

MOORFIELD PRIMARY SCHOOL



BEHAVIOURS FOR LEARNING POLICY - Draft

Term Of Staff Review:	Autumn 2026
Reviewed & Approved By Governing Body:	To be reviewed Autumn 2026
Committee:	Full Governing Body
Term of Next Review:	Autumn 2027

Inspiring Creative Learners for Exciting Futures

OVERVIEW

Teachers are facilitators of learning and as such, our role is to guide the children in our care towards the behaviours that will best equip them to learn and grow – academically, morally and socially and emotionally. Therefore, teaching and promoting positive behaviours for learning is central to all that we do in this school. The children of Moorfield learn how to conduct themselves and behave in ways that will help them to become life-long learners with the skills to learn both independently and collaboratively. Promoting positive behaviours for learning applies equally to social behaviours and helping children develop into good citizens. All members of staff will set and model high standards and learners will be given clear guidance on what is expected of them. A digital behaviour management programme will support this – *Trackit Lights*.



TRACKIT LIGHTS

Our school values are drawn from our school community and the beliefs we have at Moorfield as to what key values children need to possess in 21st Century Britain. The four values we chose to focus on are common to us all and reflect what we want for the children we teach – Responsibility, Perseverance, Compassion and Thankfulness. Our school values are also drawn from British values of Democracy, The Rule of Law, Individual Liberty and Tolerance. These values are reflected in the ethos of our school and the behaviours we promote at Moorfield. We will work in partnership with parents and carers to ensure that the school's values and expectations are deeply embedded in all areas of school life.

ETHOS

The prevailing ethos of Moorfield Primary School is one of:

- Mutual **responsibility**,
- Treating everyone fairly and with **compassion**,
- Inclusion,
- Celebrating diversity,
- Challenging discrimination,
- **Thankfulness** and appreciation
- Happiness and wellbeing,
- Enjoyment of learning,
- **Perseverance** from adults and children to ensure a bright future for our next generation.

The ethos of responsibility is underpinned by:

- The quality of partnership with parents and carers,
- Open channels of communication,
- Promoting, acknowledging and rewarding positive behaviours,
- Encouraging children to negotiate and co-operate with each other,
- Promoting collaboration,
- The understanding that we are responsible for the choices we make and how they can impact on the wellbeing of others,
- Consistently applying the procedures outlined in this policy document.

OBJECTIVES

- To create and sustain a climate and environment of positive behaviours in school. This will ensure that children are happy, secure and safe.
- To ensure that all are treated fairly and shown respect and consideration. This will promote positive relationships between all members of the school community.
- To help children lead disciplined lives, and develops their awareness of self and of others in order to promote good citizenship.
- To build a school community which values kindness, care, good humour, good temper, respect and empathy for others. This will promote community cohesion.

These objectives (**Appendix 1a**) are to be displayed in every classroom.

MOORFIELD BEHAVIOURAL EXPECTATIONS

We expect our whole school community; children, parents/carers, staff, visitors, school leaders, and governors, to support and promote positive behaviours.

EXPECTATIONS FOR OUR CHILDREN

Children are expected to learn and develop skills, attitudes and values such as:

- Positive self-esteem/self-image,
- Tolerance, consideration and respect for other children and all adults,
- Co-operation and collaboration,
- Negotiation and agreement,
- Trust and honesty,
- Self-awareness and self-discipline,
- Sensitivity and consideration for the feelings of others,
- Caring for property and the environment,
- Taking responsibility for their actions and for what they say,
- Learning to seek and offer forgiveness,
- Enjoyment of learning.

EXPECTATIONS FOR OUR PARENTS AND CARERS

Children need to know that their parents and carers support Moorfield's ethos, values and expectations. Parents and carers can do this by:

- Acting as a role model and modelling positive behaviours on school premises and in the home environment,
- Asking their child about his/her school day and school life,
- Encouraging their child and praising his/her achievements,
- Encouraging their child to read regularly and complete homework,
- Attending Parent Consultations, performances, assemblies and social events whenever possible,
- Discussing Moorfield expectations for all of our children (see above).
- Supporting the school in any measures and sanctions taken to deal with inappropriate behaviour.

