

Moor Hey School

Behaviour Policy



School Mission Statement

Moor Hey School is an inclusive school where we work together to provide a caring and supportive environment to meet and celebrate the diverse abilities and needs of all our pupils, enabling them to fulfil their personal, social, moral and academic potential.

School Aims

- To provide a broad, balanced and relevant curriculum differentiated to meet individual needs.
- To encourage and promote understanding of each pupil's individual needs.
- To raise self-esteem through a positive approach to teaching & learning.
- To develop and enhance appropriate social skills in a range of contexts.
- To increase independence for life.

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Philosophy

Behaviour, discipline and bullying are issues relating to pupil's rights, responsibilities and their care. At Moor Hey School we believe that the most effective way of meeting the needs of our pupils is a positive approach to behaviour management, where rewarding appropriate behaviour within a system of clear expectations, is preferred. However, on occasions consequences for disruptive, challenging and/or dangerous behaviour need to be implemented.

We provide a caring, structured environment that promotes an atmosphere where pupils can fulfil their educational potential. At Moor Hey, good behaviour is fostered by creating a positive, community atmosphere based on agreed values. Issues covered are based upon supporting moral, spiritual, social and cultural development.

The school believes that good order is fundamental to effective teaching and learning. It is anticipated that our pupils will demonstrate different levels of delay in their social and emotional development. Establishing high standards for behaviour therefore is considered a high priority for developing pupil self-control and regulation.

Initially, this is achieved by the imposition of consistent structures. These structures are to assist the acceleration of social and emotional development. The ultimate goal is for pupils to acquire a level of social and emotional control and performance that is age-appropriate. The school aims to achieve this through a high standard of professional practice and organisation. The school believes that systems of pupil management are an integral part of care, safety and discipline of pupils, which ultimately become the self-care, self-control and self-discipline of the self-sufficient individual within society.

Aims

- To promote the highest possible standards of positive behaviour among our pupils (through a coherent and consistently applied framework of rules, expectations and school routines). Staff are expected to support and promote this framework in order to provide an effective system for positive pupil progress.
- To promote positive and meaningful relationships with pupils which utilise vehicles of communication, modelling and social reinforcement to encourage and help them achieve their individual goals and objectives.
- To encourage pupils to respect each other, adults and property.
- To develop individual pupils personal control and self-discipline by focusing on children as individuals and, through interaction, translating the events of daily life into processes for both managing behaviour and teaching new and more appropriate emotional, social and behavioural skills.
- To establish pupil confidence, knowledge and understanding that:
 - they are known intimately;
 - their progress is checked regularly and followed with interest;
 - support and guidance is available when needed;
 - problems will be sympathetically but professionally handled.
- To develop an understanding of context in the development of self-discipline.

- To promote an active intolerance of bullying among all who are part of our school.
- To develop in pupils an understanding of why good behaviour matters by providing opportunities for achievement which focus on potential and success, particularly in aspects of human functioning primarily influenced by an individual's level of social and emotional development.
- To guide pupils' maturing processes and modify our expectations, and their expectations of themselves, as they mature (by promoting the active involvement of pupils in their own personal development and nurturing pupils' growing maturity and self-esteem).

