or permanent exclusion will only be used as a last resort and will be authorised by the Headteacher. Parents will be informed without delay, and the decision will be taken in line with current statutory guidance, with careful consideration of safeguarding, proportionality and the individual circumstances of the child. Records of all suspensions are kept and reviewed by the Proprietor.

All serious incidents such as intentionally causing harm, racism or sexism are escalated straight to Stage 3.

Teachers have full trust to implement individual strategies for individual children e.g. sticker charts, visual timetables and home communication books.

Bullying

Moorland Junior School does not tolerate bullying in any form, including cyberbullying. All incidents are taken seriously, recorded on CPOMS, and addressed promptly through restorative and protective measures. The school works proactively with pupils and families to prevent bullying and to ensure all children feel safe, respected and supported. Please see our anti bullying policy for further information

Recording and Monitoring Behaviour

All behavioural incidents are logged on **CPOMS** by teaching and support staff.

The Behaviour Lead, **Emily Simmonds**, analyses behaviour data termly to:

- Identify patterns or trends
- Ensure consistency
- Inform early intervention and support

This analysis is sent to the Senior Leadership Team for next step discussions to support positive behaviour trends and support the children, parents and teachers.

Support for Behaviour

We recognise that behaviour is communication. Children with additional or complex needs are supported through:

- Individual behaviour plans and/or targets on their IEP if necessary
- Pastoral support
- External agency involvement where appropriate

Behaviour concerns that may indicate safeguarding risks are shared with the Designated Safeguarding Lead and managed in line with the school's Safeguarding and Child Protection Policy.

Prohibited Sanctions

Corporal punishment is **strictly prohibited** for all pupils at Moorland Junior School. This includes any act intended to cause physical pain or discomfort. Sanctions will never include humiliation, intimidation, withholding food, drink or toileting, or any action that may compromise a child's dignity or wellbeing

Partnership with Parents

We work in close partnership with parents and carers. Consistent expectations between home and school support children to succeed. At the start of every year our parents receive a welcome pack which includes our code of conduct and expectations.

We regularly hold Parents' Evenings and send reports celebrating children's values and behaviours for learning and life.

Applicability and Scope

This policy applies to all pupils from Reception through to Year 6. Expectations and sanctions are applied in an age-appropriate manner, taking account of pupils' stage of development and individual needs.

Appendix A: Behaviour Levels and Examples

Low to Mid-Level Behaviour

Calling out
Low-level disruption
Not following instructions
Off-task behaviour
Incomplete work due to poor effort
Minor playground dispute
fall outs
Name calling

More Serious Behaviour which begins at Stage 3

Fighting or physical aggression
Bullying (including cyberbullying)
Racist, sexist or discriminatory behaviour
Vandalism or theft
Sexualised or inappropriate language
Defiance or repeated refusal to follow instructions

Low-level behaviours are managed through restorative conversations and early intervention. More serious behaviours are escalated immediately to Senior Leadership and may bypass earlier stages.

Review

This policy is reviewed annually or sooner if required.

This Policy was adopted on	Policy created by	Date for Review
22/01/2026	Ashleigh McKeown	January 2027