EXPECTATIONS FOR OUR STAFF AND VISITORS

All adults must provide excellent role models for the children in our care. Consequently, we will expect a consistent 'whole school' approach to exemplify the attitudes and practices underpinning our ethos and values. *All* adults are responsible for *all* children in terms of modelling, acknowledging and praising positive behaviours for learning, and for challenging any behaviours that do not fit with our expectations and school ethos. Adults will:

- Value children as individuals and appreciate their differences, interests and cultural backgrounds,
- Promote positive attitudes towards diversity and challenge all forms of discrimination, e.g. sexism, racism, religious intolerance, disability, appearance, sexual orientation, age or family circumstances,
- Encourage children to have positive self-esteem, self-image and confidence,
- Value and praise positive behaviours demonstrated by our children,
- Be attentive, courteous, tolerant, patient and polite,
- Demonstrate commitment and enthusiasm for our children by explaining, counselling, reasoning, listening, advising and showing empathy,
- Demonstrate **compassion** by showing children that even if they make the wrong choices sometimes, we believe in their capacity to display positive behaviours for learning,
- Demonstrate **responsibility and perseverance** by applying behavioural expectations in a clear, fair and consistent manner, including procedures for supporting children with additional needs,
- Develop an environment supporting children's capacity for self-discipline, responsibility, care for others, respect, assertiveness and resilience,
- Help children to learn strategies for dealing with challenge, failure and peer confrontation e.g. the ability to negotiate in order to resolve disputes,
- Inform the Senior Leadership Team (SLT) when there are repeated incidents of inappropriate behaviour.

EXPECTATIONS FOR OUR SCHOOL LEADERS

Moorfield's governors expect the Headteacher to ensure stakeholders continue to support and celebrate our values and ethos. The Headteacher, assisted by the SLT, achieves this by:

- Taking a lead in the establishment of policy and practice promoting positive behaviours,
- Supporting all children, families and colleagues with the implementation of the policy,
- Taking responsibility for devising and implementing a Teaching and Learning Policy acknowledging its influences on pupils' behaviour, motivation and achievement,
- Monitoring and reviewing behaviour throughout school including attendance and punctuality,
- Recording incidents of inappropriate behaviour and reporting incidents of serious misconduct,
- Informing parents and involving the appropriate outside agencies if there is a serious problem with a child's behaviour,
- Acting in accordance with the Local Authority fixed term and permanent exclusion guidelines, in extreme cases where a child's poor behaviour choices or failure to respond to help, support and other sanctions may result in the child being excluded from school,
- Evaluating the impact of this policy and ensuring that it is revised as necessary.

EARLY YEARS

Colleagues in the Early Years settings will apply our Behaviours for Learning Policy and practices in an age appropriate manner. They will adapt the strategies detailed below.

WHOLE SCHOOL APPROACH – PROMOTING POSITIVE BEHAVIOURS FOR LEARNING

As a school we recognise the need for a range of strategies encouraging positive behaviours – these strategies need to vary according to the age and profile of individual classes and the specific needs of individual children. However, there needs to also be a consistent, whole school approach to promoting positive behaviours for learning, that applies to all children, at all times of the school day and in all areas of the school. This is designed to encompass the key values and ethos of our school and to be easily remembered by all children and staff. These expectations will run through all that we do at Moorfield, becoming part of the very fabric of the school – The Moorfield Way.

The Moorfield Way is displayed across the school and regularly referred to in school expectations and restorative conversations. The Moorfield Way will be discussed within each class at the start of the academic year and adapted to support understanding and to be age appropriate/child friendly across each year group. This will be displayed in every classroom as part of the Behaviours for Learning display. It will also be revisited and reinforced throughout the school year and used as triggers for 'poor behaviour choices' on *Trackit Lights*. (Appendix 1b).

Our philosophy is to encourage and praise children for their positive behaviours. All adults work hard to acknowledge and reward children who behave in the Moorfield Way. There are a range of options open to staff across the age groups for rewarding positive behaviours. (Appendix 2).

ZONES OF REGULATION

To support positive learning behaviours, we use 'Zones of Regulation'. This is a structured approach designed to help children understand and manage their emotions and behaviours in a healthy, constructive way. By teaching pupils to recognise their emotional states and categorise them into four zones—Blue, Green, Yellow, and Red—this framework empowers children to take control of their responses, which directly impacts their behaviour. This works in conjunction with Trackit Lights.

