Pupil Behaviour Policy

September 2026

Governor responsibility	Full Governing Body
Owner	Headteacher/ Deputy Head - Pastoral
Status & review cycle	Statutory Annual
Policy date	September 2026 V3
Next review date	September 2027

MOON HALL SCHOOLS EDUCATIONAL TRUST

This policy applies to:

Moon Hall School, Reigate
Also referred to as the School or the Schools as the context requires

This policy, which applies to the whole school, is publicly available on the school websites. Copies available in regular or large print or (other accessible formats available if required) may be obtained from the School Office at either School. All who work, volunteer or supply services to our schools have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away fromschool.

This policy refers to the following legislation;

Education and inspection Act 2006
School standards and framework Act 1998
Education Act 2002

1. Monitoring and review

1.1 This policy is subject to continuous monitoring, refinement and audit by the Headteacher and the Designated Safeguarding Lead (DSL). The Proprietor (Board of Governors) will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. All staff and governors are to be made aware of this policy as part of their induction and are to be reminded of it on an annual basis, when they informed of updates / reviews. The policy is made available to staff in either a hard copy or electronically.

2. Introduction

2.1 Moon Hall School recognises that behaviour can be a form of communication and may indicate unmet needs, mental health difficulties, safeguarding concerns, exploitation, abuse, trauma or adverse childhood experiences. Staff will always seek to understand the reasons behind behaviour whilst maintaining high expectations and clear boundaries.

2.2 This policy was last reviewed and agreed by the Chair of Governors in September 2026 and will next be reviewed no later than September 2027, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

2.3 Moon Hall School, Reigate is committed to supporting pupils' holistic development, self-esteem and resilience. We aim to teach all pupils to behave in socially positive ways, and to understand the rights and needs of others.

To support this, we provide:

- good adult role models of caring co-operative behaviour
- reinforcement of positive attitudes to expectations
- the celebration of a wide range of achievements
- the acceptance by all staff of a responsibility for maintaining good discipline

3. Purpose and Aims

3.1 To instil and foster a code of conduct throughout the Moon Hall Community which guides pupils of all ages and in different situations, both in school and beyond, and which can be summarised by the rule:

'Treat others as you would like them to treat you.'

Consideration:

- To be a school where pupils have respect for themselves and others, learn well and feel happy
- To think carefully before acting; is behaviour appropriate and effective
- To take pride in our appearance (see school website for full details of school uniform)

Compassion:

- To encourage pupils to be patient and care for one another
- To help newcomers feel welcome and accept differences
- To be patient and tolerant with others and their specific needs

Courtesy:

- To treat each other politely and fairly, being honest with ourselves and with each other
- To show respect for ourselves, others, and our environment at all times
- To value everyone in the school community regardless of culture, gender, ethnicity or ability

Courage:

- To take responsibility for their behaviour and actions
- To be a school where effort, good work and behaviour is recognised and rewarded

- To encourage pupils to develop resilience and take pride in their behaviour and actions, effort and achievements

4. Scope of Policy

This policy is designed to encourage positive behaviour throughout Moon Hall School Reigate, in all areas of school life.

5. Rewards

5.1 Staff take every opportunity to notice and reward effort and / or achievement of individuals or groups both publicly and privately, at every level.

5.2 Our aim is to encourage a positive approach by:

- pupils are encouraged to take responsibility for and pride in their actions
- positive class strategies are employed to encourage cooperation and build on every pupil's aptitude and ability
- rewards for good work are given though verbal and / or written feedback, specifically noting positive aspects
- prizes and certificates for achievements earned in or out of school are awarded and celebrated during our Moon Hall school assemblies.

5.3 The following list of 'rewards' is therefore by no means exhaustive, but does give an indication of some of the many ways in which pupils are rewarded:

- The Form Tutor discusses the school rules with each class. In this way, every pupil in the school knows the expected standard of behaviour at the start of the academic year.

- Congratulations for good behaviour may be shared with other members of staff, including the Headteacher. Exemplary work is shown to the Headteacher by the pupil for specific Headteacher commendation.

- Celebration Assembly each half term to formally recognise those who have "gone above and beyond"

- Praise Postcards sent home to recognise achievement

- Formal Annual Prizegiving ceremony

5.4 Encourage good behaviour:

- Teachers award pupils on a regular basis with house points for particularly good behaviour, good role model or high standards in academic work & effort applied to their

studies.

