



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

**REGULATION, RELATIONSHIPS &
READINESS for LEARNING POLICY**
(Behaviour Policy)

2026 - 2027

Policy	Regulation, Relationships & Readiness for Learning
Reviewed by	Synergy Education Trust, Jane Rhodes
Date	March 2026
Approval level	Local Governing Board
Adopted	01/09/2026
Next review due	July 2027

1) Purpose and Scope

The purpose of this policy is to promote positive relationships across the school community, enabling all pupils to develop the skills, resilience and attitudes needed to meet the challenges of an ever-changing world as lifelong learners.

At Moor Park Primary School, we are committed to ensuring that every member of the community feels included, supported, valued and respected. This policy is designed to enable pupils and staff to work together within a calm, safe and secure environment where learning can thrive.

This policy sets out a clear and consistent approach to behaviour so that all members of the school community understand expectations, routines and boundaries. It ensures that pupils are supported to make positive choices, develop self-regulation, and build strong social and emotional skills.

The policy also outlines how the school will respond to behaviour that does not meet expectations, ensuring that responses are fair, consistent and supportive, while maintaining high standards for all. It applies to pupil behaviour **on the school site, during off-site activities, and where appropriate, online.**

2) Our Ethos and Principles

At Moor Park Primary School, we believe that positive behaviour is built through strong relationships, clear expectations and a consistent, supportive approach. Our ethos is rooted in the understanding that children learn best when they feel safe, valued and understood.

We are committed to creating an inclusive environment where every pupil is supported to succeed socially, emotionally and academically. We recognise that behaviour is a form of communication and that children require guidance, modelling and opportunities to develop self-regulation over time.

Our approach is underpinned by the following principles:

- **Relationships first:** Positive, respectful relationships between staff and pupils are at the heart of effective behaviour support.
- **Consistency and fairness:** Clear routines and expectations are applied consistently by all staff to provide stability and predictability.
- **High expectations for all:** Every pupil is supported and challenged to meet high standards of behaviour and conduct.
- **Inclusion and equality:** We ensure that all pupils, including those with SEND, are supported through reasonable adjustments to access learning and succeed.
- **Teaching behaviour:** Positive behaviour, emotional regulation and social skills are explicitly taught through the curriculum and daily interactions.
- **Restorative practice:** We focus on repairing relationships, reflecting on behaviour and supporting pupils to make better choices.
- **Safety and wellbeing:** The physical and emotional safety of all members of the school community is paramount.

Through this approach, we aim to develop confident, respectful and resilient learners who are well prepared for the next stage of their education and life beyond school.

3) Legal and Guidance Framework (key references)

- **Behaviour in Schools (DfE, 2024)** — how schools set and implement behaviour policy.
- **Suspension and Permanent Exclusion (DfE, Aug 2024)** — statutory guidance.
- **Restrictive interventions, including use of reasonable force, in schools — effective 1 Apr 2026;** recording and reporting of **every significant** use of force/seclusion is required. (The 2013 guidance applies until 31 Mar 2026.)
- **Searching, Screening and Confiscation (DfE, 2022)** — powers and processes, including strip search by police only.
- **Mobile Phones in Schools (DfE updated 2026)** — prohibition during the school day.
- **Keeping Children Safe in Education 2025** — statutory safeguarding.
- **Equality Act 2010** — **reasonable adjustments** and non-discrimination duties.
- **SEND Code of Practice (0–25), 2015** — planning and provision for SEND.
- **Education & Inspections Act 2006** — duties of governors/Head; policy requirements.
- **DfE Working Together to Improve Attendance** – Moor Park Primary School recognises the strong relationship between attendance, behaviour and pupil wellbeing, and monitors these indicators together so that emerging patterns are identified early and appropriate support can be put in place

4) Roles and Responsibilities

4.1 The Governing Body

The Governing Body is responsible for monitoring the effectiveness of this behaviour policy and holding the Head of School to account for its implementation.

The Governing Body will:

- Ensure the school complies with this policy
- Ensure that strategies and procedures are implemented consistently and effectively
- Receive and review regular reports on behaviour, including analysis of incidents and the impact of actions taken
- Support the school in maintaining high standards of behaviour
- Ensure the policy is applied in a fair, consistent and non-discriminatory way

The Chair of the Governing Body will reasonably consider any appeal against decisions made in relation to this policy.