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| • Zone 1: Blue Zone | Feelings of sadness, tiredness, or boredom. (e.g., feeling down, sick, or tired) |
| • Zone 2: Green Zone | Feelings of calmness and readiness to learn. This is the optimal zone for learning. (e.g., happy, focused, excited) |
| • Zone 3: Yellow Zone | Feelings of frustration, anxiety, or nervousness. Students may feel overwhelmed but are still able to control their actions. (e.g., worried, frustrated, excited) |
| • Zone 4: Red Zone | Feelings of anger or extreme excitement. This zone indicates a loss of control and can lead to unsafe behaviours. (e.g., mad, yelling, out of control) |

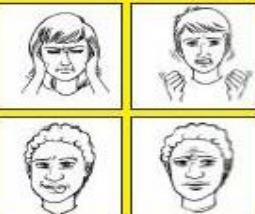
Children often act out or display challenging behaviours when they are unable to recognise or manage their feelings. The Zones of Regulation helps address this by teaching pupils to:

- Identify their emotions and understand how these emotions affect their behaviour.
- Use self-regulation strategies to move between zones, particularly moving from less desirable zones (Yellow or Red) back to the optimal Green Zone.
- Take responsibility for their actions, making them active participants in managing their behaviour.

If a pupil is consistently in the Yellow or Red Zones, they will meet with a staff member to discuss their feelings and strategies to manage their behaviour. A restorative approach will be taken to address any conflicts, emphasising empathy and understanding.

By incorporating the Zones of Regulation into our policy, we aim to equip pupils with the tools to understand their emotions, promote self-regulation, and create a supportive learning environment, they can thrive in both academically and emotionally.

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

DEALING WITH POOR BEHAVIOURAL CHOICES

Sometimes children make poor choices and behave inappropriately; such behaviour will be challenged in a sensitive manner. We help children reflect and learn from experience so that in future they make the right choices and avoid repeating poor behaviours. Consequently the focus is upon the behaviour and its impact, not upon the child who may have low self-esteem and self-worth. Trackit Lights is key to recording pupils who make poor behavioural choices as well as rewarding pupils when they follow the Moorfield Way.

Children must take responsibility for their actions and understand there are consequences for inappropriate behaviours. Initially children will be required have a restorative conversation with a member of staff. When the wrong behaviour choices continue to be made children may be required to complete a 'Restorative Conversation Sheet' either independently or with a member of staff, (Appendices 3a and 3b) to focus a conversation with an adult. Consequences are detailed in Appendix 4.

Inappropriate behaviour is monitored by class teachers using Trackit Lights; they share behavioural concerns with children's families and the SLT. However, once a behavioural incident has been resolved, it is important to ensure the child has a 'fresh start' and the opportunity to re-engage with our positive behaviours strategies. As our focus is upon the needs of individual children, 'blanket' strategies such as challenging/punishing whole classes are inappropriate and will not be sanctioned. However, if poor behavioural choices manifest into child-on-child abuse or bullying, in line with our anti-bullying policy, the incident will be dealt with in the following way:

- The Headteacher will investigate and record the bullying incident in the Serious Incident book and on the school electronic monitoring system - CPOMS.
- SLT will monitor incidents and information recorded analysing and evaluating the results.
- Headteacher will produce termly reports summarising the information, which will be reported to the Governing Body.
- Staff will offer support to all involved within a bullying incident. Individual meetings will be held with harmer & the harmed to devise a plan of action that ensures all feel listened to and supported, and feel safe and reassured that with support there can be a resolution. This may involve a reflection meeting. Action plans or Behaviour plans – if appropriate will make use of school initiatives such as mentors, buddy systems and lunchtime monitoring.
- Staff will pro-actively respond to these plans, with the harmer and harmed parties possibly requiring support and work with other colleagues as appropriate.
- SLT will decide whether to inform parents or carers and where necessary involve them in any plan of action.
- SLT will assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

ENSURING CHILDREN ARE AWARE OF EXPECTATIONS, REWARDS AND CONSEQUENCES

Our objectives and expectations for positive behaviours for learning, through the Moorfield Way, are shared, displayed and made explicit for our children. The rewards and consequences for meeting or not meeting those expectations will also be shared, displayed and made explicit. Each classroom from Years 1-6 will have a Behaviours for Learning display board showing Appendices 1a, 1b, 2, 4 and the relevant Restorative Conversation Questions (Appendices 3a or 3b). These will be referred to and revisited throughout the school year where necessary.

