

Moor House School Behaviour Policy



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| This version dated: | Summer Term 2024 |
| This policy is to be read by: | All Moor House School staff who work with students in KS2-11 |
| Status: | Reviewed/Sent to ECM/Approved by ECM |
| Lead manager: | Deputy Head Teachers |
| Responsible committee: | Every Child Matters |
| Next review date: | Summer Term 2025 |

1. Scope and Context

This policy applies to all staff and students who work for Moor House School & College. All staff must be familiar with its contents to support our Moor House School behaviour chart and our statement of expectations. We have read the non-statutory guidance from the DfE, 'Behaviour in schools: advice for headteachers and school staff' February 2024 and continue to develop our own best practice for managing behaviour.

2. Reason for policy

Moor House School is committed to maintaining a setting that allows students to learn in an environment in which they feel safe.

3. Aim of policy

We aim to create a welcoming, caring and supportive environment where relationships between all are based on respect, kindness and developing positive self-esteem in each young person.

The staff at Moor House School have high expectations of what constitutes good behaviour and view good behaviour as an essential contribution to the educational experience and achievement of the students and to their happiness and well-being while in school.

4. Objectives of policy

The Moor House School Behaviour Chart aims to:

- Encourage good behaviour, tolerance and respect for others
- Secure an acceptable standard of behaviour for all pupils

- Promote among pupils, self-discipline, respect and proper regard for authority whilst placing student's well-being at the heart
- Promote good manners, social responsibility, physical safety and emotional well-being both in school and within the wider community

5. Policy Statement

Statement of Expectation: The Moor House Way

This statement of expectation replaces the home school agreement. It is available on the Moor House website and forms part of the new admissions form completed by all new parents. This statement is displayed throughout the school and widely shared with the students as a reminder of our expectations for good behaviour.

Students are expected to follow the Moor House Way as below:

- M**anners
- O**nly kind words
- O**ffer help to others
- R**espect, listen and learn
- H**ave what you need to learn
- O**nly safe, sensible and seen
- U**niform correct, tidy and neat
- S**taff instructions must be followed
- E**ffort, be your best

Students are expected to follow The Moor House Way by:

- treating others with respect
- listening to and accepting contributions of others
- giving their best in everything they do
- following staff instructions
- showing consideration for everyone's safety, property and feelings
- behaving in a safe, sensible manner, ensuring they can be seen by staff at all times
- arriving at school with the correct uniform
- arriving on time to lessons and activities with the appropriate uniform and equipment

Staff are expected to model all of the above behaviours by:

- modelling the Moor House Way to act as positive and inspiring role models for all students
- modelling exemplary standards of behaviour, polite manners, kindness and a respectful attitude
- modelling helpful and effective learning behaviours
- following the behaviour chart consistently and fairly with all students (adapted for those who have individual support plans)

Parents and Guardians are expected to support the Moor House Way by:

