Behaviour Policy

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Contributors	Rob Arrowsmith, Paul Dugdale		
Mandatory Policy	Yes		
Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

This policy should be read alongside our:

- Positive Handling and Physical Intervention Policy (EDU.POL.020)
- Safeguarding Children in Education Policy (EDE.POL.002)
- Anti-Bullying Policy (EDU.POL.007)
- Suspension and Permanent Exclusion Policy (EDU.POL.012)
- Searching, Screening and Confiscation Policy (EDU.POL.035)
- Mobile Phone Policy (EDU.POL.040)
- Online Safety Policy (EDU.POL.009)
- Attendance Policy (EDU.POL.005)
- SEND Policy (EDU.POL.022)

Related policies are held within RADAR in the School's policy folder.

2. Introduction

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Moorlands View School is a special school. Many of our pupils have experienced disruption, trauma or exclusion from previous settings, and their behaviour is often the clearest way they tell us how they are feeling. At Moorlands View School we treat behaviour as communication, and we respond with warmth, structure and high expectations rather than blame.

This policy sets out how we promote positive behaviour, how we respond when behaviour falls short, and the standards every member of our community can expect. It is built on the belief that pupils behave well when they feel safe, understood and respected, and when the adults around them are calm, consistent and fair.

Our approach is grounded in Keys Connect, our relational and trauma-informed model. At Moorlands View School we build positive behaviour through strong relationships, a sense of belonging and a curriculum that engages every pupil.

3. Aim & Scope

This policy applies to all staff, pupils, parents and carers, and visitors at Moorlands View School. It applies in school, on school activities and visits, on the journey to and from school, and to behaviour online or out of school where it affects the school community or another pupil. It aims to:-

- set clear, consistent and high expectations of behaviour which every pupil can understand and meet
- help pupils to develop self-regulation, responsibility and the social skills they need to thrive
- set out a fair, graduated and restorative response to behaviour that falls short of those expectations
- keep pupils and staff safe and make sure any response to behaviour is reasonable, proportionate and the least intrusive option
- meet our duties under the Independent School Standards and current statutory guidance

4. Abbreviations and Definitions

This policy uses the following terms:

- Behaviour curriculum: the routines, expectations and social and emotional skills we teach explicitly so that pupils know how to behave well.
- Restorative practice: a structured conversation that helps a pupil understand the impact of their behaviour, repair harm and put things right.
- Sanction: a reasonable and proportionate consequence applied in response to misbehaviour.
- Suspension and permanent exclusion: a formal decision to remove a pupil from school for a fixed period or permanently, dealt with under our separate Suspension and Permanent Exclusion Policy (EDU.POL.012).

5. Policy Content

5.1 Principles and Approach

At Moorlands View School our practice is guided by these principles.
All behaviour is communication. We seek to understand the need behind the behaviour, including trauma, attachment, sensory and communication needs, before we respond. Relationships come first - warm, consistent and predictable relationships are the foundation of good behaviour. Expectations are high and they are the same for everyone, adjusted only where a pupil's needs make that fair. Responses are calm, consistent and the least intrusive that will keep everyone safe. We repair rather than shame. We prefer natural and restorative consequences to punishment that isolates or humiliates - we notice the positive. Strength-based language and genuine praise shape our daily interactions.

5.2 Behaviour in Practice

Behaviour expectations and the behaviour curriculum

At Moorlands View School we teach behaviour, we do not assume it. We set out clear, simple expectations and we teach the routines, language and social and emotional skills that help pupils meet them. Expectations are shared with pupils, staff and parents, and they apply across the whole school day.

Recognising and rewarding positive behaviour

We recognise positive behaviour far more often than we sanction. Praise, positive contact with home and our recognition systems reinforce the behaviour we want to see. The local detail of our recognition and reward systems is set out in the school-specific annex at Appendix A.

Responding to behaviour that falls short

Our response is graded, calm and consistent. We start with understanding and early intervention, we use de-escalation and time to regulate, and we follow up with a restorative conversation to repair harm. Sanctions are reasonable and proportionate, and we always consider a pupil's needs before we apply them.

A record is kept of the sanctions imposed for serious misbehaviour, as required by paragraph 9 of the Independent School Standards. Sanctions are recorded on Arbor and reviewed by leaders to make sure they are fair and effective.

Behaviour support plans

Where a pupil needs an individual approach, we put a behaviour support plan in place. The plan sets out the pupil's strengths, known triggers, proactive strategies and agreed responses, and it is written with the pupil, the family and relevant professionals and reviewed regularly. Schools may use a different name for this document, for example an individual education plan. Plans are held in Moorlands View staff Tutorshare folder.