Guiding Principles

- Pupils need to feel secure in the knowledge that adults are in control and will keep them safe. Consistency through school is vital to maintain high standards of good behaviour.
- Prevention is better than intervention, therefore effective supervision, anticipation of potential difficulties/issues, and actions to reduce/remove them are essential.
- A positive approach to behaviour management breeds positive responses in pupils, therefore adults should adopt attitudes of respect, encouragement and reasonableness towards pupils and towards each other.
- Rules and expectations are not negotiable, they are restricted to as few as is reasonably feasible, are explicit and wherever possible presented in a positive manner.
- All staff are made aware of this fact and work consistently towards this goal. The school's policy regarding consequences is also made clear to staff and they should strive to achieve consistency in this respect.
- Staff are encouraged to respond to pupils needs without rendering themselves unduly vulnerable. This requires a high degree of confidence on the part of staff, which the school seeks to develop through in-service training and practical support.
- Staff are encouraged to make decisions during difficult situations, which are in line with the agreed procedures and sanctions. **However**, in the first instance, consideration must be given to de-escalating difficult situations; thereafter, to always act in such a way as to avoid escalating them (over-confrontational disciplinary tactics are counter-productive - they breed resentment and escalate situations.).
- Thorough investigation of situations is essential to maintain the respect of all involved.
- A proportion of pupils experience difficulties that lead to confrontation with adults. It may be necessary in certain circumstances to respond directly, but only where the staff member feels in control and/or support is available. Appropriate responses are detailed in the Care & Control Policy.
- In the event of a situation where the staff member and/or other pupils are clearly at risk, a pupil has absconded, or physical damage to school property has occurred, a decision to call the police may be taken. This situation is envisaged as being rare and is inserted as precautionary guidance. Consent to call the police must be obtained from a member of SLT.

Staff Management

Each member of staff is encouraged and supported to be autonomous within their own classroom, when supervising pupils during the school day at breaktimes and/or working off-site with regard to managing behaviour. Staff are supported by the Senior Leadership Team and the Headteacher.

Staff are responsible for providing appropriate learning experiences for each individual (taking into account educational health care plan objectives, IEP targets, risk assessments, Positive Handling Plans (PHPs), care plans and other programmes in place) within their classroom within a calm, well-ordered, structured environment. The priority is to maintain that environment and sustain the learning experiences for all groups of pupils. Any pupil not responding to adult direction or respecting normal classroom standards of performance and expectations should be managed by the staff working within the classroom using agreed strategies (see Appendix 1). If a situation escalates and is considered to be a serious incident, a record should be made and passed to Pastoral Lead for further action. If immediate support is required during a lesson due to the risks identified, the walkie-talkies should be used to call assistance from available staff and in extreme instances from the SLT staff.

Serious incidents are formally logged in the Serious Incident Book, which is completed by the Pastoral Lead and overseen by the Deputy Headteacher. These are formally reviewed at the end of each term and a summary report is shared with staff and governors in order to develop and improve systems in place. From 2013 this has included a review of RPI and the use of the 'Safe Space' in line with the newly implemented RPI Protocol for Lancashire.

However, letters are also sent home to parents/carers of pupils who have had a significant number of incidents which provides them with a summary of the situations and seeks their support in developing more positive behaviours in school.

Any information relating to pupils with success in specific subject areas, general welfare information to be shared with other staff or on-going concerns relating to behaviour attitude should be logged on the school computer network in the Pastoral Records for individual pupils on the shared area. These will be analysed on a termly basis by the Deputy Headteacher but are an up-to-date source of information for form tutors which can contribute to discussions with parents/carers or external agencies.

Communication systems (internal & external)

Internal:

The transfer of information to and between staff is most important in maintaining good order and the desired calm atmosphere within school. There are a number of methods of communication:

- a) Daily Memos - these are distributed by the administration staff via email on a daily basis (for the next day). This is for non-urgent, general information that requires circulating to all staff. Whilst it is generally non-confidential, it is sometimes important that some information is not viewed by pupils. This memo may identify changes which have been made at short notice within the week to the original weekly timetable so it is important that it is checked. This is displayed in the staffroom daily.
- b) Individual Pupil Programmes - if these are long term they will be emailed to all staff but daily/weekly plans will be printed off for relevant staff, shared with office staff for reference and displayed centrally in the staffroom and Headteacher's office.
- c) Weekly Timetables - these are distributed in paper form prior to a weekend for the following week as well as by email; new or different arrangements are printed in red. These details are also recorded formally on the whiteboard in the staffroom.
- d) Dispersal folders - any detentions, exclusions etc are listed in the 'pupil diary' which is photocopied each day for the dispersal folders.
- e) Anecdotal - this is the day-to-day conversation between staff that occurs in the corridor or the staff room between lessons. It is often crucial in preventing incidents occurring and is frequently the initial mode of transmitting information between adults. It can take the form of actual information, casual observation, informal enquiry or expression of concern.
- f) There are daily de-brief meetings for different departments - these take place from 3:15-3:30pm each day (unless specified i.e. Parents Evenings) during term time. There are also weekly staff meetings on a Thursday from 3:30-4:30pm.
- g) Letters - copies sent to parents or outside agencies may be circulated to staff for information and or observation.
- h) Formal - this is information circulated by the Headteacher or Senior Leadership Team concerning a child or situation. The information can be given verbally or passed round in written form.