4.2 The Head of School

The Head of School is responsible for the overall implementation and review of this behaviour policy.

They will:

- Ensure the policy is embedded effectively across the school
- Promote a culture that encourages positive behaviour and strong relationships
- Ensure that staff respond to behaviour consistently and effectively
- Monitor the use of rewards, consequences and interventions to ensure fairness and consistency
- Provide support, guidance and training for staff

4.3 Staff

All staff play a crucial role in promoting positive behaviour and creating a safe, supportive and consistent environment.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and respectful relationships
- Using a personalised approach to meet the behavioural needs of individual pupils
- Supporting pupils to develop self-regulation and positive social behaviours
- Recording behaviour incidents accurately and in a timely manner

The SENCo, Pastoral Team and Senior Leadership Team will support staff in responding to behaviour, planning interventions and meeting pupils' individual needs.

4.4 Parents and Carers

At Moor Park Primary School, we work in partnership with parents and carers to create a strong "team around the child" that supports positive behaviour and wellbeing.

Parents and carers play a vital role in supporting their child's development and are encouraged to maintain open communication with the school.

The school will:

- Maintain strong links with parents and carers
- Communicate regularly regarding pupil behaviour and progress
- Work collaboratively with families to plan and support behavioural needs

Parents and carers are expected to:

- Support their child in following the **Moor Park Way**
- Reinforce the school's expectations and values at home
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher or SEND team promptly
- Engage with meetings and support plans where required

Bullying

At Moor Park Primary School, bullying is taken extremely seriously. We are committed to creating a safe, inclusive and respectful environment where all members of the community feel protected and supported.

We adopt a preventative and proactive approach, ensuring that bullying is addressed quickly, consistently and effectively in line with **DfE guidance, Keeping Children Safe in Education (KCSIE), and the Equality Act 2010.**

Definition of Bullying

Bullying is behaviour by an individual or group that is:

- **Repeated over time**, and
- **Intended to hurt, upset, threaten or harm another person**, either physically or emotionally

It is often characterised by an **imbalance of power**, making it difficult for the victim to defend themselves.

At Moor Park, we support pupils to recognise bullying using the **STOP principle**:

Several Times On Purpose

Bullying results in feelings of fear, distress, isolation and harm, and will always be challenged.

Forms of Bullying

Bullying can take many forms, including but not limited to:

Emotional / Social Bullying

- Being unfriendly or excluding others
- Tormenting, humiliating or intimidating behaviour

Physical Bullying

- Hitting, kicking, pushing
- Taking or damaging belongings
- Any use of physical aggression

Verbal Bullying

- Name-calling, insults or sarcasm
- Spreading rumours or deliberate teasing

Cyberbullying

- Bullying via digital platforms (e.g. social media, messaging apps, online games)
- Includes sharing images, exclusion, harassment or anonymous targeting

Prejudicial Bullying

Bullying related to protected characteristics (Equality Act 2010), including:

- **Racial bullying** – based on race, ethnicity, nationality or culture
- **Religion or belief**
- **Disability/SEND**
- **Sexual orientation (homophobic bullying)**
- **Gender identity (transphobic bullying)**

Sexualised Bullying and Harmful Behaviour

- Unwanted comments, gestures or physical contact
- Sexual harassment or harmful sexual behaviour
- Sharing or discussing inappropriate content

This will be treated in line with **KCSIE guidance on child-on-child abuse**.

Key Principles

- Bullying is **not tolerated** in any form
- All reports are **taken seriously and investigated promptly**
- Pupils will be **supported and listened to**
- Perpetrators will receive **appropriate consequences and education**
- Parents/carers will be **informed and involved** where appropriate

Prevention

We actively prevent bullying through:

- PSHE and RSHE curriculum
- Assemblies and awareness events
- Clear behaviour expectations (Moor Park Way)
- Teaching respect, diversity and inclusion
- Staff modelling positive relationships
- Early identification and intervention

Response to Bullying

When bullying is identified, the school will:

- **Act immediately** to ensure safety
- **Investigate thoroughly**, gathering pupil voice
- Record incidents in line with safeguarding and behaviour systems
- Apply **appropriate and proportionate consequences**
- Provide **support for the victim**
- Work with the pupil displaying bullying behaviour to **educate, repair and prevent recurrence**
- Involve parents/carers and external agencies where necessary

Where bullying involves prejudice or safeguarding concerns, it will be treated as a **serious incident** and managed accordingly.