Mobile phones and electronic devices

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At Moorlands View School we are a mobile-phone-free environment by default. Pupils are not to use mobile phones or personal electronic devices during the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Where a pupil brings a phone or device to school, it is handed to designated staff at the start of the day, kept securely, and returned at the end of the day. Any agreed exception for a medical or special educational need is documented in the pupil's individual plan.

Any site-specific exception to the mobile-phone-free position must be set out here with a clear behavioural and safeguarding rationale that the school can defend:

Misuse of a phone or device, including bullying, sharing inappropriate content or accessing harmful material, is treated seriously and dealt with under this policy and the Safeguarding and Online Safety policies (EDU.POL.009). Staff may search for and confiscate a phone in line with section 7.6 below. This approach reflects the Department for Education guidance on mobile phones in schools and the duty under the Children's Wellbeing and Schools Act 2026 to have regard to that guidance.

Searching, screening and confiscation

Staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect the pupil has a prohibited item, in line with the Department for Education guidance on searching, screening and confiscation. Reasonable force may be used to search only for prohibited items such as knives, weapons, alcohol, illegal drugs or stolen items, never for an item identified only in the school rules. Where a search raises a safeguarding concern, the Designated Safeguarding Lead is informed without delay. Detailed search procedures are set out in our Searching, Screening and Confiscation Policy (EDU.POL.035).

Use of reasonable force and physical intervention

Physical intervention is always a last resort, used only to keep a pupil or others safe, and never as a punishment. How and when reasonable force may be used, the techniques staff are trained in, and how every incident is recorded and reported are set out in full in our Positive Handling and Physical Intervention Policy (EDU.POL.020). The recording and reporting of seclusion and restraint, including the duties under Standards 16A and 32A, is dealt with in that policy and is not duplicated here.

Restrictive practices will be regularly reviewed to ensure they remain lawful, necessary, proportionate and in the pupil's best interests.

Suspension and exclusion

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Any decision to suspend or permanently exclude a pupil is taken by the headteacher under our Suspension and Permanent Exclusion Policy (EDU.POL.012). As an independent school we are not bound by the statutory exclusion process that applies to maintained schools and academies, but we have regard to the principles of fairness in the Department for Education Suspension and Permanent Exclusion guidance. Suspension and exclusion are never used to manage a pupil's needs in place of proper support.

Part-time timetables

At Moorlands View School a part-time timetable is never used as a behaviour management tool. A reduced timetable is only ever used as a short-term, planned measure to meet a pupil's medical or reintegration needs, agreed with parents and kept under review, in line with attendance guidance and our Attendance Policy (EDU.POL.005).

Behaviour beyond the school gate and online

We may respond to behaviour outside school, including online, where it affects another pupil, a member of staff or the reputation and safe running of the school. Online behaviour, including bullying through phones or social media, is dealt with under this policy alongside our Anti-Bullying and Online Safety policies (EDU.POL.009).

5.3 Recording, Monitoring and Reporting

Behaviour incidents and sanctions are recorded on Arbor (and RADAR if it involves a restrictive physical intervention), including a record of sanctions for serious misbehaviour as required by paragraph 9 of the Independent School Standards. Leaders analyse behaviour data to identify patterns across pupil groups, including pupils with SEND and other vulnerable pupils, and use it to target support and improve practice. Behaviour data and the impact of this policy are reported to the proprietor and governors on a regular cycle.

5.4 Equality and Inclusion

At Moorlands View School this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Many of our pupils have special educational needs or disabilities, and we make reasonable adjustments so that expectations and responses are fair for every pupil. We monitor the impact of this policy on pupils with protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

6. Responsibilities

6.1 Pupils

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Follow the behaviour expectations and take part in setting and reviewing them. Reflect on their behaviour and its impact on others, and engage with restorative conversations and support plans.

6.2 Staff

Model warmth, curiosity and consistent boundaries, and build positive relationships with every pupil. Teach the behaviour curriculum and apply expectations and sanctions fairly and consistently. Use de-escalation and co-regulation, and record incidents accurately and promptly on Arbor.

6.3 Leadership

Set and uphold a positive behaviour culture and make sure expectations are applied consistently across the school. Make sure staff are trained and supported, and monitor behaviour data to improve practice. Decide on suspensions and exclusions under the Suspension and Permanent Exclusion Policy (EDU.POL.012).

6.4 Governance

Hold leaders to account for the behaviour culture and review behaviour data and the impact of this policy.