INDIVIDUAL CLASS APPROACH - PROMOTING POSITIVE BEHAVIOURS FOR LEARNING

We recognise that teaching and learning is about the personalities involved – of both the adults and the children, and that each teacher has their own style and knows the needs of the children in their class. Therefore, we encourage all staff to set up their own reward systems to run alongside our whole school approach. This allows for consistency across the school and year groups, whilst recognising the need for individuality and systems tailored to the specific age and needs of a particular class and the dynamic within that class. It also means that if a teacher has a particular talent, passion or specialism, they are free to incorporate that into the reward, e.g. earning an art afternoon or an extra games session.

SUPPORTING CHILDREN WITH SPECIFIC NEEDS

Some children do not respond to the strategies detailed above and require a specific programme of behavioural support. (Appendix 5).

INCLUSION

The school recognises its legal duty under the Equality Act 2010 and the SEND Code of Practice to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be personalised to cater for the needs of the pupil. The school's Inclusion Lead will evaluate a pupil who exhibits challenging behaviour to determine whether the child has any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. The Inclusion Lead and class teacher will develop a behaviour support plan to enable the child's needs to be met, this will be shared and reviewed on a regular basis with the parents.

USE OF REASONABLE FORCE AND SECLUSION – further information is in the Restrictive Intervention Policy

In line with the Education and Inspections Act 2006 and DfE Restrictive Interventions, including use of reasonable force, in schools (April 2026), staff will always prioritise de-escalation and preventative strategies. Restrictive interventions will only be used as a last resort when they are necessary, proportionate, and represent the least restrictive option available.

Reasonable force may be used only when it is necessary to prevent a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence

- Damaging property.
- Causing disorder among pupils at the school whether during a teaching session or otherwise

We acknowledge our legal duty to make reasonable adjustments for children with special educational needs and disabilities (SEND).

Seclusion is a restrictive intervention where a pupil is forced to spend time alone against their will in a room they are prevented from leaving.

- Seclusion is never used as a punishment or disciplinary penalty.
- It is only used in emergency situations where it is necessary to protect the pupil or others from significant harm and allow them the opportunity to regulate their feelings and behaviours
- Any pupil in seclusion must be monitored by a staff member at all times.

Recording and Reporting (Statutory Duty 2026), in accordance with The Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025.

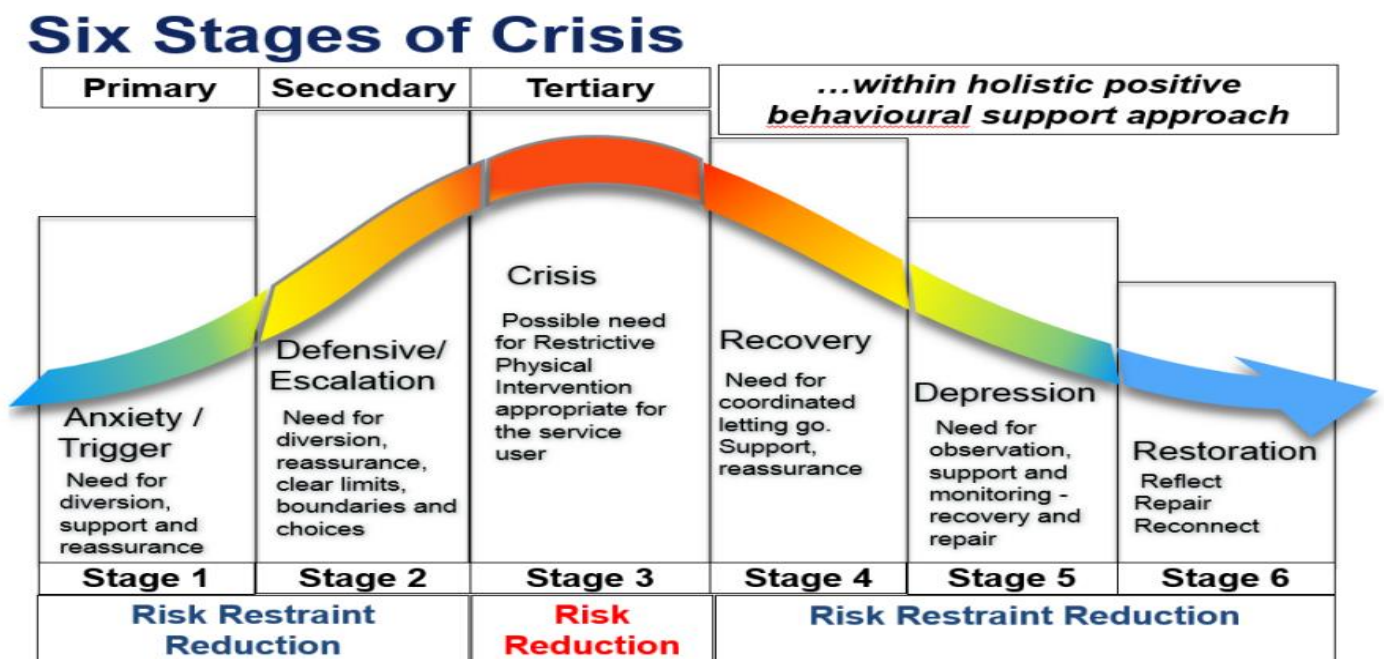
- Log every significant incident of reasonable force or seclusion within 24 hours.
- Inform parents/carers of the incident as soon as is practicably possible on the same day.