5) The Behaviour Curriculum and Daily Routines

5.1 Curriculum Aims

At Moor Park Primary School, our behaviour curriculum is rooted in the National Curriculum and EYFS Framework and is designed to support pupils to become confident, resilient and responsible citizens.

Our curriculum is underpinned by key drivers:

- **Community**
Enabling pupils to understand their role within the school, local, national and global community
- **Possibilities and Ambition**
Raising aspirations and helping pupils recognise the opportunities available to them
- **Growth**
Developing knowledge, understanding, character and resilience
- **Communication**
Supporting pupils to become confident and effective communicators

5.2 Curriculum Goals

We aim to:

- Provide pupils with experiences that develop them as **confident, resilient and responsible individuals**
- Equip pupils with the ability to **problem solve, show initiative and make positive choices**
- Deliver a broad range of **cultural capital experiences**
- Provide a **coherent and ambitious curriculum** that supports deep understanding for all learners

5.3 Whole School Approach

A whole-school approach to behaviour begins with our ethos. At Moor Park, we believe that supporting pupils' behaviour is the responsibility of **all staff**.

Our **Moor Park Way** underpins expectations and creates a consistent, predictable environment where positive behaviour and effective learning can take place.

All members of the school community are expected to:

- Follow instructions from adults and peers
- Use kind and respectful words and actions
- Respect themselves, others and property
- Move safely around the school
- Show consideration and support for others
- Demonstrate a positive "I can" attitude
- Make responsible choices

5.4 Aims of the Behaviour Curriculum

Through this approach, we aim to:

- Create a **positive, inclusive climate** where diversity is respected
- Develop **self-regulation and emotional literacy**
- Build **self-esteem and confidence**
- Promote **resilience and a growth mindset**
- Ensure pupils understand the **impact of their behaviour on others**
- Maintain a **safe, calm and orderly environment**
- Promote **fairness, equality and inclusion**
- Encourage pupils to value others' perspectives and contribute positively

5.5 Recognition and Rewards

Recognition systems are used to reinforce positive behaviour, celebrate success and promote the Moor Park Way.

Whole School Rewards System

- **Dojos** are awarded by all staff for:
 - Positive behaviour
 - Effort and engagement
 - Demonstrating Moor Park characteristics

Moor Park Way Time

- Pupils who consistently meet expectations throughout the week participate in a reward session.

Golden Book / Star of the Week

- Weekly recognition during assembly
- Linked to the **characteristic of the week**

Rewards are applied consistently and fairly, in line with **DfE expectations for positive reinforcement and behaviour culture**.

5.6 Responding to Behaviour

Responses to behaviour are designed to:

- Be proportionate, fair and consistent
- Support pupils to reflect, repair and improve behaviour
- Minimise disruption to learning

All responses focus on:

- The expectation not met (Moor Park Way)
- The behaviour shown
- The impact on others

- The preferred future behaviour

Staff use **relational approaches**, including:

- Calm, respectful communication
- Curiosity and empathy
- Support for pupils to regulate emotions
- Co-regulation where required

5.7 The Hierarchy System

Removal from the classroom is used where a pupil's behaviour:

- Seriously disrupts learning
- Poses a risk to others
- Prevents effective teaching

Removal is:

- **A short-term strategy**
- **Always supervised**
- **Used proportionately**
- **Time-limited**

During removal:

- Pupils will continue learning where possible
- Pupils will be supported to regulate and reflect

Following removal:

- A **reintegration conversation** takes place
- Expectations are reset
- Support strategies are reviewed

Removal is not used as punishment alone, but as part of a **planned behavioural response**.

5.8 Loss of Moor Park Way Time

The school uses a range of proportionate sanctions, including:

- Verbal reminders and warnings
- Loss of privileges (e.g. Moor Park Way Time)
- Reflection time
- Completion of missed learning ("payback")
- Supervised time-out
- Internal suspension
- Suspension (fixed-term)
- Permanent exclusion (in exceptional circumstances)

Where appropriate:

- Sanctions are combined with **restorative conversations**
- Pupils are supported to understand impact and repair relationships

All sanctions:

- Are lawful, reasonable and proportionate
- Take account of SEND and individual circumstances

5.9 The Hub (Pastoral Support Provision)

The Hub is a designated space, designed around the Zones of Regulation, used to:

- Support pupils' **social, emotional and behavioural development**
- Deliver targeted interventions
- Provide a safe space for **reflection and self-regulation**

It is used both **proactively** (intervention) and **reactively** (as part of behaviour response).

