

Moor House School & College

Moor House College Behaviour Policy

June 2020



This Version Dated:	June 2020
This Policy Is To Be Read By:	All Moor House School & College Staff who work with students in years 12-15
Subsequent Review Dates:	Annually
Most Recently Reviewed By:	Deputy Head Teacher- MHC
Status:	Reviewed/ Sent to ECM/Sent to ECM/ Approved by ECM
Next Review Date:	July 2021

Executive Summary

1. We actively promote good relationships, self-discipline, and consideration for others, tolerance, good manners, social responsibility, physical safety and emotional well-being.
2. All members of staff lead by example and teach this as part of college life. All members of the school community have an important responsibility to help achieve this;
3. All students who attend the partner colleges have to follow the Student Code of Conduct for that particular college while on site (See Appendices 2 & 3).
4. As full-time students, they are subject to the partner college's own policies relating to behaviour and discipline. Copies of related policies are available either on the partner college Virtual Learning Environment platform or by request.
5. The summary Code of Conduct from each of the partner colleges has been included in the MHC Behaviour Policy within Appendices 2 & 3;
6. A COVID 19- Protocol is included within the Behaviour Policy as Appendix 9.

Aim and objectives of the Policy:

- We aim to create a welcoming, caring environment where relationships are based on respect and on developing positive self-esteem in each person;
- We value the positive contributions from all members of the Moor House School & College community, and particularly appreciate the support of families to promote positive behavior;
- We recognise and reward positive behaviour and look to celebrate the achievements of all our students;
- We recognise that behaviour can be a communication of need, and that there must be opportunities to address those needs on an individual basis;
- We understand that some forms of more challenging behaviour exhibited by young people may be their attempt to manage their emotions, and this needs to be addressed sensitively;
- This policy establishes the standards of behaviour required of all students at Moor House College;
- The members of staff at Moor House School & College, and at our partner colleges, have high expectations of behaviour and view positive behaviour as an essential contribution to the educational experience and achievement of the students and to their happiness and well-being while in school and college.

Students and staff are expected to follow the MHC Code of Conduct:

Students and staff agree to behave towards each other in accordance with 5 principles namely:

- Respect
- Trust
- Honesty
- Pride
- Kindness

Members of staff are expected to support the students, and the aims of this policy, by:

- Modelling positive behaviour, polite manners and a respectful attitude;
- Acting with kindness and as positive role models;
- Treating students fairly, taking into account the circumstances and the specific needs of each individual student;
- Appreciating everyone's efforts and contributions;
- Familiarising themselves with the staff **Code of Conduct**, and the standards of their own professional bodies;
- Familiarising themselves with the Student Charters and Codes of Conduct for the partner colleges.

Parents, Guardians and carers are expected to support the college, by:

- Working in partnership with staff to ensure positive behaviour both at Moor House and at our partner colleges;
- Informing staff of any concerns;
- Responding to concerns raised by members of staff;
- Ensuring students come to college correctly equipped and prepared for work

Recognising and Rewarding Positive Behaviour

Students should be recognised and, where appropriate, rewarded for their positive behaviour and effort. The greatest reward can often be a simple word of thanks or commendation. Encouraging language and praise, both in Moor House and at the partner colleges and within the residential provision, is very important – as is recognition on a personal level.

We operate a range of systems whereby all staff can recognise, reward and record occurrences of positive behaviour, effort and achievement, as shown in Appendix 4.

Effective Behaviour Management

This is done by two main methods; antecedent strategies, whereby members of staff use a positive approach and seek to set the student up for success and thus avoid negative behaviour, and consequence-oriented strategies, to reward positive behaviour and to demonstrate the consequence of negative behaviour.

Moor House staff that work with students receive training in effective behaviour management as part of their induction programmes, and many are also trained in positive handling techniques by Team Teach Ltd on a regular basis.