TEAM TEACH

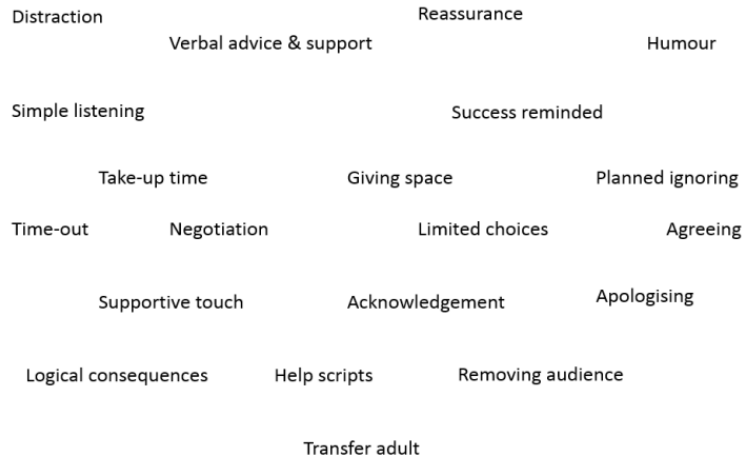
The school's positive strategies for managing pupil behaviour are supported by Team Teach training. This was completed most recently in February 2023 and equipped staff with a range of verbal and non-verbal de-escalation strategies, and simple and safe positive handling techniques.

STAGES OF CRISIS AND DE-ESCALATION STRATEGIES

An overview of the 6 Stages of Crisis and ideas to support de-escalation is below.



De-escalation Strategies



BREAK/LUNCH TIMES

All members of staff have been consulted and involved in the construction and implementation of this policy. For consistency, it is vitally important that there is a continuity of expectations, rewards and consequences that apply equally at *all* times when children are in school.

The midday staff (many of them teaching assistants) will follow the same rewards and consequences and promote positive behaviours through the Moorfield Way. When children go to their classrooms at the start of the afternoon, midday supervisors will go to their classrooms with them if there is anything to report to the class teacher. All staff know, promote, reward and challenge behaviours using the Moorfield Way and follow the stages set out in **Appendix 4** if poor choices are made.

Pupils will not be automatically given a breaktime and lunchtime play but will be expected to earn this time through making the right behaviour choices both social and academic throughout the morning session (and afternoon session in Key Stage 1). Time given will be at the discretion of the class teacher and could be anything from 5-15 minutes at breaktime and 15-30 minutes at lunchtime, ensuring all pupils have at least a 15 minutes break to eat lunch. This will encourage pupils to make the right behavioural choices and follow the Moorfield Way.

OUTCOMES

This policy will promote the ethos and values of the school. It will ensure that children and staff are safe and that they enjoy coming to school. It will ensure all stakeholders are clear of the expectations, practices and procedures by which Moorfield Primary School will promote positive behaviours for learning and, alongside our other policies, will ensure the best outcomes for our children.