

Moorland Federation – Behaviour Principles Statement

Introduction

The Moorland Federation is committed to providing a safe, inclusive and nurturing environment in which all pupils can learn, thrive and develop positive relationships. This Behaviour Principles Statement sets out the broad values, expectations and rights that guide behaviour-related policies across the Federation. Individual schools create their own operational behaviour procedures, which must reflect and uphold these shared principles. This statement is reviewed and approved by the Federation Governing Board annually and published on the Federation website.

1. Core Principles

1.1 Behaviour as Communication

We recognise that all behaviour is a form of communication. Our approach must be trauma-informed, nurturing and rooted in compassion. Staff seek to understand underlying causes of behaviour and respond in ways that support emotional regulation, belonging and inclusion.

1.2 Safe, Kind and Respectful Communities

Every pupil and adult has the right to feel safe, valued and treated with dignity. Expectations foster kindness, empathy, self-discipline and mutual respect. Bullying, discrimination and harassment are never tolerated.

1.3 High Expectations for All

We set high expectations for conduct, learning behaviours and citizenship. Pupils take responsibility for their actions and contribute positively to school life.

1.4 Inclusion and Equality

We uphold the Equality Act 2010 and ensure inclusive practice that considers SEND, vulnerabilities and trauma. Reasonable adjustments must always be considered.

2. Responsibilities

2.1 Staff

- Model calm, respectful behaviour.
- Use trauma-informed, de-escalation and restorative practices.
- Teach social, emotional and learning behaviours.
- Maintain behaviour records and follow safeguarding procedures.

2.2 Pupils

- Treat others with kindness and respect.

- Contribute to a safe, inclusive environment.
- Engage with learning and seek help when needed.

2.3 Parents and Carers

- Work in partnership with staff.
- Communicate respectfully.
- Reinforce positive behaviour and emotional regulation at home.

2.4 Leadership & Governors

- Ensure policies reflect statutory guidance.
- Promote consistency across schools.
- Monitor behaviour and safeguarding data.
- Ensure appropriate training for staff.

3. Behaviour Approaches and Principles

3.1 Positive, Proactive and Preventative Approaches

We prioritise teaching, modelling and recognising positive behaviour using restorative, trauma-informed and nurture-based strategies.

3.2 Proportionate and Fair Sanctions

Sanctions must be fair, transparent, proportionate and adapted where appropriate for SEND or individual needs.

3.3 Safeguarding Considerations

Behaviour may indicate unmet needs or risk. Staff must maintain professional curiosity and follow safeguarding procedures.

3.4 Anti-Bullying Commitment

The Federation commits to preventing and responding robustly to bullying, including online bullying. All concerns are taken seriously and acted upon.

3.5 Use of Reasonable Force

Any use of reasonable force should follow DfE guidance, is a last resort and must be proportionate, recorded and shared with parents.

4. Curriculum, Relationships and Personal Development

Behaviour principles are embedded through RSHE, Jigsaw, My Happy Mind, circle time, emotional literacy and explicit teaching of diversity, consent and protected characteristics.

5. Monitoring, Review and Accountability

The Governing Board reviews behaviour, exclusion and safeguarding data. This statement is reviewed annually or earlier if required by legislation. School policies must show how principles are operationalised.

Approval and Review

Approved by: Moorland Federation Governing Board

Date: 2025-2026

Next Review: annual