- i) Reports - other staff reports on pupils are available to all staff as and when required in the pupil's file in the school office.
- j) Pastoral Record - this is available for staff to review on the shared area to monitor patterns of behaviour, work completed and general attitude which is analysed termly by the Deputy Headteacher.
- k) Rewards System - points are shared with pupils at the end of each lesson as part of the plenary and these are collated at the end of each week to award blue certificates. These can also be used as a point of reference to identify patterns/issues and also to let staff know about previous lessons throughout a day/week.
- l) Staff Meetings - individual pupils or incidents/occurrences are regular agenda items at staff meetings as well as organisational issues. Agenda items for staff meetings can be timetabled by any staff either in advance of the meeting or as any other business.
- m) Annual reviews - (as for "reports") Also, the review procedure can include a verbal summary of a child's performance to parents in the presence of other colleagues.
- n) House points are given for a variety of reasons (please see Appendix 4)

External:

At the initial visit to school, it is impressed upon both parent and pupil that school will operate closely alongside and with the parents in order to meet the special educational needs of the pupil. It is anticipated that parents will similarly support school as much as possible. Communication between home and school is very important. The methods of communication include:

Pupil contract

A small minority of pupils experience particular difficulty in managing their behaviour. To assist them with this, a contract is drawn up between the pupil and school that states the desired behaviour and the consequences/rewards. The process is completed with the knowledge of parents. Contracts are arranged when a pupil is accepted to school who has experienced difficulty in previous schools or for a pupil who has failed to respond appropriately to other support such as a support sheet, contact with parent or home/school book.

More serious or persistent misbehaviour

This might result in parents/carers being asked to collect the pupil for a fixed-term exclusion or the pupil being transported home by school staff.

Visit the home

This might occur where perhaps there is no telephone contact available, when a situation would be better dealt with in the home or parents/carers prefer a meeting at home.

Parents visit the school

As above, except the discussion takes place at school other than at home.

- (a) Telephone/Text/Email : for pupils who experience the most difficulty in controlling their behaviour, this is probably the most frequently used form of communication. It enables information to be passed quickly and with less opportunity for misunderstanding. The contact with parents, or the promise of it, can resolve or calm a situation that is in progress or gathering pace. Conversely, it is helpful to parents who wish to communicate to school some information as it affords direct access to the required staff. Most importantly, it is our experience that pupils can use lack of communication between home and school to manipulate or avoid a situation. Such pupils attempt to obscure the reality of the situation by relating inaccurate information or omitting pertinent facts that give either home or school an entirely different perspective. Telephone calls regarding Primary age pupils are likely to be made by or received by the class teacher or Head of the Primary Department. In the seniors, these are likely to be taken or made by Form Tutors or allocated TA for the class in the first instance if they are disciplinary or behaviour matters. However, if there is a pattern or escalation these will eventually be passed to the Pupil Support Worker and then the Senior Leadership Team. Phone calls are logged in the file in the PPA room.
- (b) Letters : the majority of letters are delivered home by hand through the individual pupil. There may be limited exceptions to this where letters may be delivered through the taxi, particularly with an escort. Exceptionally, the school may find it necessary to forward letters through the normal postal service.
- (c) Home-School Books : these are most frequently used in the Primary department. It allows daily contact between home and school and has the advantage of the pupil witnessing what is being written and therefore not being in any doubt about what is being sent home or to school. The books record behaviour at home and at school but sometimes are used to monitor behaviour at home or in class only. Rather than write about each lesson, the teacher provides a summary of the day's performance. The parent has an opportunity to comment.
- (d) Report/Support Cards : these are mainly used in the Secondary department. They record the pupil's performance during every part of the day (including the journey to and from school if appropriate). The criteria on which cards are assessed are determined by the behaviour of the individual pupil. Therefore, each card is unique to the named pupil. The targets to be achieved on the card are those behaviour targets that have been identified as hindering their progress. There is space on the card for the responsible adult to comment, as well as to record whether the pupil has achieved