All staff will use the following strategies for effective behaviour management:

- Establishing clear rules and expectations about standards of behaviour from the outset;
- Using an age appropriate style of communication, in both tone and language choice when dealing with students;

- Using positive language and reward systems (see above) to motivate and acknowledge positive Behaviour;
- Using choice direction, e.g. “Simon, you can either work quietly, or you can come up and sit with me.”, as long as the staff member feels that the student can cope with being given choices;
- Using pause direction, by gaining the student’s attention first, before giving them the direction;
- Responding to a young person’s situation in a way that supports their emotional and social development, taking into account these underlying needs;
- Giving clear notice or directions for any changes in routine or expectations where possible;
- Providing rules for unstructured times and meal times;
- Changing the seating arrangement where this is felt to be the cause of a problem;
- Recognising the warning signs / triggers and taking action to avoid problem behaviour from occurring;
- Teaching the student themselves to recognise these warning signs, and to take steps to de-escalate the situation;
- Providing ‘Take-up Time’ to allow a student to comply with expectations, without humiliating loss of face;
- Providing opportunities for ‘Time Out’ to lower arousal, with calming fiddle toys, scribble pads, music, chewing gum;
- Providing a familiar adult for the student to touch base with on a regular basis to discuss how things are going;
- Using ‘partial agreement’, and not having to ‘win’ the battle of who gets the last word;
- Using a range of reasonable and proportionate responses to, and consequences for, negative behavior.

Support for students

Where staff identify that a student has particular behavioural difficulties, staff will support the student by holding meetings with the team around the young person so that the management of student behaviour may be discussed and agreed collaboratively, so that intervention is consistent, specific, targeted and subject to regular monitoring and review.

These meetings may be 1:1 meetings with staff or full Case Discussion Meetings with all members of the student’s Key Group present. Meetings may also be held with the student’s family to discuss the issues and form an agreed approach.

The agreed approach may be formalised in a Behaviour Plan (also known as a Positive Handling / De-escalation Plan).

The student will also be supported by considered referrals to the following: the psychotherapy service in the school & college, an Educational Psychologist, or a CAMHS assessment where appropriate.

Support for staff

In addition to effective behaviour management training provided as part of the induction process for all staff members, and Team Teach training for the majority of the staff that work with students, Moor House will also support staff by:

- Providing formal debriefs / offloads for staff, where this need is identified;
- Providing a Psychotherapist who can discuss behaviour concerns with staff;
-

Home/MHC Agreement

When a student starts at Moor House College the expectations relating to behaviour are discussed with the student and their family, and the expectations for each party are explained.

These expectations are set out on page 1 of this policy, and repeated in the Home/Moor House College Agreement which the student, their family, and a member of school staff will sign, and which is then stored in the Student File on the school network.

See Appendix 5 for the Home / Moor House College Agreement and Appendix 6 for the Home / Moor House College Agreement for students 18+.

Consequences for Negative Behaviour

Staff have a range of responses and consequences available for negative behaviour as shown in Appendix 7. Any member of staff may issue a sanction as a consequence for negative behaviour, but staff have a duty to apply these with fairness and consistency, and in a manner that is appropriate and proportionate to each individual situation.

Serious Misconduct

Staff must notify a member of the Senior Management Team in cases of serious student misbehaviour, which includes:

- Theft, which is both serious and understood by the perpetrator to be wrong;
- Bullying (defined as deliberate unkindness on multiple occasions – read associated Anti-Bullying Policy);
- Repeated non-compliance with a reasonable request or instruction from a member of staff;
- Misuse of internet or cyber bullying;
- Leaving the-Moor House College or partner college premises without permission (read associated Missing StudentsPolicy);
- Smoking;
- Alcohol abuse;
- Drug abuse;
- Possession of an item that is prohibited, or banned, in college;
- Serious physical assault or threats to another student or member of staff;
- Deliberate damage to college property or the fabric of the building;
- Racial, gender, discriminatory or any other form of serious abuse to another student or member of staff which is clearly understood by the perpetrator and delivered with malice;
- Serious verbal abuse (including swearing) directed at another student or member of staff which is clearly understood by the perpetrator and delivered with malice;
- Sexual inappropriateness which may include but is not restricted to sexual violence or sexual harassment (read associated Child Protection including Safeguarding, , Policy).

Malicious allegations against staff will be taken very seriously and may incur a serious sanction. The appropriate sanction for such misbehaviour will be determined by the Senior Staff member, taking into account the situation or context in which the behaviour arose, in addition to the behaviour history of the individual student. The member of staff will also take into account the impact that the serious behaviour may have on other students.

Where an incident of serious misbehaviour has implications around safeguarding; the incident will be reported and acted upon in accordance with the Safeguarding procedures. These are clearly defined in the Safeguarding, including Child Protection, Policy- see Appendix 5. Where it is necessary for external agencies to be involved, MHS&C will follow guidance given around safeguarding.