Use of the Hub within the Behaviour System

- **Stage 4:** Reflection and completion of missed learning (5–15 minutes)
- **Stage 5:** Loss of social time
- **Stage 6:** Internal suspension arrangements (where appropriate)

Recognition and Rewards

Recognition systems reinforce positive behaviour and the Moor Park Way:

- **Dojos** awarded for positive behaviour, effort and engagement
- **Moor Park Way Time** for consistent positive conduct
- **Golden Book / Star of the Week** recognition

Rewards are:

- Applied consistently
- Linked to behaviour expectations
- Used to promote a positive school culture

5.10 Timeliness of Consequences

Consequences are applied:

- **As soon as possible** following an incident
- On the **same day where appropriate**

This aligns with best practice to ensure:

- Clear links between behaviour and consequence

- Opportunities for reflection and learning

Behaviour Intervention and Personal Regulation Plans

At Moor Park Primary School, we recognise that some pupils may require additional support to meet behaviour expectations. Where pupils frequently reach the higher stages of the behaviour system, targeted intervention will be implemented.

Targeted Behaviour Intervention

Interventions may be **short-term or long-term**, depending on need, and are designed to:

- Support pupils to develop **self-regulation and positive behaviour habits**
- Reduce barriers to learning
- Promote successful reintegration into the classroom

Short-Term Intervention

Short-term support may include a **behaviour monitoring card**.

- Pupils are supported to reflect on their behaviour and engagement across the day
- Staff focus on **positive reinforcement and progress**, rather than solely negative behaviours
- Progress is monitored by class teachers and shared with senior leaders
- Pupils may continue to access rewards where appropriate

Once sustained improvement is demonstrated, pupils will transition back to the standard behaviour system.

Personal Regulation Plans (PRPs)

Where behaviour concerns are ongoing, a **Personal Regulation Plan (PRP)** will be developed.

- Created collaboratively by the **Class Teacher, SENCo and/or Senior Leaders**
- Tailored to individual needs, including triggers, strategies and support approaches
- Shared with all relevant staff to ensure **consistent implementation**
- Discussed and agreed with **parents/carers**, who are invited to contribute and sign the plan

PRPs reflect statutory duties under the **Equality Act 2010** and **SEND Code of Practice**, ensuring reasonable adjustments are in place.

Parental Involvement

Moor Park values strong partnerships with parents and carers.

- Parents will be informed where behaviour impacts learning or wellbeing
- Increasing concerns will lead to increased parental involvement
- Families are involved in planning support strategies and interventions

External Support

Where appropriate, the school will seek support from external professionals, such as:

- Educational Psychologists
- Local Authority advisory services
- Health or therapeutic professionals

This ensures a **graduated and multi-agency approach**, in line with SEND guidance.

Escalation and Safeguarding

Despite sustained intervention, there may be rare occasions where:

- Behaviour presents a **significant risk to safety or learning**
- The school has exhausted available support strategies

In such cases, the school will act in line with its duty to safeguard all pupils. This may include consideration of **alternative provision, suspension or permanent exclusion**, following statutory guidance.

All decisions are made:

- Lawfully, reasonably and proportionately
- With reference to individual needs and adjustments
- In consultation with relevant stakeholders, including the Governing Body, Trust and Local Authority

6) Searching, Screening and Confiscation

To safeguard pupils, authorised staff may search pupils where there is reasonable suspicion of prohibited items.

Searches will:

- Be conducted by **senior staff or authorised staff only**
- Be carried out **with a witness present where possible**
- Be undertaken by a staff member of the **same sex as the pupil**, unless there is an immediate risk
- Be conducted **lawfully, respectfully and proportionately**

Staff may search without consent where permitted by law.

Prohibited items include:

- Weapons
- Drugs
- Alcohol
- Stolen items
- Any item likely to cause harm or disrupt learning

Confiscated items will be:

- Stored safely

- Returned or disposed of in line with school procedures

Strip searches can only be carried out by police, in line with statutory guidance.