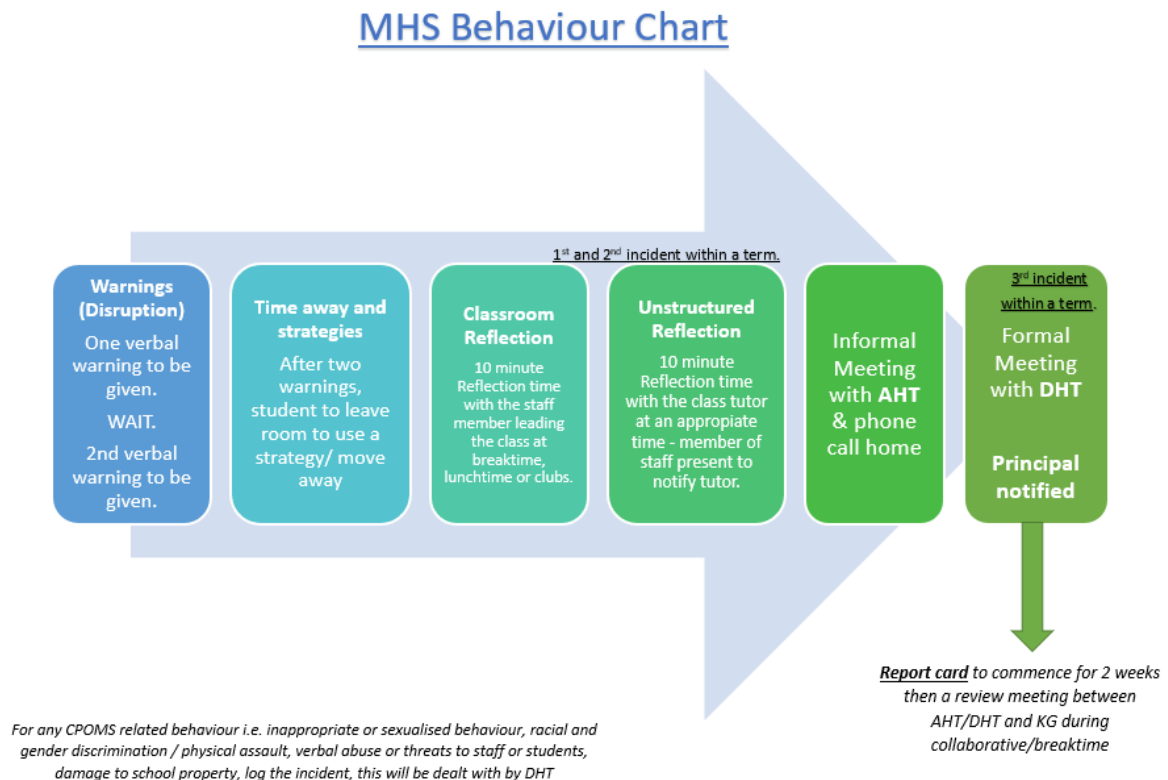
- working in partnership with staff to ensure good behaviour
- informing staff of any concerns or significant events for the student
- responding respectfully to concerns raised by members of staff
- ensuring students come to school in the correct uniform with the correct equipment so that they are prepared to learn

6. Review

This policy is reviewed annually by the Every Child Matters Committee

The Behaviour Chart

The Moor House Behaviour Chart is a framework that underpins our expectations for the acceptable, appropriate behaviour for learning in our school. The chart is used consistently across the school for day to day disruption and unacceptable low-level behaviour both in the classroom and on the playground. Classroom displays and charts may reflect this behaviour model in different ways but the core principle remains the same.