his/her target for the lesson/session. The cards are taken home for comment by parents. They are monitored periodically throughout the day and by a member of staff at the end of the day (unless specified for monitoring by SLT). The cards are monitored weekly by the Senior Leadership Team.

- (e) Newsletters : these are distributed weekly on Fridays by Mrs Collins giving the opportunity to liaise with parents on successes in school or issues requiring support from home.
- (f) General Information : letters are routinely forwarded giving details of visits, holidays, dinner charges, milk, etc as well as details of the homework policy.
- (g) Friends of Moor Hey Activities and Functions : the behaviour dimension to such activities includes the opportunity for parents:
- to be involved in the operation and functioning of the school;
 - to make a contribution to the school by participation;
 - to view the school and pupils' work displayed anecdotally;
 - to absorb the ethos, atmosphere, attitude, values of the school in an informal situation and, in so doing, further cement relationships between home, school and pupil.
- (h) Genuine "open-door" policy : to be available as far as possible upon demand to resolve an issue for a parent or young person as the crisis/anxiety occurs and to assist/participate immediately.
- (i) Pupil Attendance Support Team : there may be circumstances in which information regarding attendance needs to be shared.

Fostering a sense of community

The process of fostering a sense of community begins with the initial visit to school by parents and pupil. This establishes a relationship between the Headteacher, pupil and family. This relationship is then developed and extended. The intention is to demonstrate that the individual is valued and will feel valued. This sense of worth translates into a commitment and loyalty to school made by the pupil. The process of fostering a sense of community is expressed in four aspects. These are Relationships, Physical, Values and Attitudes and Outcomes.

Relationships: the development of within school may be expressed as follows:

- initiated with Headteacher at initial visit.
- developed with individual staff.
- strengthened with individual education plan (IEP).
- staff proactive in assisting peer group relationships.
- staff support and protect individual pupils.
- individual attention from senior leadership team in the event of difficulty.
- support by home visits or parental contact.

Physical: there are features of school that are constantly present in school & foster a sense of community:

- school uniform: Primary, Secondary & leavers.
- clean, tidy, aesthetically pleasing environment.
- prompt and quality maintenance.
- display of rules or guidance (health and safety).
- structure and routine of the day.
- levels of supervision.
- knowledge of rules and behaviour expectations.
- school teams and other activities.
- display of work.

Values and Attitudes: the pupils expect, receive and offer:

- respect for and from peers and adults.
- fairness and justice.
- consistency.
- open, honest and truthful dialogue with adults.
- spiritual, moral, ethical development through assemblies and curricular activities.

Outcomes: it is expected that the pupils will:

- produce quality work.
- receive work with an appropriate balance at challenge and non-challenge level.
- have realistic demands placed upon them.
- experience achievement.
- become a valued and independent as possible member of the community.
- take their place at college, at a training establishment or in the world of work when they leave.

Encouraging collective responsibility

In addition to those aspects listed within staff management, fostering a sense of community and supporting staff, collective responsibility in adults is developed by:

- having clearly defined roles and responsibilities within school.
- having clear expectations of all adults within school.
- working in a consistently calm and organised school environment.
- sharing and celebrating achievements.
- offering mutual support with difficulties.
- agreeing shared aims and goals.
- open communication.
- appreciating individual and collective contribution.