- Exemplary behaviour fully supporting school aims & ethos (i.e. over and above the expected) in the school will be recognised by being awarded 'a commendation in our half termly celebration assembly to recognise exemplary behaviour, attitude and generally supporting school aims and ethos.

- Praise postcards are sent home to recognise achievements.

5.5 Celebrate good work:

- Exemplary work is displayed throughout the MHR building.
- House points are earned for quality of work, individual effort and achievement.
- All house points contribute to the whole school total which is celebrated at the end of each half term. The House Cup will be awarded to the winning house on a half term basis.

6. Sanctions

6.1 The school adopts an early intervention approach. Low-level incidents will be addressed promptly to prevent escalation and support positive behaviour development.

6.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, the severity and frequency of the incident/s.

6.3 If there are incidents of anti-social behaviour, the Form tutor discusses these with the whole class during Form time or during a PSHE lesson as appropriate to the age of the pupils. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

6.4 As a school, we do everything in our power to ensure that all pupils attend school free from fear. (See Anti Bullying Policy). This has also been supported through pupil and parent surveys.

6.5 We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task. However, we are very aware of the specific learning needs of our pupils and this may not always be appropriate.

6.6 If a pupil is disruptive in class, the teacher reprimands him or her by going through the warning systems. Warnings are logged on our behaviour system and any conduct will be sent on to parents via email. The warning will be shown as moderate, serious or conduct to SLT. If a pupil misbehaves repeatedly, the pupil is sent to the Pastoral Lead or Deputy Head. If the behaviour is repeated or of a serious nature, the pupil will then be sent to the Headteacher. When required in more serious cases of misbehaviour, a detention will be given by the Deputy Head or Pastoral lead.

6.7 For SERIOUS breaches of discipline, (bullying, gross rudeness, disruptive behaviour etc.) the offender sees the Pastoral Lead, Deputy Head and where necessary the

Headteacher and their parents are informed.

6.8 A suitable punishment is devised which could include detention, Headteachers Detention (if the student receives four Headteachers Detentions in one term the fourth will be an after school detention, this will from 4-5pm) , internal/exclusion. In extreme cases e.g. physical harm to others, this will lead to external exclusion which will be agreed with the Headteacher and Chair of Governors.

6.10 In some cases, a student may receive a sanction of an external exclusion.

6.10 However, if the school feels it would be more beneficial for the learner to remain on site, for example, due to their individual needs or home circumstances, an internal exclusion may be implemented instead. In these situations, the incident will still be recorded as an external exclusion.

6.11 Report Cards are used for pupils who constantly misbehave or do not attempt to apply sufficient effort, after discussion with form/subject tutor, Pastoral Lead, Deputy Head and Head. The parents would be notified by the appropriate member of the pastoral team dealing with the incident; Pastoral Lead, Deputy Head or Headteacher. Staff would then give the pupil a comment for effort and behaviour for each lesson and the Form Tutor, Deputy Head or Headteacher would sign the report at the end of each day. Parents would also sign the report each evening. Contact would then be arranged with the parents and pupil at the end of the report to confirm any further actions. Students will begin on a Green Report Card for one week. If progress is unsatisfactory at the end of the week, this will escalate to an Amber Report Card, and then to a Red Report Card if concerns remain. The Green Report Card will be monitored by the Form Tutor, the Amber Report Card by the Pastoral Lead, and the Red Report Card by the Headteacher.

6.12 “banter” is never accepted as an acceptable interaction especially if the comments are unkind, homophobic, constitute sexual harassments or misogynistic / misandry.

7. KCSIE 2026

7.1 significantly expands the child-on-child abuse section and places greater emphasis on early intervention. Behaviour incidents may involve:

- Bullying
- Sexual harassment
- Harmful sexual behaviour
- Sexual violence
- Coercive behaviour
- Online abuse
- Discriminatory behaviour
- Some behaviour incidents may constitute child-on-child abuse and will be managed in conjunction with the school's safeguarding procedures.
- KCSIE now explicitly identifies misogyny as a safeguarding concern and encourages schools to intervene early before behaviour escalates.
- Misogynistic language, sexist attitudes and behaviours that demean or discriminate against others will not be tolerated and will be addressed through both behavioural and safeguarding responses.

- Discriminatory behaviour will be treated seriously. Repeated or serious incidents may constitute a safeguarding concern and will be referred to the DSL.

8. Expected behaviour

- Pupils are expected to behave in a manner which will maximise their learning opportunities - and those of their group members.

- Behaviour which does not enhance learning opportunities will not be tolerated and staff will apply appropriate sanctions.