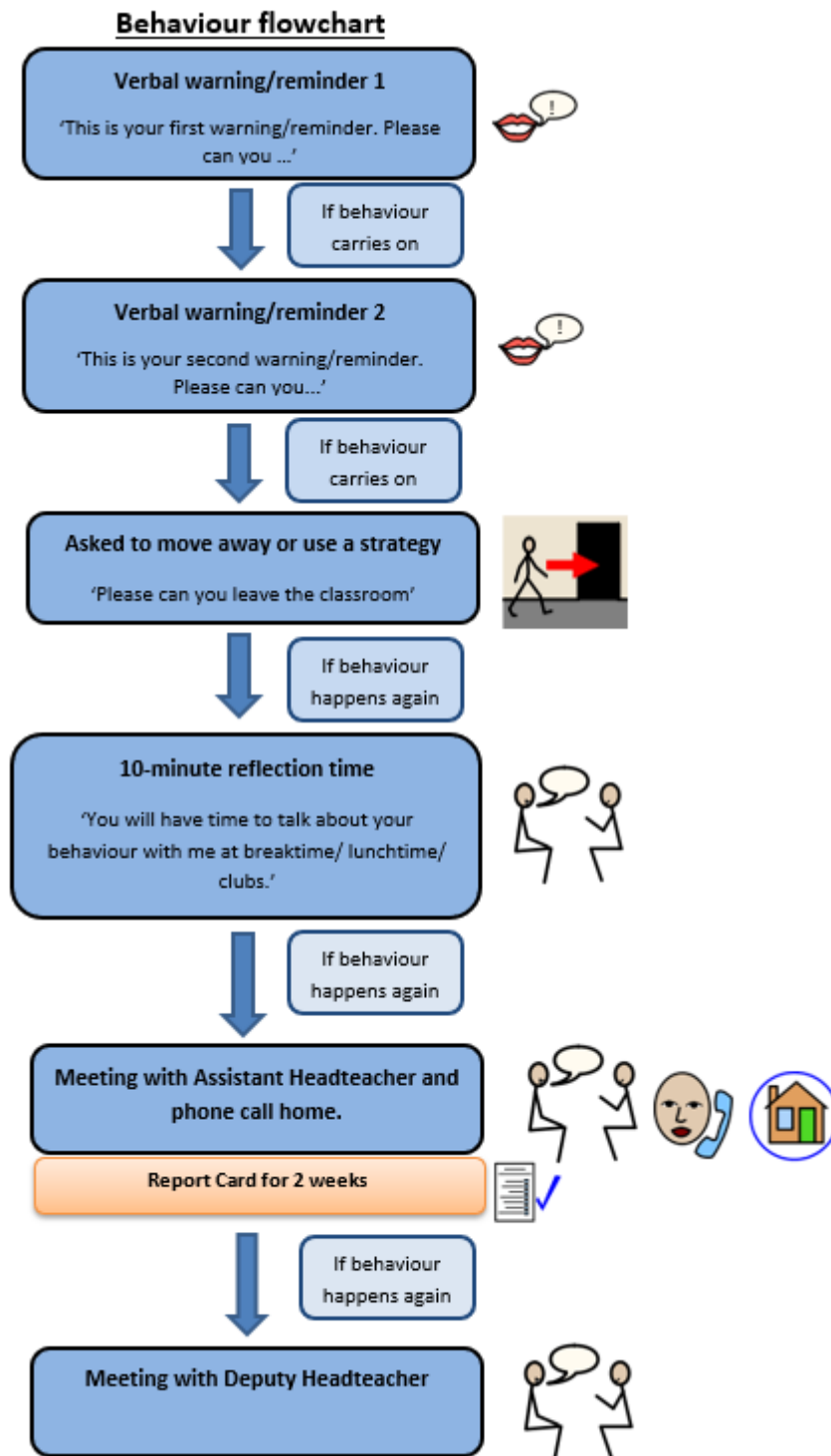
Through this model, we actively:

- promote among pupils, self-discipline, respect and proper regard for authority whilst placing students' wellbeing at the heart
- promote good manners, social responsibility, physical safety and emotional wellbeing both in school and within the wider community

Prior to use of the behaviour chart, teachers will:

- establish clear rules and expectations
- use positive language and the reward system
- give clear notice of any changes in routine or expectation
- provide rules for unstructured times
- change the seating arrangement if this is felt to be the cause of the problem
- recognise warning signs/triggers and act to avoid problem behaviour from reoccurring
- teach the student to recognise these warning signs and take steps to de-escalate the situation
- provide a familiar adult for students to touch base with

- use an assertive, confident tone of voice that helps students feel secure but also conveys controlled severity for unacceptable breaches of behaviour.



As evident in the behaviour chart, we believe in giving all the students the opportunities and the strategies to help them meet the expected standards of behaviour before considering sanctions. The step by step process gives the students two warnings before they receive a sanction. The sanctions include time for reflection in a structured and informative way to ensure they learn from their decisions and make future changes to

their behaviour. These reflections begin with the teacher before escalating to the Assistant Head Teacher then the Deputy Head Teacher if the behaviour continues.