Collective responsibility is encouraged in the pupils by some aspects developed in fostering a sense of community, establishing internal and external communication systems and "how to make friends and get on with everyone".

Supporting Staff

Just as the organisation of the school and the school day supports the pupils, these structures also support staff. In addition there are other features of support for staff in place:

- central staff resource.
- understanding throughout the school that pupils obey adult direction in all circumstances.
- introductory handbook for new or supply staff.
- consistent and planned support from senior leadership team.
- availability of the senior leadership staff for support with behavioural issues.
- readily accessible and approachable Headteacher.
- open, accountable and participative process of school development planning and subsequent allocation of resources.
- When on duty, remember the children **know**:
 - 1) it is not safe to climb.
 - 2) the football should stay on the top third of the yard (not to be leather).
 - 3) they are not allowed to "play-fight."
 - 4) to sit on the benches properly.
 - 5) to put litter in the bin.
 - 6) It is important to line up quietly when the bell rings.

Staff should leave the staffroom promptly before the bell rings to mark the end of break, ready to collect the pupils when the bell rings and they are lined up.

Children enter the building via the doors specified by the teacher of their next lesson. Any staff delay in collecting pupils might mean some pupils being unsupervised for that element of time.

Summary

The principles and practice that underpin all staff supervision of the yard are as follows:

- 1) The safety and welfare of the pupils and staff on the yard is paramount.
- 2) Staff should be continually on the move and have an eye for the overall situation on the yard at all times. The effective member of staff can maintain this supervision at the same time as engaging in conversation with those pupils seeking attention in close proximity.
- 3) Yard duty is a time for generalising language skills and other knowledge gained in specific teaching and learning environments in a social situation. It is not merely a supervisory role and should be used to inform teacher knowledge of pupil performance and enhance pupil/adult relationships.
- 4) Drinks should not be present on the yard due to health and safety implications.

- 5) Walkie-talkies should be used when current level of supervision is not sufficient to deal with situations presented.
- 6) Doors by R5 and R3/4 corridor should be monitored.
- 7) Staff on duty should check that key pupils are present on the yard and continue to do so.

Effective staff supervision of the yard involves continual movement and having an eye for the overall situation throughout the break.

MOVEMENT AROUND SCHOOL

Throughout the school, movement between lessons is a critical time. Many pupils, particularly those who are immature or have emotional problems, will experience difficulty with this aspect of school life. In the Seniors, as far as possible, staff should monitor the corridors from the classroom doors or whilst travelling with a class. As there are a minimum of three staff per corridor, this area should never be unsupervised at this time. Careful attention should be paid as to which children enter the toilets and for how long.

In the Primary Department, movement around school should be orderly with the safety of all pupils and adults as the primary concern. The behaviour to be fostered should reflect consideration and respect for persons, property and the building. It should be orderly, purposeful and pleasant. The atmosphere should remain calm, warm, friendly and helpful.

PUPIL BEHAVIOUR AND DISCIPLINE

Establishing good behaviour and discipline in school begins with the pupil's very first visit to school. This visit is usually in the company of parents and must involve discussion with the Headteacher or a senior member of staff.

During this meeting, it is made clear that the school expects good behaviour from pupils and has structures in place to support this expectation.

An open relationship with parents is crucial to achieving good behaviour amongst pupils. At this first meeting the expectation is established in the mind of the pupil that parents and teacher will co-operate closely in the interests of maximum progress for the child.

In the event of problems with behaviour, at school or at home, the expectation is immediately placed in the mind of the child **that parents and school will be in close co-operation.**

It has been our experience that the quality of children's behaviour, either at home or at school, can be improved by accurate and quality information passing between parents and school.

Classroom practice and behaviour: factors that affect pupil behaviour

- pupil motivation
- match of work to the range of pupil needs
- attitude of teacher to pupils and their learning
- teacher explanations & expectations

- teacher response to pupils questions
- clarity of task and expected outcome from pupil
- pace of lesson
- use and organisation of resources
- management of time
- handling of indiscipline/poor behaviour
- encouragement and praise by teacher.