Parents/carers will be informed where appropriate.

Mobile Phones and Smart Technology

Moor Park Primary School is a **mobile phone-free environment** in line with the latest Department for Education guidance.

The use of mobile phones and similar smart technology (e.g. smart watches with messaging or recording capability) is **not permitted during the school day**.

This includes:

- Lessons
- Breaktimes and lunchtime
- Movement around school
- All school activities, including trips

This reflects DfE expectations that schools should operate as **phone-free environments throughout the school day** to support behaviour, safety and learning.

Bringing Mobile Phones to School

Where it is necessary for a pupil to bring a mobile phone to school (e.g. for travel to and from school), the following applies:

- Phones must be **switched off before entering the school grounds**
- Phones must be **not seen or used at any point during the school day**
- Phones must be **handed in to the school office/class teacher** at the start of the day

The school accepts **no responsibility for loss or damage** to mobile phones brought onto site.

Smart Watches and Other Devices

Smart watches or devices that:

- Send/receive messages
- Take photos or videos

- Connect to the internet

are treated the same as mobile phones and are **not permitted for use during the school day**.

Basic watches (time only) are allowed.

Responding to Misuse

If a pupil uses a mobile phone or device in school:

- The device will be **confiscated by a member of staff**
- It will be **stored securely**
- It may be:
 - Returned to the pupil at the end of the day, or
 - Collected by a parent/carer (for repeated breaches)

Repeated misuse will be treated as a **behaviour issue** and may result in sanctions in line with the school's behaviour system.

Safeguarding Considerations

Mobile phones present potential safeguarding risks, including:

- Access to inappropriate content
- Online bullying
- Recording or sharing images without consent

This policy supports:

- The protection of pupils and staff
- A calm and focused learning environment
- Safe and respectful behaviour

7) Recognition, Repair and Reflection

At Moor Park Primary School, we use recognition, reflection and relationship repair to support pupils in developing positive behaviour over time.

Recognition

- Positive behaviour is recognised through Dojos, Moor Park Way Time and weekly awards
- Pupils are encouraged to reflect on what they have done well

Reflection

- Pupils are supported to reflect following behaviour incidents
- Staff guide pupils to understand:
 - What happened
 - The impact on others
 - What they will do differently next time

Repair

- Restorative conversations are used to rebuild relationships
- Pupils are supported to take responsibility and make amends where appropriate

Where needed:

- Adjustments and strategies are updated in **Pupil Passports or Personal Regulation Plans (PRPs)**
- Support is adapted to prevent recurrence

Safe Use of Physical Intervention

Moor Park Primary School is committed to ensuring the safety and wellbeing of all pupils and staff. In rare circumstances, it may be necessary for trained staff to use **reasonable and proportionate physical intervention** to prevent harm.

Any use of physical intervention is always a **last resort**, used only when other de-escalation strategies have been unsuccessful or where there is an immediate risk.

Principles

Physical intervention will only be used:

- To **ensure the safety** of pupils, staff and others
- To **prevent a pupil from harming themselves or others**
- To **prevent serious damage to property**
- To **maintain good order and safety** within the school

All interventions are:

- **Reasonable, proportionate and necessary**
- Applied for the **minimum time required**
- Conducted with respect for the pupil's dignity and rights

Approach

The school prioritises:

- **De-escalation and preventative strategies**
- **Positive behaviour support and regulation approaches**
- Understanding behaviour as communication

Physical intervention is only used where these approaches have not been effective or where immediate action is required.

Training

A number of staff are trained in **Team Teach**, which provides guidance on:

- Safe and effective handling techniques
- De-escalation strategies
- Reducing the need for physical intervention

All staff using physical intervention follow **Team Teach principles** and the school's agreed procedures.

Recording and Communication with Parents/Carers

Following any use of physical intervention:

- A **record is completed on the same day**, detailing:
 - Antecedents and de-escalation strategies
 - The nature and duration of the intervention
 - The reason it was necessary
- **Parents/carers will be informed as soon as reasonably practicable**
- In line with school procedures:
 - A **phone call or a face to face conversation will be carried out first** to inform parents/carers of the incident
 - This will be followed by a **written record shared via Arbor**
- All incidents are monitored and reviewed by the **Senior Leadership Team**

This approach ensures clear, transparent communication and meets expectations for the **recording and reporting of significant use of force**.