We recognise that behaviour can be a communication of a need, and that there must be opportunities to address those needs on an individual basis. Whilst the behaviour chart is widely, fairly and consistently used for the large majority of school students, some specific students may require an adapted form of the chart. Therefore, individual behaviour plans will be drawn up by the class teams for more specific students for whom the behaviour chart is currently inaccessible. In these cases, flexibility and openness must be used to draw up a plan which suits their individual needs. Class teams will use their expertise to form a plan that is achievable and manageable for the specific student dependent on their background and social, emotional, mental health needs. At the core of the plan will be the student's needs and safety.

| Incident | When reflections take place |
|----------|--|
| Period 1 | Breaktime |
| Period 2 | Lunchtime |
| Period 3 | Lunchtime |
| Period 4 | Clubs if its Tuesday/Thursday or breaktime the following day |
| Period 5 | Clubs if its Tuesday/Thursday or breaktime the following day |

Behaviour Log

Staff are responsible for logging reflections if they issue one, this must be communicated with the students at the time. Their first reflection, second reflection and informal/formal meetings will be recorded on the behaviour log so that these can be tracked over time. Staff will also need to ensure they have explained the reason for the reflection on the document.

Strategies

Strategies for students will vary depending on the individual but these will be strategies agreed on between the class team and the Mental, Health and Wellbeing Team. Some examples are listed below:

- Task boards to break down the learning and reward students for achieving the individual parts of the lesson
- Sensory support and recommendations provided by the class OT
- Timer and a separate space which supports their sensory needs
- 15 minutes in the sensory room
- 10-minute movement break in the sensory garden or fresh air
- KS2 movement break in the quad
- Using a fidget toy to help them regulate
- Using the zones of regulation/5-point scale to support them with identifying their emotions and choosing a strategy
- Giving choices then allowing take-up time for them to make a helpful choice

Reflections

Reflections will act as an opportunity for students to constructively look back on their behaviour choices with direct support from an adult. This will involve talking, drawing, writing and exploring the thoughts and feelings related to their actions. Students will be encouraged to take responsibility for their behaviour and may be required to apologise to another student or staff member.

The staff member who issues a reflection must inform the student of when and where it will take place. Reflections will take place as soon as possible to ensure the students can get the most out of them.

Misbehaviour that must be reported directly to SMT - may lead to exclusion

Staff must notify a member of SMT in cases of serious misbehaviour, which includes, but is not limited to:

Examples of serious misconduct/misbehaviour include:

- Theft, which is both serious and understood by the perpetrator to be wrong
- Bullying, including cyber 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 either on site or at a partner site
- Misuse of internet or cyber bullying
- Leaving the school or partner college premises without permission (read associated Missing Students Policy)
- Smoking/vaping
- Alcohol abuse
- Drug abuse
- Possession of an item that is prohibited, or banned, at Moor House
- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Deliberate damage to school property or the fabric of the building
- Malicious allegations against staff
- 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
- Sexual inappropriateness, including but not restricted to, child on child abuse, sexual violence and/or sexual harassment (read associated Safeguarding, including Child Protection, Policy).

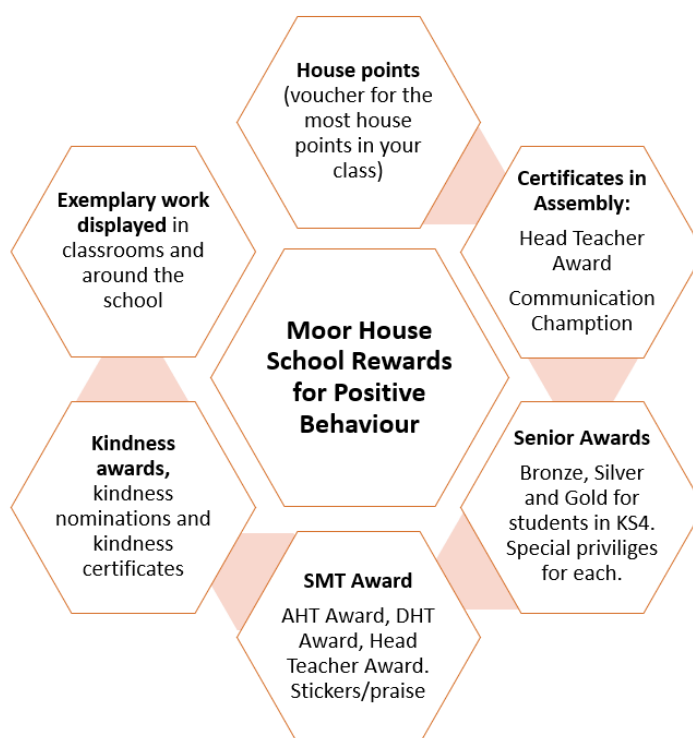
Sanctions for Serious Misbehaviour:

These sanctions will be decided upon by SMT but they may include:

- Report card for an assigned period of time
- Exclusion: internal, external, half day or longer. Only the Principal (or in her absence the Chair of Governors) may exclude a student (refer to exclusions policy)
- Community service for the school, a responsibility, job or task that links to the behavioural incident
- Removal of status – senior award
- Confiscation of property
- Loss of privileges

Recognising Good Behaviour: Moor House School Reward Chart

Overall methods to recognise and reward good behaviour:



We recognise and reward good behaviour and look to celebrate the achievements of all our students for inclusive and enriching experiences. The Reward Chart outlines rewards for positive behaviour. Staff use these rewards to give praise and encouragement that contributes greatly to self-esteem and confidence.

Classes will also have their own specific reward systems in place to recognise positive behaviour in a way that is appropriate to the age, need and ability of their class.

Support for Staff

Effective behaviour management training is provided as part of the continued professional development for all staff members as well as Team Teach training for the majority of student facing staff.

Moor House School & College will also support staff by:

- Providing formal debriefs/offloads for staff, where this need is identified
- Providing support from a member of the mental, health and well-being team who can discuss the behavioural concerns of a student

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:

- The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk; advice remains firmly focused on restraint reduction
- 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

Power of Search and Prohibited Items in School

The law allows school staff to search without consent for prohibited, or banned items in school. These items are shown below. Any searches for prohibited items should be carried out with the consent of a member of SMT and with a member of senior staff present.

- Knives and weapons
- Alcohol
- Tobacco, cigarettes, cigarette papers, lights, 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
- Any article a member of staff reasonably suspects has been or that is likely to be used to commit an offence or cause personal injury/damage to property

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 same member from liability to damage to, or loss of, any confiscated items provided that they have acted lawfully.

This is made clear in the Department for Education document 'Behaviour and Discipline in Schools – Advice for Headteachers and School Staff' on page 9 (See Appendix 1 for further information).

Monitoring

Behaviour in school will be monitored on an ongoing basis by staff; ensuring good behaviour is everyone's responsibility.

All staff are responsible for following the behaviour chart and reporting any student behavioural issues to the students' class tutor and residential care workers. Class tutors and RCWs are responsible for being aware of and managing the behaviour of the specific students that they are responsible for; whilst considering the 'whole picture' of the child and their specific needs.

The number of house points achieved by students on a half termly basis is report to Every Child Matters committee. The name of students achieved the Head Teacher's Award as well as the reason they achieved the award, is reported to the Every Child Matters committee. Student achievement is reported to the full Governing Body through the Principal's report.

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

Review

This policy will be formally reviewed annually, by a multi-disciplinary team of staff from across the Moor House's departments to check that it continues to represent our aims and practices. This team will be led by SMT.

All students will be asked through the school council, about their views on the standards of behaviour in 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 behaviour chart, rewards system, behaviour management strategies and consequences available. This is assessed annually as part of a survey which staff and parents complete.

Assistant Head Teachers and Deputy Head Teachers will also monitor the success of this policy within their phases throughout the year and provide feedback to SMT if they have concerns about consistency of application.