Please note that where a student has been excluded from a partner college for serious misconduct under their code of conduct, MHS&C reserves the right to evaluate the merit of the case and follow the same course of action. This may result in an exclusion from MHS&C. (see Exclusion Policy)

Confiscation of Property

The law allows school staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects the staff member from liability for damage to, or loss of, any confiscated items provided that they have acted lawfully.

Power of Search and Prohibited Items

The law allows school staff to search students, or their possessions, without consent for prohibited, or banned, items in school. These items are shown below.

- Knives and weapons;
- Alcohol**;
- Tobacco, cigarettes, cigarette papers, lighters, E cigarettes and other smoking related items *;
- Medicines or homely remedies that have not been authorised by the school Healthcare Department;
- Illegal drugs;
- Stolen items;
- • Fireworks*;
- Pornographic images*;

Searches:

Any searches of property or possessions must be authorised by a member of SMT. If a search is conducted the following guidelines must be followed:

- The person searching must be the same sex as the student;
- The staff member conducting the search must be accompanied by a senior member of staff
- The student must not be required to remove any clothing other than outer clothing.

Monitoring

Behaviour in college will be monitored on an on-going basis by staff; ensuring positive behaviour is everyone's responsibility.

All staff working in MHC are responsible for being aware of and managing the behaviour of the specific students that they are responsible for, taking into account the 'whole picture' of the young person and their specific needs.

Student achievement is reported to the full Governing Body through the Principal's Report. The names of students achieving the Headteacher's Award as well as the reason they achieved the award, is reported termly to the **Every Child Matters committee**.

Standards of behaviour across the school will be examined in half-termly reports to the Every Child Matters committee, with data about the number of detentions, exclusions, racial incidents and incidents of bullying being reported and compared to data from previous years. These reports will also include data on student achievements.

The Deputy Head Teacher MHC maintains a 'Responses to Behaviour' record which is a log of student behavior which falls below what is expected. Information from this log is shared with parents if behaviour is repeatedly below expectation.

Review

This policy will be formally reviewed annually, by a multidisciplinary team of staff from Moor House, to check that it continues to represent our aims and practices. This team will be led by the Deputy Head Teacher.

- *Any article that a member of staff reasonably suspects has been or is likely to be, used to commit an offence, or cause personal injury / damage to property.*
- * *These items are not usually prohibited for students above the age of 18, however they are considered banned items at Moor House.*
- ** *Please see the Moor House College Alcohol Charter Appendix 8*

All students will be asked, through the Moor House College Forum, about their views on the standards of behaviour in the school, and their views on this policy, and to suggest amendments or improvements.

We will know the policy is effective if standards of behaviour remain high, and if stakeholders feel confident about the reward systems, behaviour management strategies and consequences available to be handed down for misbehaviour. This is assessed annually as part of a survey which staff and parents complete.

MHC Team Leaders and Tutors will also monitor the success of this within their respective areas throughout the year and provide feedback to SMT if they have concerns about consistency of application.

APPENDIX 1

This policy links with the following other policies, which should also be read:

- Anti-Bullying Policy
- Safeguarding, including Child Protection Policy (including Peer on Peer abuse).
- Missing Students Policy
- Home/College Agreement
- Staff Code of Conduct
- Exclusion Policy

Sources

- *Behaviour and Discipline in Schools – Advice for Headteachers and School Staff* Published by the Department for Education, July 2013
<http://www.education.gov.uk/aboutdfe/advice/f0076803/guide-for-heads-and-school-staff-on-behaviour-and-discipline>
- *Education and Inspections Act 2006, Section 94*
- *Education Act 1996, Section 550ZA (3)*
- *Searching, Screening and confiscation – Advice for headteachers, school staff and governing bodies, February 2014*

Note:

In line with the requirements as set out in the Special Educational Needs and Disability Act 2001 (Section 13) reasonable adjustments will be made by the school in the implementation of this policy to ensure that no young person is discriminated against as a result of any disability. These adjustments may include the use of behaviour plans and strategies for individual students and staff training on aspects of behaviour management.

Partner College 1 - The Student Code of Conduct

Partner College 1 is committed to 'Inspiring our learners to realise their full potential and equip themselves with the skills and knowledge needed for a successful working life'.

We work in partnership with students to ensure we provide a positive and supportive learning and social environment. All staff focus on creating that positive environment, enabling students to achieve their goals and progression objectives. The student Code of Conduct sets out what we will provide for you and, in return, explains what our expectations are of you as a student of Partner College 1.