6.5 Parents and carers

Work with the school to reinforce positive behaviour and engage with communication, support plans and reviews.

6.6 Named leads

The named lead for behaviour at Moorlands View School is Roxanne Askew, Designated Safeguarding Lead and Pastoral Lead.

7. Training Requirements

All staff receive induction and ongoing training in trauma-informed practice, the Keys Connect model and de-escalation. Staff who may need to use physical intervention are trained in an accredited approach, refreshed in line with that accreditation. Our positive handling training is set out in the Positive Handling and Physical Intervention Policy (EDU.POL.020). Training needs are reviewed at least annually and after any significant incident or change in guidance.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

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9. Sources of Information / References

This policy reflects current legislation and statutory guidance, including:

- The Education (Independent School Standards) Regulations 2014, Part 3, paragraph 9 (a written behaviour policy, implemented effectively, with a record kept of sanctions for serious misbehaviour)
- The Independent School Standards: Guidance for independent schools, Department for Education, April 2026 (paragraph 9, 3.19 to 3.23)
- Behaviour in Schools: advice for headteachers and school staff, Department for Education, February 2024
- The Children's Wellbeing and Schools Act 2026 (the duty to have regard to national guidance on the use of mobile phones in schools)
- Mobile phones in schools, Department for Education, 19 January 2026
- Searching, Screening and Confiscation: advice for schools, Department for Education, July 2022
- Keeping Children Safe in Education 2025, and Keeping Children Safe in Education 2026 from 1 September 2026
- The Equality Act 2010
- Suspension and Permanent Exclusion guidance, Department for Education, July 2026, to which we have regard as good practice

10. Version Control

This document can also be found Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The named owner for review at Moorlands View School is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Behaviour Annex

Overview

Each school within Keys Group should develop and maintain a clear, locally tailored behaviour approach that reflects the ethos of the group while meeting the unique needs of their pupils and community. This appendix should be completed by each school and reviewed annually.

Contents

1. School Values / Ethos Related to Behaviour

Our School Values – Moorlands View

At our school, we have chosen six core values - Exploration, Respect, Positivity, Resilience, Compassion, and Self-worth—to guide our students' learning, personal development, and school culture. These values align with the EPIC values of the Keys Group (Excellence, Passion, Integrity, and Caring) and are embedded in our curriculum, rewards system, and school community.

Each half-term, we focus on one value, reinforcing it through subject-based learning, additional points, assemblies, and awards. These values are essential in an SEMH setting, as they help students build the skills and mindset needed for success in school and beyond.

Exploration (Excellence & Passion) – We encourage curiosity and a love of learning, helping students develop independence and ambition. By exploring new ideas and experiences, students build problem-solving skills and a growth mindset.

Respect (Integrity & Caring) – Respect is key to fostering a safe and supportive school environment. By valuing themselves and others, students learn responsibility, empathy, and how to build positive relationships with others.

Positivity (Passion & Caring) – A positive attitude helps students overcome challenges and stay motivated. Encouraging optimism and self-belief supports emotional well-being and helps students approach learning with enthusiasm.

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Resilience (Excellence & Integrity) – Many of our students face personal challenges, so resilience is vital. Learning to bounce back from difficult events, manage emotions, and keep trying supports their personal and academic success.

Compassion (Caring & Integrity) – Understanding and supporting others helps create a strong school community. Teaching compassion encourages kindness, teamwork and ensures our pupils grow into adults who are kind and contribute.

Self-worth (Excellence & Passion) – Many of our pupils struggle with low self-esteem. We want all students to value themselves believe in their abilities and have the confidence to express themselves, take on new challenges, and succeed in life.

By embedding these values across our curriculum and through rewards, we ensure they become an integral part of our school culture, helping students develop both academically and personally.

Curriculum

A values-led approach embeds and reinforces knowledge and skills across all subjects, ensuring that learning is both meaningful and holistic for our SEMH learners. By linking values such as resilience, respect, and confidence to academic content, students develop critical thinking, emotional intelligence, and problem-solving skills that prepare them for life beyond school. Our PSHE curriculum serves as the golden thread, weaving these values through every lesson, discussion, and activity, helping students apply them in real-world contexts. This approach not only supports pupil's academic and personal growth but also supports students into becoming responsible, compassionate individuals who can contribute positively to society.

School Life

Each half-term, we will focus on one core value, embedding it across learning and school activities to reinforce its importance. To encourage students to demonstrate and embody these values, we will award extra house points to those who show them in their learning, interactions, and personal development. A dedicated half-termly assembly will explore and explain the value in depth, helping students understand its significance and real-world applications.