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

- [Anti-bullying Policy](#)
- [Safeguarding, including Child Protection, Policy – Peer on Peer Abuse](#)
- [Missing Students Policy](#)
- [Suspension and Exclusions Policy](#)
- [Staff Code of Conduct](#)
- Statement of Expectation

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>
- *Searching, Screening and confiscation – Advice for headteachers, school staff and governing bodies, February 2014*
- *Education and Inspections Act 2006, Section 94*
- *Education Act 1996, Section 550ZA (3)*

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 child is discriminated against as a result of any disability. These adjustments may include the use of individual behaviour plans and strategies for specific students and staff training on aspects of behaviour management.

Celebrating our students' positive behaviour

Moor House students demonstrate positive behaviour across each of their days and weeks we have captured a small selection of the many excellent examples of this from staff feedback in the list below.

Coffee Shop students offering to wash up in their breaktime
Students going over to someone who is on their own
Being tolerant of each other
Mirroring active listening
Good interactions with peers on the football pitch
Reassuring anxious peer after fire alarm
Keeness for learning
Reciprocal exchanges
Respond to Zones of Regulation® embedded in the curriculum
Offering to empty dishwashers
Helpful and polite in local shops
Students reassure each other/offering support
Students identifying, they need help before they go into the red zone/using strategy
Being sensitive to other students' needs
Growing in confidence
Good sportsmanship
Hands up when contributing
Asking for help – self-advocacy
Reflecting on behaviours
Behaving in transport on trips and to and from school
Listening to instructions
Volunteering to be mentors
Supporting in the local community
Saying hello or have a good day
Asking how people are
Being supportive of each other
Welcoming to new students and visitors
Very inclusive of each other within groups
Students helping each other when someone has had a bad day
Students helping with a wide range of tasks around school
Students encouraging each other to go to lesson/exam
Students fundraising for charities
Students being polite and demonstrating good manners
Coffee shop students being polite and respectful when delivering and taking orders
Accepting responsibility for things they do and take part in
Smart ignoring
Apologising
Positive responses to senior awards
Motivated by Head Teacher, Deputy Head Teacher & Assistant Head Teacher stickers

Showing empathy to each other
General friendliness – holding doors etc
Good behaviour at lunchtimes – social interactions with each other
Respond to whole class strategies

Supportive strategies and approaches

We also have a wide variety of ways to support our young people when they are experiencing difficulties and listed below are a few of the many measures our staff will use to support each young person when needed.

Visual prompt – e.g. kind hands
Stay near/eyesight
Reduce demand on language
Treat Student as an individual
Use of child specific strategies
Managed failure and letting students try to solve situations themselves before staff step in so that they learn to manage relationships and interactions and solve problems
Kind tone of voice
Smart ignoring
Modelling good behaviour
Time out/walk/music
Task board
Class rules and reminders
Behaviour Ladder
Letting off steam through movement – football – swings - walking
5-point scale or the Zones of Regulation[®] with individualised plans/strategy
Give fresh start at start of each lesson/session – not judging student or labelling
Naming positive behaviours around the room – proximity praise
Acknowledge calm behaviours
Acknowledging challenge – validating feelings – plan strategies with student
Use of music in sensory room
Emotion coaching
Knowing student – specific strategies
Pitching at the right level
Humour
Seating plan
Managing external distractions
Catching the positive – the right thing
Asking Students what the need
Movement breaks – giving time to talk calm
Emotion coaching
Showing respect/treating as adults
Being firm – consistent and confident voice (but still calm)
Fun/game for transition to therapy times
Give regulation activity at beginning of sessions

Alert box – children excellent at using this (well done OT)
In class – teachers point out good behaviour
House points/stickers
STAs/Teachers good at welcoming students back after therapy sessions and explaining what to do
Range of activities – multi-sensory and fun
Get student to write a plan (visual or not) and a tick list
Giving them a choice, a sense of ownership
Social story support
Use of fun learning activities to help regulate students
Personalised reward systems
Supporting students to reflect and repair relationship problems
Building relationships with students
Adapting learning to meet their needs
Clear boundaries
Giving them opportunities to shine and acknowledging this