- In such cases of unacceptable behaviour during lessons the line of referral for staff should be: - Form tutor, Pastoral Lead, Deputy Head then the Headteacher.

- If a teacher deems it necessary to remove a pupil from a lesson because of disruptive behaviour, the Senior Leadership Team will be contacted to speak to the pupil and agree the follow up sanction.

- Pupils are responsible for their property and should avoid bringing valuables or cash to school.

- Pupils are also advised to hand in watches and other valuables to Staff during games sessions; no items of monetary or sentimental value should be left in the changing rooms at any time.

- Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

- Mobile phones are handed in at the start of the day and collected at the end of the school day. They should be clearly named. Personal mobile devices are not permitted during the school day and are managed in accordance with the school's Mobile Device Policy. Exceptions may be authorised by the school where there is a clear educational, medical, accessibility or safeguarding reason for a pupil to have access to a mobile device during the school day. Any such arrangement must be agreed in advance by an appropriate member of the Senior Leadership Team.

- Expensive clothing items are left in the school at the pupils own risk and we encourage pupils not to bring expensive or high value items to school.

- Pupils are responsible for keeping items in lockers with locker doors remaining shut when not in use.

- Lockers should be cleared at the end of each Half Term or Term for cleaning.

- Pupils are expected to behave appropriately online and through digital communication. This includes:

    - using technology safely, respectfully and responsibly

- not engaging in cyberbullying or online harassment
- not sharing harmful, inappropriate or misleading content
- not using technology to intimidate, impersonate or harm others

9. Unacceptable Behaviour includes (but is not limited to):

- cyberbullying via social media, messaging or gaming platforms
- sharing harmful, inappropriate or misleading digital content
- misuse or sharing of images without consent
- AI-enabled misconduct, including:
  - creation of manipulated images or deepfakes
  - impersonation
  - automated or repeated harassment
- The school will take action in response to behaviour that occurs outside school, including online activity, where it:
  - negatively impacts on the safety or wellbeing of pupils
  - damages relationships within the school community
  - brings the school into disrepute
  - This includes behaviour on personal devices and platforms outside school hours.
- The school recognises that pupils with dyslexia, SEND and neurodiverse profiles may require reasonable adjustments, additional support and adapted approaches to behaviour management. Staff will seek to understand individual needs whilst maintaining high expectations.
- The school recognises that behaviour may be influenced by mental health needs, anxiety, trauma or emotional distress. Where concerns arise, support and safeguarding interventions will be considered alongside behavioural sanctions.

10. The Role of the Form Tutor

- It is the responsibility of the Form tutor to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The Form tutors in our school have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

- The Form tutor treats each pupil fairly and enforces the classroom code consistently.
- The teacher treats all pupils in their class with respect and understanding.
- If a pupil misbehaves repeatedly in class, the Form tutor keeps a record of all such incidents on the behaviour monitoring system which is available to other teachers and leadership team.
- In the first instance, the Form tutor deals with incidents him/herself.
- However, if misbehaviour continues, the Form tutor seeks help and advice from the Pastoral Lead and discussed with the Deputy Head when necessary.
- Action agreed should be noted on the electronic pupil record, with a link sent to the Headteacher.
- The Form tutor liaises with colleagues, as necessary, to support and guide the progress of each pupil.
- It is the specific responsibility of all staff to ensure that this policy is followed. Also, that information relating to behaviour is appropriately recorded on the pupil record, and disseminated to the Form tutor (when applicable), Pastoral Lead, Deputy Head and Headteacher.
- The Form tutor reports to parents about the progress of each pupil in their class, in line with the whole school assessment, recording & reporting policy.
- The Form tutor may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

11. The Role of the Headteacher

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher is informed, in accordance with this policy, of any major incidents and also keeps records of all reported serious incidents of misbehaviour including bullying.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil.
- Both these actions are only taken after the school governors have been notified.

12. Responsibilities of Staff

- promote safe and responsible online behaviour

- respond to incidents of cyberbullying promptly
- report online safety concerns to the DSL
- follow the school's Online Safety and Safeguarding policies

13. Responsibilities of Pupils

- use technology safely, respectfully and responsibly
- not engage in cyberbullying or online harassment
- report online concerns to a trusted adult

14. Responsibilities of The DSL and Senior Leaders

- oversee the school's response to online safety incidents
- monitor trends in online behaviour
- ensure filtering and monitoring systems are effective

The school maintains appropriate filtering and monitoring systems in line with DfE standards. These systems support the identification and management of online safety risks and are overseen by the DSL and senior leaders.