There are a variety of techniques available to school for dealing with pupil misbehaviour. Itemised below are a set of such techniques.

Reinforcement

This is a very important technique to use in guiding pupils. It should be used routinely to let pupils know that what they are doing is appropriate, as well as in combination with other techniques to change a pupil's behaviour. Reinforcement does not always have to be verbal. A smile, an appropriate touch or eye contact can be just as effective.

Time-out

This is defined as time the pupil spends outside the learning experiences provided or unstructured social situations as directed by the teacher. Examples include: -
pupils placed on one to one support.

If a pupil is placed in a "time-out" situation for any significant period of time, work is provided. Pupils are placed to work: -
in another classroom (not occupied by another class);

Pupils are deprived of time in unstructured social situations (breaks) and placed:
in the classroom of the teacher setting the 'detention';

Other examples include withdrawal from school teams, visits, Christmas activities and learning experiences provided off the premises. These sanctions are used sparingly and after much consideration. For further examples of the promotion of positive behaviour, see celebration of Achievements, examples of record cards and blue certificates.

Exceptionally, a pupil will place himself/herself in a "time-out" situation without adult direction. Any child not in an appointed place at any time of the school day is reported (at the latest through the de-brief system). The situation is then dealt with according to circumstance. If the pupil vacates the premises, a decision is made and shared with at least one other member of staff, as soon as possible, with regard to what action should follow. This is a decision for a member of the senior leadership team, and where possible is shared with a colleague from that team. Taking action may include making no response to the situation for a specified period of time. Colleagues participating should note the decision and the time and the place and who was present in the decision making process.

In the exceptional circumstance of a pupil failing to return to the premises parents, the police and, where appropriate, other agencies will be informed. Senior staff dealing with a given situation will determine which of the above need to be informed.

Prevention

Careful observation of pupils can give clues to what triggers some misbehaviours. Preventing a misbehaviour before it happens is the most desirable technique to use.

The pupil will gradually develop the habit of a more acceptable alternative. Ultimately, the pupil develops self-discipline, thus eliminating the need for the teacher to manipulate the environment.

Redirection / Distraction

This is a very effective technique with pupils who do not have the social skills to handle situations appropriately but who can be directed to an alternative, appropriate activity.

Discussion

This is a technique favoured in school and used whenever possible. The pupils **know that** an incident will be fully investigated and every witness possible will be sought. Each side in a dispute is given the fullest opportunity to relate their version of events. Both sides are fully heard. It is a time-consuming process but is fundamental to the atmosphere and ethos of our school.

We believe that discussion is the most important technique in our implementation of support strategies needed by pupils who experience the most severe difficulties in maintaining good behaviour.

Staff are able to adapt & use some of these techniques in the following ways:

RESPONDING TO UNACCEPTABLE BEHAVIOUR

The structures in school to support pupils are very clear and generally pupils know exactly what misdemeanour they have carried out. The penalty for unacceptable behaviour will vary according to the individual and the circumstance in which the behaviour took place. This will be discussed with the pupil.

Our response may include some of the following:

- highlight good behaviour in other pupils;**
- work with less emphasis upon pleasant tasks;**
- loss of classroom privileges;**
- loss of free time at break or lunch;**
- after-school detention;**
- report card with specific targets;**
- fixed-term exclusion;**
- withdrawal from school teams or outside visits.**

The expectation placed upon the staff is that they will provide a quality learning experience for the pupils. The expectation of the pupils is to engage in lessons by using their best endeavours. Occasionally, an individual will interrupt this process and not respond appropriately to the strategies outlined above. In these circumstances the pupil who is unable to conform is referred to a senior member of staff as outlined earlier. This is primarily to ensure that the pupil experiencing difficulty does not interfere with the learning experiences provided for the other pupils.

