MOORLAND JUNIOR SCHOOL

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 seieze opportunities they are given and to grow and develop in every way possible whilst remaing 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 and our BELONG values.

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 earnt 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 earnt 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 ONE | 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 TWO | TIME OUT FROM PRIVILEGES

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

STAGE THREE | SENIOR LEADERSHIP INVOLVEMENT

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

STAGE FOUR | PARENTAL CONTACT

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

STAGE FIVE | 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.

SEARCHING FOR PROHIBITED ITEMS

Where the Headteacher or an authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force where appropriate.

The Headteacher has authorised the following staff to carry out searches and retain or dispose of items in accordance with this policy: All classroom teachers and their superiors.

Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a School trip or in training settings.

When pupils travel outside England on a School trip, they will be required as a condition of participating in the trip to confirm their consent in writing to any search that may be considered necessary by an authorised member of staff during the period in which pupils are outside England.

If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing and / or
- a search of School property (e.g. pupils' lockers or desks) and / or
- a search of personal property (e.g. bag or pencil case).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.

Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.

Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

SEARCHING WITH CONSENT

Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.

If a member of staff suspects that a pupil has an item that is banned by the School, they can instruct the pupil to turn out his or her pockets or bag. If the pupil refuses, disciplinary action may be taken in accordance with this policy.

CONFISCATION

Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

SEARCHING ELECTRONIC DEVICES

An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm (including cyberbullying), to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break School rules.

If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.

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 Parent's 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.

REVIEW

This policy is reviewed annually or sooner if required.

THIS POLICY WAS ADOPTED ON	SIGNED ON BEHALF OF THE SCHOOL	DATE FOR REVIEW
September 2026	A Brotherton	September 2027

APPENDIX A: BEHAVIOUR LEVELS & EXAMPLES

Low to Mid-Level Behaviour

Calling out	Stage One (Stage Two if behaviour persists)
Low-level disruption	Stage One (Stage Two if behaviour persists)
Not following instructions	Stage One (Stage Two if behaviour persists)
Off-task behaviour	Stage One (Stage Two if behaviour persists)
Incomplete work due to poor effort	Stage One (Stage Two if behaviour persists)
Minor playground disputes or fall-outs	Stage One (Stage Two if behaviour persists)
Name calling	Stage Three

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.

More Serious Behaviour

Threatening Behaviour/Words	Stage Three (Stage Four if behaviour persists)
Threatening to hurt others	Stage Three (Stage Four if behaviour persists)
Hurting others on purpose	Stage Four (may lead immediately to Stage Five)
Fighting or physical aggression (punching, pushing, kicking)	Stage Four (may lead immediately to Stage Five)
Fighting or physical aggression (strangling, broken nose, broken bones, serious cuts or wounds	Stage Five
Bullying (including cyberbullying)	Stage Four
Racist, sexist or discriminatory behaviour	Stage Four
Vandalism or theft	Stage Four
Sexualised or inappropriate language	Stage Four
Defiance or repeated refusal to follow instructions	Stage Three (Stage Four if behaviour persists)