Monitoring and Review

All incidents involving physical intervention are:

- Reviewed by senior leaders
- Analysed for patterns or triggers
- Used to inform **risk assessments and Personal Regulation Plans (PRPs)**

The aim is to:

- **Reduce the need for future interventions**
- Improve support strategies for pupils

8) Graduated Response (Behaviour Stages)

Moor Park operates a **single, consistent staged system**:

Stage 1 – Reminder

- Clear reminder of expectations
- Use of positive, relational language

Stage 2 – Warning

- Clear direction to stop behaviour
- Consequence outlined if behaviour continues

Stage 3 – Reflection (Talk Time)

- Brief restorative conversation
- Opportunity to reset and re-engage

Stage 4 – Removal to Pastoral Support (Hub)

- Supervised reflection
- Completion of missed learning
- Focus on regulation and repair

Stage 5 – Time Out / Further Removal

- Short-term, supervised removal from peers
- Loss of social time if appropriate

Stage 6 – Senior Leader Intervention

- Formal discussion with SLT
- Review of support strategies
- Consideration of internal suspension

Stage 7 – Suspension Consideration

- Decision made by Head of School in line with statutory guidance

9) SEND, Equality and Reasonable Adjustments

Moor Park Primary School is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to access learning and achieve positive outcomes.

We recognise our duties under the **Equality Act 2010** and the **SEND Code of Practice (2015)** to anticipate need, remove barriers and make reasonable adjustments so that all pupils can succeed within a safe and inclusive environment.

We achieve this through:

- **Differentiated expectations and teaching approaches**

- Use of **sensory supports and regulation strategies**
- **Adapted transitions and routines** to reduce anxiety and support engagement
- Adjustments to **uniform, equipment or classroom expectations** where appropriate
- Use of **alternative systems of recognition and reinforcement**
- **Flexible timetabling or provision**, where required

All reasonable adjustments and strategies are recorded within:

- **Pupils One Page Profiles**
- **Personal Regulation Plans (PRPs)**
- **EHCP reviews**, in line with provision outlined in Section F

These documents are regularly reviewed and shared with staff to ensure **consistent and effective support**.

Key Principles

- Behaviour is understood within the context of a pupil's **individual needs and development**
- We take a **proactive approach**, aiming to prevent difficulties before they arise
- Pupils are supported to develop **self-regulation, independence and positive behaviour over time**

While Moor Park Primary maintains **high expectations for behaviour**, we do not view SEND as an excuse for poor behaviour. Instead, we are committed to:

- **Understanding the underlying causes of behaviour**
- Providing appropriate support and interventions
- Ensuring that expectations remain **fair, consistent and achievable**

Working in Partnership

We work closely with:

- Parents and carers
- External professionals (e.g. Educational Psychologists, CAMHS, advisory services)

to ensure that pupils receive a **joined-up, graduated approach to support**.

10) Suspension and Permanent Exclusion

Moor Park Primary School is committed to inclusion and will always seek to avoid exclusion wherever possible. However, suspension or permanent exclusion may be used where behaviour:

- Represents a **serious breach of the behaviour policy**, and/or
- Poses a **risk to the safety or education of others**

Decision-Making

- Only the **Head of School (or Deputy in their absence)** can authorise a suspension or exclusion
- Decisions are made in line with **DfE Suspension and Exclusion Guidance (2024)**

- Reasonable adjustments and support strategies must be considered

Parents/carers will be informed promptly and provided with information regarding their rights.

Examples of Behaviour That May Lead to Suspension

(Not exhaustive)

- Physical assault on a pupil or adult
- Serious verbal abuse, including discriminatory language
- Persistent disruption that significantly impacts learning
- Possession or use of prohibited items (e.g. weapons, drugs, vapes)

11) Reintegration Following Suspension

A **reintegration meeting** will take place before the pupil returns to class.

The purpose of this meeting is to:

- Rebuild relationships and support reintegration
- Agree strategies to prevent recurrence
- Share and update behaviour or support plans
- Identify any need for additional support or external involvement

Parents/carers are expected to attend and contribute.

Permanent Exclusion

Permanent exclusion is used only in **exceptional circumstances** where:

- There is a serious breach of policy
- The risk to others cannot be managed

All other interventions will have been explored prior to this decision.