15. Online safety incidents may constitute safeguarding concerns

- Where necessary, incidents will be referred to the Designated Safeguarding Lead (DSL) and managed in line with safeguarding procedures.
- KCSIE 2026 continues the focus on online safety and AI-related risks.
- Behaviour expectations to include:
- Social media conduct
- Group chats
- Cyberbullying
- AI-generated harmful content
- Deepfakes
- Sharing manipulated images

- Behaviour expectations apply both in school and online where conduct may impact members of the school community.

16. CORPORAL PUNISHMENT IS NEITHER USED NOR THREATENED IN THE SCHOOL.

Any member of staff who fails to comply with this requirement will be considered to have committed an offence which would be viewed as gross misconduct and could result in the immediate termination of their employment.

The school will keep a record of any occasion where physical intervention is used, and parents and/or carers will be informed on the same day, or as soon as reasonably practicable. (See below: Use of *Reasonable Force*)

Reasonable Force

Moon Hall School follows the Department for Education guidance "Restrictive Interventions, including the Use of Reasonable Force in Schools" (2026). Restrictive interventions will only ever be used as a last resort where necessary to prevent harm, serious disruption, damage to property or the commission of a criminal offence. Wherever possible, staff will seek to prevent situations escalating through early intervention, de-escalation and positive behaviour support.
Restrictive interventions include the use of reasonable force, restraint and seclusion. Any use of seclusion will be recorded and reported in accordance with statutory guidance.

Following any Restrictive Intervention
Following any significant restrictive intervention, the school will:

- *ensure the pupil is safe and supported;*
- *undertake a post-incident debrief with staff involved;*
- *offer the pupil an opportunity to reflect on the incident when appropriate;*
- *inform parents/carers as soon as reasonably practicable;*
- *maintain an appropriate written record of the incident;*
- *review whether any amendments are required to the pupil's support, risk assessment or behaviour plan to minimise the likelihood of future restrictive interventions*.

The school will maintain appropriate records of all significant restrictive interventions in accordance with Department for Education guidance. These records will be reviewed periodically by senior leaders to identify patterns, evaluate practice and reduce the future need for restrictive interventions.

Restrictive intervention, including the use of reasonable force, will only ever be used as a last resort when absolutely necessary and proportionate to prevent a pupil from causing harm to themselves or others, or where there is a risk of injury to a member of staff or another person. Wherever possible, de-escalation strategies will be used before any physical intervention is considered.

Where appropriate, parents will be informed following the use of a restrictive intervention. All

restrictive interventions will be recorded in accordance with the school's procedures to ensure accurate record keeping, enable monitoring and oversight, and identify any patterns or trends that may require further review or intervention. The school will record every significant incident involving the use of force and report the incident to the pupil's parents/carers in accordance with the statutory recording and reporting requirements.

Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Working Practice' guidance to ensure they are clear about their professional boundaries.

Following any restrictive physical intervention, the incident will be reviewed by the Designated Safeguarding Lead or Headteacher to ensure the intervention was lawful, necessary, proportionate and in accordance with school policy. Any safeguarding concerns, low-level concerns or practice issues identified will be investigated, recorded and referred to the Local Authority Designated Officer (LADO) where the threshold is met. Senior leaders and governors/proprietors will periodically review anonymised restrictive-intervention data to identify patterns and trends, evaluate practice and consider actions required to reduce the need for restrictive intervention.

Revision of behaviour steps for parent and pupil awareness from September 2023 for repeated behaviour misdemeanours

If a pupil receives 3 x Headteachers detentions in one term a letter or phone call will be sent home to parents.

In that letter or phone call it would explain the steps below:

If the pupil receives 1 more Headteachers detention within the same term an after-school detention will be set. This detention will be supervised by a member of the SLT, and parents will be expected to collect the child at the end of this detention. If a pupil travels on school transport, they will not be permitted to do so on this occasion.

If the pupil, following the after-school detention receives another Headteachers dentition within that same term then parents and the pupil will be expected to attend a face-to-face meeting at school with the Assistant Head. In this meeting, expectations, strategies and next steps will be discussed. It will also be made clear to parents and pupil that this type of persistent negative behaviour will not be tolerated at the school and may ultimately result in the withdrawal of the place at the school.