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We can link our SMSC days with our school values by choosing celebrations and awareness events that connect to each value, reinforcing their importance across the year. This approach deepens students' understanding and allows them to see how these values apply in broader social and cultural contexts.

Implementation

- Display values around the school (classrooms, hallways, websites).

- Ensure the curriculum is designed with clear links to the school's values, embedding them into lessons, discussions, and activities across subjects.

- Train staff to reinforce values in teaching and behaviour management.

2. Generic Behaviour Expectations and Routines

Moorlands View School

General Conduct

The school expects pupils to:

Follow reasonable instructions given by staff.

Be polite to all members of the school community and to all visitors to the school. Do not swear or use offensive language.

Always be ready to offer help to others, if necessary.

Attend all lessons and other school activities punctually and always arrive in good time for commitments, fully prepared.

Not spit or chew gum – chewing gum is not allowed.

Not disturb other classes.

Show respect for the school environment – keep it tidy, don't damage or disfigure the school premises, either inside or outside the buildings.

Show respect for the opinions and beliefs of others.

Report unacceptable behaviour.

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In the classroom

Pupils should:

Respect the learning environment, including the work of others

Apply themselves to the best of their ability

Respect others who are at a different stage of learning

Respect others' opinions and attitudes

Complete classwork as requested and submit homework at the time requested

Appearance

School uniform is compulsory.

Primary - Green jumper, white t-shirt/white shirt, black/grey trousers/skirt (at an appropriate length), black shoes/footwear.

Secondary - Black jumper, white t-shirt/white shirt, black/grey trousers/skirt (at an appropriate length), black shoes/footwear.

Adjustments to this can be discussed with SLT and parents/carers where appropriate

Mobile technology

Mobile phones are not allowed.

However, the school accepts that personal mobile phones are often given to pupils, especially if they take public transport or require it for medical/SEND purposes. In this scenario, pupils must hand the phone in on arrival or agree with the class team an appropriate set of expectations. At the end of the day the phone will be returned for the journey home.

Banned items

In order to maintain the good order and conduct within school and maintain a safe environment for pupils to live and learn the following items are banned from entering the school premises;

- Clothing that depicts association with, or symbolism of, extremist groups or hate messages of any type that are likely to cause offensive to the protected

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characteristics under the Equality Act (2010) or promote any form of extremist ideology. Also, anything that links to illegal activities (such as weapon or drug paraphernalia). If you are in doubt, please contact school in advance.

- Weapons of any kind.
- Alcohol, illegal substances or legal highs of any kind.
- Electronic recording devices, including cameras attached to drones unless the property of the school.
- Pupil owned electric or motorised vehicles without specific prior consent from the Head teacher. (proof of ownership and insurance will be requested).
- Fireworks.
- Any stolen items.
- Pornographic paraphernalia or images.

Rewards

Our rewards are based on a weekly points system, where daily points are accumulated and totalled each Friday.

Each pupil can earn 50 points a day based on attendance, punctuality, behaviour, homework, classwork and break times.

Negative behaviours can result in a loss of points, but points can be earned back if restorative work is completed by the pupil.

Where possible, we encourage pupils to fill out their own points with honesty and in discussion with the teacher. This is to develop skills in reflection and accountability.

As well as our internal points system, staff are expected to submit positive and negative behaviour incidents on Arbor. This works alongside the internal points system.

We have a ladder system whereby each student has to reach the 20th step on there to achieve an agreed reward. Once reached, an agreed award is put in place.

On a Friday afternoon, enrichment is coordinated for all pupils to participate once any catch-up work is completed. Activities are planned and pupils have options based on their interests and preference.

Examples are:

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Badminton, football, cooking, hair and beauty, cinema (in school), arts and crafts, Dodgeball, guitar, Xbox, board games, remote control cars, 3D figure painting, Boxing fitness.

Points thresholds are as follows:

A* - 225-250 points = 5 Steps

A = 224-200 = 4 steps

B = 199 – 175 = 3 steps

C = 174 – 150 = 2 steps

D = 149 or below = 1 step

Example Points sheet

Name: _____ Date: _____

		Monday	Tuesday	Wednesday	Thursday	Friday
Check-in	2					
Lesson	5					
Lesson	5					
Break	5					
Mindfulness	2					
DEAR Time	3					

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Lesson	5					
Lunch	5					
Sensory break	2					
Afternoon lesson	5					
Mindfulness	2					
Afternoon lesson	5					
Check-out	2					
Target	2					
TOTAL						

My target this week is

_____

This week I earned

_____

1. Explore new ideas and challenge myself.
2. Show resilience.
3. Believe in myself and take pride in what I can do.
4. Show respect in my words and actions.