You are entitled to expect:

1. To be treated with respect by all College staff.
2. To know that we monitor and ensure equal access to programmes of learning and training and that all are treated fairly.
3. To have the right to study and succeed on a programme of learning that is appropriate for you.
4. That you will be kept safe at College and that your health and wellbeing will be supported.
5. To be provided with current, accurate and impartial advice about your courses and progression.
6. To study on a programme which is managed and taught effectively to enable you to enjoy and succeed in your learning.
7. That any support needs you may have are planned and managed in full consultation with all who may be concerned.
8. To have any concerns about your personal safety e.g. cyber-bullying, dealt with swiftly and efficiently.
9. To have the opportunity to widen your experience through a range of planned activities and College facilities.
10. Any work experience you participate in to be relevant, risk assessed and planned with the active involvement of the employer.
11. That you will be given the opportunity to express your views, and that these views will be heard and acted upon. That if you are under 18 or a vulnerable adult under 24, your parent/carer will receive information about and invited to discuss your progress. They will be encouraged to contact relevant, named staff at College at any time during your course should they have any concerns about your learning or your wellbeing.

In return, we expect the following from**you:**

1. To attend all lessons, tutorials and support sessions at the required time.
2. To ensure your own safety and access to facilities by wearing your ID badge at all times and to know that loss or damage to this will result in a requirement to purchase a replacement.
3. To inform the College as soon as possible when you are absent and to provide supporting evidence as appropriate.
4. That holidays should not be booked in term time unless your tutor gives prior permission.
5. To work with staff to set SMART targets using your electronic Individual Learning Plan (eILP), and to monitor your progress weekly and to achieve your learning goals.
6. To fully participate in your learning at all times and to not disrupt or prevent the learning of others.
7. To switch off mobile phones whilst in the learning environment and to understand these may be removed if this directive is ignored or challenged.
8. To treat all others with respect and acknowledge their right to be heard.
9. Not to use offensive or foul language or behave in such a way that causes offence to others, and to understand that others will actively challenge such behaviour and disciplinary actions may be taken.
10. To behave with consideration of others and property whilst in College buildings or on College premises.
11. To smoke only in designated smoking areas and not to challenge any requests to move to these areas.
12. To report any incidents of alleged bullying and cyber-bullying promptly.
13. To use all ILT facilities and resources safely and not to attempt to access illegal or inappropriate websites.
14. To note that bringing in or consuming drugs and/or alcohol on College premises, unless prior agreement has been obtained for medical reasons, will result in immediate suspension from your course.
15. Not to eat or drink within classrooms (with the exception of water) unless food is required for medical reasons.
16. To be aware of all relevant College policies and to abide by them.

Partner College 2 Student Charter:

Please note that this is a summary of the original document sent through from Partner College 2. The full document is available on request.

The Student Charter outlines our commitment to you and how we can work together to ensure you receive an outstanding experience at **Partner College 2**.

The Student Charter explains what you can expect from us and what we expect from you.

Your views count and we want to ensure that you are satisfied with all aspects of Partner College 2. You can let us know what we are doing well or areas that we could improve on, by taking part in the many different Learner Voice activities and opportunities that occur throughout the year.

What you can expect from us:

- An efficient Information Advice and Guidance Service.
- Equality of opportunity, free from discrimination and harm.
- A safe environment in which to learn, socialise and live.
- Clear Induction into Partner College 2.
- Student and Course Handbooks.
- High quality teaching and learning.
- Support for Learning.
- Financial guidance and assistance.
- Impartial Careers advice and guidance.
- A personal counselling service.
- Helpful advice on welfare and pastoral support.
- A varied programme of sport, social and recreational activities.
- A Personal Tutor to guide you on your course.
- To review assessment feedback and guidance in line with the NUS charter.
- A professional and respectful student staff relationship.

What we expect from you:

- To contribute to the value of respect by following the guidelines, rules and regulations set by the College.
- To treat each other, staff, visitors to Partner College 2 and property with respect and free from discrimination.
- To attend all lessons and activities for which you have been timetabled.
- To contribute in a positive and constructive manner to the Learner Voice.
- To always carry and display your Partner College 2 Student ID Card.
- To follow all safeguarding, security and health and safety notices and requests.
- To seek guidance and support from appropriate staff as necessary.
- To report concerns to the appropriate staff as quickly as possible.
- To provide appropriate information, documentation and fees in a timely manner.