If the pupil, following the after-school detention receives another (second) Headteachers dentition within that same term then parents and the pupil will be expected to attend a face-to-face meeting at school with the Headteacher. This is the most serious meeting that will take place and the discussion will once more focus on strategies and expectations. If there is no improvement or willingness from the pupil to improve, then discussions may then focus on finding a more suitable school for the pupil. In conjunction with the Schools Terms and Conditions of contract it is at the Headteachers discretion to remove the place if they deem it suitable. It is also imperative that parents are fully supportive of the process to improve behaviour and work with the school and staff for the benefit of the pupil.

Contraband Items

At Moon Hall, we are committed to maintaining a safe and conducive learning environment for all students. To achieve this, we have a strict policy regarding contraband items. The following section outlines the types of items that are not allowed on site, the reasons behind these restrictions, and the possible sanctions for violations.

Prohibited Items

The following items are strictly prohibited on school premises:

1. **Weapons**: Including but not limited to knives, firearms, and any other objects that could be used to inflict harm.
2. **Drugs and Alcohol**: Any form of illegal substances, prescription medications without proper documentation, and alcoholic beverages.
3. **Tobacco Products**: Including cigarettes, e-cigarettes, and vaping devices.
4. **Gum**: Chewing gum is not allowed as it can cause damage to school property and create a mess.
5. **Energy Drinks**: These are banned due to their high caffeine content, which can negatively affect students' health and concentration.
6. **Other Non-Conducive Items**: Any items that are deemed disruptive to the learning environment, such as laser pointers, fireworks, and inappropriate literature.

KCSIE 2026 expands references to serious violence.

The school will treat incidents involving threats, weapons, serious violence, gang affiliation or criminal exploitation as safeguarding matters requiring immediate senior leadership and DSL involvement.

Reasons for Restrictions

The prohibition of these items is based on several important reasons:

- **Safety**: Ensuring the physical safety of all students and staff is our top priority. Weapons and dangerous items pose a significant risk.
- **Health**: Drugs, alcohol, tobacco, and energy drinks can have detrimental effects on students' health and well-being.
- **Learning Environment**: Items like gum and energy drinks can disrupt the learning environment and distract students from their studies.
- **Property Protection**: Prohibiting certain items helps maintain the cleanliness and integrity of school property.

Moon Hall School is committed to creating a calm, safe and inclusive learning environment where restrictive interventions are minimised through strong relationships, effective communication, early intervention, individualised support and de-escalation strategies. As a specialist dyslexia school, we recognise that communication differences, anxiety, trauma and neurodiverse needs may influence behaviour and these factors will always be considered when determining appropriate responses.

Sanctions

Sanctions will always be reasonable, proportionate, consistent and take account of the individual needs of the pupil, including age, SEND, disability, communication needs and any other known vulnerabilities. Wherever possible, restorative approaches and reflection will be used alongside sanctions to support positive behaviour change.

Students found in possession of contraband items will face disciplinary actions, which may include:

- **Confiscation**: The item will be confiscated and not returned.
- **Detention**: The student may be required to attend detention sessions.
- **Parental Notification**: Parents or guardians will be informed of the violation.
- **Suspension**: In some cases, the student may be suspended from school.
- **Expulsion**: For repeated or particularly serious offenses, expulsion may be considered.

Breaches of online safety expectations will be addressed in line with this policy and may result in:

- removal of access to school systems or devices
- increased supervision of technology use
- internal suspension or external suspension (for serious incidents)
- safeguarding referral where appropriate

Random Bag Searches

To ensure compliance with this policy and keep the topic at the forefront of students' minds, random bag searches will be conducted throughout the year. These searches are not conducted out of suspicion but as a preventive measure to maintain a safe and focused learning environment. We aim to remind students of the importance of adhering to school rules and to deter the possession of prohibited items.

By adhering to this policy, we can work together to create a safe, healthy, and productive environment for all members of the Moon Hall community.

Reference:

Associated resources

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

https://www.gov.uk/government/publications/searching-screening-and-confiscation

https://www.gov.uk/government/publications/school-exclusion

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Legislative links

Education Act 1996
School Standards and Framework Act 1998
Education Act 2002
Education and Inspections Act 2006
School Information (England) Regulations 2008
Equality Act 2010
The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011
Schools (Specification and Disposal of Articles) Regulations 2012
The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
Independent School Standards Regulations 2014

Keeping children safe in education: information for all school and college staff (publishing.service.gov.uk)

HMCI commentary: managing behaviour research - GOV.UK (www.gov.uk)

Promoting the conditions for positive behaviour to help every child succeed (publishing.service.gov.uk)

Please also refer to MHR related Policies for 2026-2027

Safeguarding & Child Protection Policy 2026

Anti-Bullying Policy 2026