13) Data, Monitoring and Evaluation

Senior leaders regularly monitor behaviour, attendance and wellbeing to ensure that the policy is implemented consistently and effectively across school.

The Senior Leadership Team (SLT) will:

- Analyse behaviour data recorded on **Arbor** alongside attendance and safeguarding information.
- Review patterns, trends and individual pupil data to identify emerging needs.

- Monitor the use of behaviour responses, including removal from class and suspensions
- Evaluate the impact of interventions and support strategies.

This analysis takes place:

- **Weekly** at DSL/DDSL briefing meeting
- **Half termly** at SLT level
- **Termly** with the Governing body

Key Priorities

Through on-going monitoring, the school seeks to:

- Identify and address any **disproportionate** outcomes for groups of pupils (e.g. SEND, disadvantage pupils)
- Reduce reliance on **removal from class and restrictive approaches**
- Ensure behaviour systems are applied **fairly, consistency and in line with expectations**
- Inform **targeted staff training coaching and support**
- Continually improve the **quality of provision and outcomes for pupils.**

14 Staff Responsibilities

All staff at Moor Park Primary School play a vital role in creating a calm, safe and supportive environment where pupils can learn and thrive. Staff are expected to model high standards, apply the behaviour policy consistently and support pupils to develop positive behaviour over time.

14.1 Upholding the Moor Park Way and Behaviour Curriculum

All staff must:

- Consistently model the **Moor Park Way**, including expected behaviours, language and routines
- Actively **teach, reinforce and model behaviour**, in line with DfE expectations
- Use **positive, relational and trauma-informed approaches** when working with pupils
- Support pupils in recognising and managing their emotions through **daily routines and structured opportunities**
- Facilitate **co-regulation**, recognising that some pupils require adult support before independence
- Contribute to a **calm, safe, structured and predictable classroom environment**

14.2 Maintaining Safety, Supervision and Professional Conduct

All staff are responsible for:

- **Active supervision** at all times, ensuring pupils are safely supported throughout the school day
- Supporting **entry routines**, including bag/coat checks where required

- Adhering to the school's **mobile phone policy** for pupils
- Responding promptly to safety concerns and following agreed **escalation procedures**
- Following all safeguarding expectations in **KCSIE 2025**, including:
 - Reporting concerns immediately
 - Maintaining professional boundaries
- Supporting a **safe, respectful and orderly environment** across the school

14.3 Delivering Reasonable Adjustments and Meeting SEND Duties

Staff must:

- Apply **reasonable adjustments** for pupils with SEND, as required under the **Equality Act 2010**
- Ensure teaching, routines and expectations are adapted in line with pupils' needs, including **EHCP outcomes (Sections E & F)**
- Use and update **Pupil One Page Profiles and Personal Regulation Plans (PRPs)** regularly
- Embed recommendations from external professionals (e.g. Educational Psychologists, CAMHS, therapists) into daily practice
- Recognise that behaviour responses must be **adapted to meet individual needs while maintaining high expectations**

14.4 Using the Behaviour Stages Consistently

All staff must apply the school's **graduated response to behaviour** consistently:

- **Stage 1 – Reminder**
- **Stage 2 – Warning**
- **Stage 3 – Talk Time**
- **Stage 4 – Pastoral Support (Hub / reflection / missed learning repaid)**
- **Stage 5 – Removal / time out to reduce disruption**
- **Stage 6 – Senior Leader involvement (including internal suspension where appropriate)**
- **Stage 7 – Suspension consideration**

Staff must ensure that:

- Responses are **predictable, fair and consistent**
- Pupils understand expectations and next steps
- Removal from class is **time-limited, supervised and followed by reintegration**, in line with DfE guidance

14.5 Recording, Reporting and Post-Incident Procedures

Incident Recording

- All behaviour incidents must be recorded on **Arbor on the same day**
- Records should follow the **ABCD format**:
 - Antecedent
 - Behaviour
 - Consequence
 - Do Next / Do Differently

Physical Intervention Recording

Where physical intervention is used:

- A full record must be completed on the same day, including:
 - De-escalation strategies used
 - Nature and duration of intervention
 - Justification (e.g. risk of harm)
- **Parents/carers must be informed as soon as practicable**, with:
 - **A phone call or a face-to-face conversation first**
 - Followed by a **written record via Arbor**