Rewards

Reward	Notes	Recording System
Immediate verbal feedback and positive body language	Praise begins with the frequent use of encouraging language, both in class and around the college and partner college sites, so positive behaviour is instantly recognised and acknowledged - publicly or discreetly - depending on the nature of the student.	Not formally recorded.
Positive written feedback on student's marked work	Can be tailored to the nature of the student.	Recorded on the work.
Compliments from other students	Members of staff encourage students to reflect on the work of their peers, and provide positive feedback and compliments where appropriate. This will often happen in supported study or SLT sessions.	Not formally recorded.
Display of student achievement on the Achievement Board	Determined by the subject teacher or support worker- can reflect achievement at partner college or at MHC.	Recorded on the Achievement board in MHC Learning Zone.
Record of Achievement	Staff can have a student's effort or achievement recorded in on the Achievement board	Recorded on the Achievement <u>board</u>
Headteacher's Award	An award for the student who has made the most progress in the half term whether that be in academics, attitude or behaviour, based on nominations from staff.	Recorded in Assembly presentation.
Peer Mentor Programme	Students in Year 13 who demonstrate positive behaviour may be chosen to work as mentors for the year 12 students, to help them in their first year.	Recorded on Peer Mentor board in JLH
Cups and Shields and Honours Board	These will be awarded in the final assemblies of the year in the Summer Term.	Recorded in the Cups and Shields log and on the Honours Board.

MHC/ STUDENT/HOME AGREEMENT

Post 16 Provision of Moor House School & College is referred to as Moor House College.

MOOR HOUSE COLLEGE COPY

Name of Student:

Moor House College will:

- Provide education and therapy, as directed in each student’s Statement of special educational needs, regularly to set and review targets for each student.
- Provide, for each student, a programme of speech and language therapy integrated into the curriculum.
- Provide high quality care, including optimum Safeguarding, and all necessary services required in a residential school.
- Give encouragement and support to all students to enable them to achieve their full potential as valued members of the School and college community and to provide them with the skills to function successfully as members of society.
- Encourage students to take care of their surroundings and to show respect, concern and understanding for others, within an ethos of equal opportunities.
- Keep parents informed of each student’s progress both at Moor House and at the partner college provision, and assist them in understanding their difficulties and how best to support their learning.
- Keep parents informed of educational and social activities organised by the College.

Each student will:

- Attend college and be punctual for lessons. Contact the college if they are going to be absent.
- Work hard in all lessons.
- Follow to the MHC code of conduct.

Each parent/guardian/ carer will:

- Accept and fulfil their role of working in partnership with the College and the partner college provision in assisting their young person to make the most of the many educational and social opportunities made available within the extended curriculum.
- Make sure that the student attends regularly and punctually, informing Moor House College promptly with an explanation of any absence.
- Make sure that the student is properly prepared and equipped for all College activities- both at Moor House and at the partner college provision.
- Support the policies of the College as well as those of the partner college provision, including those relating to coursework, dress code and guidelines for behaviour.
- Inform Moor House College, as soon as possible, of any concerns or problems which may affect the student’s educational or social functioning.
- Aim to attend all meetings called to assist their young person, particularly the annual review meetings, where targets are jointly reviewed and set
- Encourage their young person to respect, and show concern for others, within an ethos of equal opportunities and Fundamental British Values.
- Aim to achieve a knowledge and understanding of their young person’s life at College by sustaining contact with College staff and gaining an awareness of their young person’s progress.

Signed: _____ Student _____ Date _____

Signed: _____ Parent/Guardian/ Carer _____ Date _____

Signed: _____ Principal / AHT MHC Date _____

MHC/ STUDENT/HOME AGREEMENT for students 18+**Name of Student:****Moor House College will:**

- Provide education and therapy, as directed in each student's Statement of special educational needs, and regularly to set and review targets for each student.
- Provide, for each student, a programme of speech and language therapy integrated into the curriculum.
- Provide high quality care, including optimum Safeguarding, and all necessary services required in a residential school.
- Give encouragement and support to all students to enable them to achieve their full potential as valued members of the School and college community and to provide them with the skills to function successfully as members of society.
- Encourage students to take care of their surroundings and to show respect, concern and understanding for others, within an ethos of equal opportunities.
- Keep parents informed of each student's progress both at Moor House and at the partner college , and assist them in understanding their difficulties and how best to support their learning.
- Keep parents informed of educational and social activities organised by the College.