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5. Be kind, helpful, and bring a positive attitude to the lesson.

4. Support Networks and Roles

Pastoral Lead – Roxanne Askew

SENCO role – Hannah Mellors

DSL – Roxanne Askew

5. Links to External Support

Clinical team and specialist services:

Working closely with the clinical team - including Educational Psychologists, SALTs, OTs, SIB, and harmful sexual behaviour specialists - greatly strengthens behaviour support at Moorlands View School. The multidisciplinary approach ensures that behaviour is understood through the lens of underlying need rather than seen in isolation. Clinical professionals provide assessments, therapeutic insights and evidence-based recommendations that inform PSP/RAMP strategies, intervention plans and classroom strategies. For example, the SALT supports with communication difficulties that may lead to frustration or behavioural outbursts and training; EPs contribute to psychological understanding, evidence-based strategies and trauma-informed approaches; and the HSB specialist guides safe practice, risk reduction and advises on targeted intervention programmes. By integrating this expertise into everyday practice, the school can implement consistent strategies that reduce anxiety, increase emotional regulation and promote positive behaviour. This collaborative ensures that pupils receive coordinated, holistic support that addresses both their SEMH and learning needs, enabling them to feel safe, understood and better able to engage with their education.

Appendix B: Restorative Practice Guidance and Tools

Purpose

To support staff in implementing restorative approaches that repair harm, rebuild relationships, and promote accountability.

1. Principles of Restorative Practice

- Focus on understanding the impact of behaviour on others.
- Encourage pupils to take responsibility and make amends.
- Promote empathy and positive communication.

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2. Restorative Conversation Structure

- Opening: Set a calm, respectful tone.
- Exploration: Ask questions such as:
    - What happened?
    - What were you thinking/feeling at the time?
    - Who has been affected and how?
    - What needs to happen to make things right?
- Agreement: Agree on actions to repair harm and prevent recurrence.
- Closure: End positively, affirming commitment to improvement.

Appendix C: Staff Roles and Responsibilities in Behaviour Management

Summary of Key Roles

Role	Responsibilities
Classroom Teacher	Implement behaviour expectations, deliver curriculum adaptations, record incidents, liaise with parents/carers.
Teaching Assistants	Support pupils' behaviour and learning, implement RAMPs and PSPs, assist with de-escalation.
Pastoral Lead	Coordinate behaviour support, liaise with families, monitor behaviour trends.
SENCO	Oversee SEND provision, coordinate plans, advise staff on strategies. Link in with clinical team.
Safeguarding Lead	Monitor safeguarding concerns linked to behaviour, manage referrals.
Senior Leadership Team	Provide visible leadership, support staff, make decisions on exclusions, monitor policy implementation.

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Appendix D: Positive Behaviour Support (PBS) Strategies and Interventions

Key Strategies

- Use of visual timetables and clear routines.
- Sensory regulation tools and sensory breaks.
- Environmental modifications (e.g., calm rooms, seating arrangements).
- Teaching social and emotional skills.
- Use of incentives and positive reinforcement tailored to the pupil.
- Collaborative problem-solving approaches (e.g. staff supervision)

Appendix E: Safeguarding and Behaviour – Indicators and Procedures

Key Points

- Behavioural changes can indicate safeguarding concerns such as abuse, neglect, or exploitation.
- Staff must be vigilant for early signs and report concerns promptly using the school's safeguarding procedures.
- All behaviour incidents should be considered within the safeguarding context.
- Close liaison between behaviour and safeguarding leads is essential.

Appendix F: Monitoring and Evaluation Framework for Behaviour

Tools and Processes

- Behaviour incident tracking dashboard on ARBOR.
- Regular analysis by Pastoral Lead to identify trends.
- Reporting schedule (e.g., termly reports to governors).
- Use data to inform training, policy review, and intervention adjustments.

Appendix G: Training and Professional Development Log

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Date	Training Title	Staff Attendees	Trainer
30.03.2026	Team Teach Refresher	All who needed update to remain up to date	Kerry Howard
13.04.2026	Keys Connect – Day One	All who hadn't yet completed Day One.	Hannah Bond
20.08.2025	PBS training	All staff	David Lewis
05.01.2026	Annual Safeguarding Training	All staff who needed it for annual compliance	Martin Keightley

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