Post-Incident Reflection

Staff must:

- Support pupils to reflect on behaviour
- Contribute to follow-up discussions where required
- Implement updated strategies and support plans

Reintegration Following Suspension

Staff must:

- Contribute to **reintegration meetings**
- Share information on:
 - Academic progress
 - Behaviour patterns
 - Support strategies
- Implement agreed strategies to support a **successful return to learning**

14.6 Contributing to Suspension and Exclusion Decisions

Staff are expected to:

- Provide **accurate, timely and factual accounts** of incidents
- Ensure that appropriate **support and adjustments have been attempted**
- Contribute to identifying **patterns, triggers and support needs**
- Support implementation of actions agreed following suspension or review

14.7 Teaching, Curriculum and Classroom Practice

Staff must:

- Plan and deliver learning that supports pupils' **engagement, regulation and success**
- Provide **clear routines, structure and transitions**
- Adapt teaching to meet pupils' **academic and emotional needs**
- Monitor progress and adjust approaches accordingly

14.8 Professional Learning and Reflective Practice

All staff are expected to:

- Engage in **ongoing training**, including behaviour and safeguarding
- Participate in **staff development, coaching and supervision**
- Reflect on practice, including the effectiveness of behaviour strategies
- Continually develop **skills in de-escalation and relational practice**

14.9 Communication with Parents, Carers and Professionals

Staff must:

- Communicate with parents **promptly following incidents and to share successes**
- Maintain **clear and transparent communication**
- Share updates to plans and strategies where appropriate
- Work collaboratively with **external professionals** to support pupils

14.10 Commitment to Safeguarding and Welfare

All staff must:

- Follow **KCSIE 2025** in full
- Report safeguarding concerns immediately
- Recognise and respond to:
 - Child-on-child abuse
 - Sexual harassment
 - Online harm
 - Contextual safeguarding risks

Staff must understand that:

- **Behaviour is a form of communication**
- Pupils may require support due to SEMH needs, trauma or communication differences

15) Staff Training and Support

Moor Park Primary School is committed to ensuring that all staff are well trained and supported to deliver the behaviour policy effectively.

Staff induction includes training on:

- The **Moor Park Way** and behaviour expectations
- **Positive behaviour strategies and relational practice**
- **Safeguarding**, in line with KCSIE 2025
- **Team Teach** (for staff involved in physical intervention)
- Relevant **DfE guidance updates**, including behaviour, mobile phones and restrictive interventions

Ongoing professional development is provided through:

- Regular staff training sessions and briefings
- Coaching and mentoring
- Opportunities for reflective practice

This ensures consistency of approach and supports staff to meet the needs of all pupils effectively.

16) Communication and Pupil/Parent Voice

Moor Park Primary School values clear communication and actively seeks the views of pupils and families.

We will:

- Publish this policy and make it accessible to staff, parents and carers
- Clearly communicate expectations, routines and key procedures, including the **mobile phone policy**
- Share strategies and guidance with families to support behaviour and regulation at home

Pupil voice is gathered through:

- Class discussions and pupil feedback
- Contributions to class expectations and behaviour systems

Parent voice is used to:

- Inform support plans and interventions
- Strengthen partnerships between home and school

The school also shares **behaviour and attendance trends** with Governors to ensure accountability and continuous improvement.

17) Complaints

Any concerns regarding the application of this policy should be raised in line with the Synergy Education Trusts **Complaints Procedure**.

Safeguarding concerns must be addressed following procedures outlined in **KCSIE 2025**.

Where concerns relate to **suspension or exclusion**, parents/carers should follow the statutory processes outlined in current DfE guidance, including their right to make representations to the Governing Body.

The school will only discuss the behaviour of an individual child with their own parents or carers, in line with **data protection and confidentiality requirements**.

18) Linked Policies

This policy should be read in conjunction with the following:

- Safeguarding Policy (including KCSIE) - Synergy Education Trust policy
- SEND Information Report – School policy
- Anti-Bullying Policy – School policy
- Attendance Policy – Synergy Education Trust Policy
- The Use of Physical Intervention Policy – Synergy Education Trust Policy
- ICT and Acceptable Use Policy – Synergy Education Trust Policy
- Complaints Procedure – Synergy Education Trust Policy