Each student will:

- Attend college and be punctual for lessons. Contact the college if they are going to be absent.
- Work hard in all lessons.
- Follow to the MHC code of conduct.
- Adhere to the Alcohol Charter Appendix 8.

Each parent/guardian/ carer will:

- Accept and fulfil their role of working in partnership with the College and the partner college provision in assisting their young person to make the most of the many educational and social opportunities made available within the extended curriculum.
- Make sure that the student attends regularly and punctually, informing Moor House College promptly with an explanation of any absence.
- Make sure that the student is properly prepared and equipped for all College activities- both at Moor House and at the partner college provision.
- Support the policies of the College as well as those of the partner college provision, including those relating to coursework, dress code and guidelines for behaviour.
- Inform Moor House College, as soon as possible, of any concerns or problems which may affect the student's educational or social functioning.
- Aim to attend all meetings called to assist their young person, particularly the annual review meetings, where targets are jointly reviewed and set
- Encourage their young person to respect, and show concern for others, within an ethos of equal opportunities and fundamental British Values.
- Aim to achieve a knowledge and understanding of their young person's life at College by sustaining contact with College staff and gaining an awareness of their young person's progress.
- Agree to collect their son / daughter from MHS&C immediately should staff judge that they have been adversely affected by the intake of alcohol.

Signed: _____ Student _____ Date _____

Signed: _____ Parent/Guardian/ Carer _____ Date _____

Signed: _____ Principal / AHT MHC Date _____

Sanctions

<u>Response / Consequence</u>	<u>Notes</u>	<u>Recording System</u>
Serious eye contact or other non-verbal cues	Sometimes simple body language is sufficient to let the student know they are making the wrong behavioural choice.	Not formally recorded.
Verbal reminders or warnings	Verbal reminders or warnings should be delivered neutrally to avoid confrontation or escalating a situation.	Not formally recorded.
Relocation / seclusion	A student could be asked to work by themselves in a different part of the room, or asked to step outside the classroom and work elsewhere under supervision.	Not normally formally recorded.
Loss of privileges	Privileges that could be withdrawn.	Depends upon the nature of the privilege being withheld.
Being required to provide a service to the college community	An example of this might be a student being required to perform a litter picking activity, as a consequence for their own littering behaviour.	Not normally formally recorded.
Sent to Senior Staff	If a staff member feels it appropriate to do so, the student can be sent to a Senior Staff member who will speak to the student about their behaviour. (This should be used sparingly, to avoid undermining the teacher's own authority).	Depends on the nature of the situation.
Notification of Parents	Staff may contact parents by telephone or by email to let them know if a student's behaviour has been particularly problematic, and to seek their support.	Recorded in email / telephone log.
Confiscation of Property	If a student is causing disruption with an item of property a staff member may confiscate this, returning it at a later time or date.	Depends on the nature of the situation and the item confiscated. Items that are confiscated and will be returned at the end of a day must be recorded in the confiscation log and handed to an AHT for safekeeping.
Individual Behaviour Plan	This is not a punitive measure, but rather a system to help the student and the associated members of staff manage the problem behaviour consistently and effectively.	Recorded in the student file.
Physical Intervention	This should only be done with the minimum force for the shortest time, and always with the best interests of the young person as the paramount consideration. Physical intervention should only be used as a last resort when there are no other ways to keep a situation safe, and in line with the Team Teach training ethos.	Reported immediately to SMT and recorded in the Restraint Book.
Exclusion: internal or external, half day or longer	For cases of serious misbehaviour exclusion is a potential consequence. Only the Principal (or in her absence the Chair of Governors) may exclude a student. Please see the Exclusions Policy for further information	Recorded in the Exclusions Log.

Section A: Rules

The following rules apply to all students:

- No Alcohol is to be consumed/ brought onto the school or college site;
- No alcohol is to be purchased from the shops in the local area;
- No alcohol is to be consumed in the street or other open areas;

Students in year 12

Students in year 12, irrespective of their age, may not consume alcohol when visiting a restaurant or public house even with staff present

Students in year 13 or above:

Students in years 13 and above, who are 18 and over, may only consume alcohol when visiting a restaurant or public house

However the following conditions must be met:

1. The parents / carers of the student must have given their explicit consent in writing; this consent will be requested at the start of the academic year, and will be valid for the duration of that academic year (unless parents advise in writing to the contrary). Parents will have the option to consent to either:
 - a. The student may consume alcohol when staff are present; or
 - b. The student may consume alcohol when they are not accompanied by staff.
2. This can only occur on one occasion in any week;
3. They consume a maximum of 3 units of alcohol (Please see Section B of the Alcohol Charter as guidance);

Section B: Guidance on Drinks and Units

See the guide below to find out how many units of alcohol are in a drink. Source NHS Guidance (May 2015)

* Gin, rum, tequila, (35ml) single are 1.4 units.

1.5 units



Small glass red/white/rosé wine (125ml, ABV 12%)

2.1 units



Standard glass red/white/rosé wine (175ml, ABV 12%)

3 units



Large glass red/white/rosé wine (250ml, ABV 12%)

vodka, whisky, Sambuca. Large measures of spirits

2 units



Pint of lower-strength lager/beer/cider (ABV 3.6%)

3 units



Pint of higher-strength lager/beer/cider (ABV 5.2%)

1.7 units



Bottle of lager/beer/cider (330ml, ABV 5%)

2 units



Can of lager/beer/cider (440ml, ABV 4.5%)

1.5 units



Alcopop (275ml, ABV 5.5%)

1 unit



Single small shot of spirits* (25ml, ABV 40%)

Appendix 9: COVID 19 Behaviour Policy Addendum:

Behaviour Policy 2020 Covid-19 Addendum

The principles as set out in the Moor House School & Moor House College Behaviour Policies remain and should continue to be followed. This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policies. It sets out the expectations of Moor House School & College in light of the Covid-19 pandemic and the need for children and young people to behave differently when they return to school and college. It describes the new systems in place and how students will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE.

The COVID 19 Addendum should be read in conjunction with the following Moor House School & College policies:

- Moor House School and Moor House College Behaviour policies;
- Exclusion Policy;
- Anti-bullying policy;
- Staff Code of conduct;
- Moor House College Home College Agreement;
- Safeguarding, including missing students policy.

It is the expectation that all students and staff returning to Moor House School & College will adhere to the guidance and procedures set out below.

- following any altered routines for arrival or departure, including staggered start and endings to the day;
- following school and college instructions on hygiene, such as handwashing and sanitising
- following instructions on who students and staff can socialise with at school and college
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing – as per the marked feet and arrow stickers and the signs indicating social distancing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and where possible avoiding touching their mouth, nose and eyes with hands
- telling an adult if you are experiencing symptoms of coronavirus
- following rules about sharing any equipment or other items including drinking bottles
- follow staff instructions about breaks or play times, including where students may or may not play
- using the toilets designated to their specific group following rules about coughing or spitting at or towards any other person, including any staff and students
- following the rules for students at home about conduct in relation to remote education and tele-therapy;

All students will be supported in the following ways:

- Throughout the school and college there will be signs/posters/visual prompts to remind students and staff of the new safety measures in place that should be followed.
- All adults will explain new routines sensitively and help students to feel safe and reassured by the rules in place.

- The new routines and expectations will be explained and repeated by the students' teacher every day and throughout the day. This will reassure all students and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- Whilst new expectations are established, we will focus on routines, safety and well-being rather than academic challenge.
- Staff will continue to support students and remind them of how to raise a concern to enable students to share their concerns. Any concerns can be raised and will be responded to every day.
- School and college staff will pay particular regard to families and students who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.
- All our usual systems for affirming our students' positive behaviours will continue, with a particular focus on 'Staying Alert' and 'Being Kind' behaviours
- For students who are not managing for any reason to follow our school and college expectations we will follow the process as outlined in the original behaviour policy.
- If, despite all appropriate support and guidance, a student repeatedly breaks our current safety rules, the Headteacher may, as a last resort, consider alternative arrangements or exclude a student either for a fixed period or permanently.
- Students will have their individual support plan/ de-escalation/ behaviour plan /risk assessment reviewed in light of the new circumstances.
- If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the student can manage his/her behaviour safely.

Positive Touch and Physical Intervention

There may be times when a student's behaviour requires staff to use physical intervention to ensure the student's own safety, the safety of other students and staff, or that property is not seriously damaged.

Moor House School & College will be guided by the following principles in these circumstances,

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Moor House will continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as students.