Having established the principles that underpin the staff response to unacceptable behaviour, it was felt necessary to establish the criteria for seeking the assistance of a senior member of staff. This criteria was established in consultation with the full staff, identifying the circumstances that make assistance necessary and when and how assistance should be sought.

The staff response to unacceptable behaviour or referral to a senior member of staff will run for a defined time and be followed by a fresh start.

It is acknowledged that adults will develop the above skills/qualities to different degrees. Relationships with pupils will vary in quality accordingly and will be further influenced by additional factors including personality, interests and subjects taught and others.

It is anticipated, however, that each pupil will identify a member of staff (or several) with whom they have the trust and confidence to discuss matters about which they are concerned. It is anticipated that where good behaviour and discipline is normal and the atmosphere is quiet, calm, happy and with all pupils busy and on task then relationships between staff and pupils in general are at least sound.

The process of developing good relationships begins with the initial visit to school. The skills described above are utilised to establish a degree of trust and confidence with parents. Often pupils experience anxiety on this visit and display an attitude that is not always a reliable indicator of future behaviour in school. It is anticipated that the confidence gained by parents will diffuse any anxieties within them and encourage and strengthen them in their support for the pupil. The calm confidence of the parent will transmit to the pupil who, when attending, will develop his own relationships with both staff and pupils.

The aims of the initial parent visit are:

- to establish the foundations for the quality relationship between home and school which will sustain the pupil throughout his education in school.
- to give the parents/guardians and pupil an opportunity to view the school as it really functions.
- to set clear expectations:
 - (i) for the pupil, in terms of behaviours/attitudes expected and of the learning environments he is likely to experience.
 - (ii) for the parent, in terms of their input and responsibilities of operating a partnership with school in supporting and encouraging their child as well as a willingness on the part of the school to be open, supportive and communicative.
 - (iii) for the school, in terms of the long-term expectations of parents/guardians and the child.

From the date of admission, the pupils develop relationships with staff within the context of the Care and Control Policy, the support structure of the organisation of the school day and learning experiences provided, which are individual to the pupil, that give a balance to reinforcing existing skills and concepts at challenge level.

Once established within school, research indicates that the peer group exerts the most significant influence upon a given pupil. The school seeks to support and guide the nature and quality of peer group relationships by giving each pupil a copy of "How to make friends and get on with everyone in School." (See Appendix 2.) These represent a set of values and attitudes which the school expects the pupils should adopt in developing their relationships with each other.

ESTABLISHING RULES

Pupils and adults have drawn up simple rules of those explicit behaviours that show respect and caring toward each other. These are agreed upon and enforced by the whole community. A consistent approach, adopted by all members of staff, is far more effective than adults all trying to impose different rules with different consequences.

Five positive, simple rules (see Appendix 3) are a basic starting point. Incentives and sanctions are regularly reviewed by teaching staff and teaching assistants. Organisational routines and supervision duties are subject to similar scrutiny.

The collective community responsibility for maintaining good order and a positive ethos is reinforced at an individual level with each pupil. Behaviour is one element of many pupils individual education plan. The plan contains targets which are reviewed termly and formally reported in the annual review. These processes involve pupil, parents/guardians and teachers. Pupils experiencing difficulty in meeting their targets may have them reviewed more frequently. Pupils requiring more intensive support have them recorded on their Report Card, which is monitored daily.

The individual education plan targets are discussed by the pupil with the relevant teacher at the end of each term, prior to review. The targets are then typed up by office staff. They are part of staff curricular planning and management strategies. Where appropriate, the targets are supported by parents through encouragement, support or homework activities.

WHAT WE MEAN BY GOOD BEHAVIOUR?

The school expects that the majority of pupils show, through their actions, that they know what constitutes appropriate behaviour, pupils understand what is expected of them and that they respond accordingly. It is expected that they are considerate, courteous and relate well to each other and adults. It is intended that pupils take responsibility for their own actions appropriate to their age and maturity. They develop self-esteem and self-discipline and adhere to high standards of behaviour, which contribute to effective learning.

We expect that there is a shared understanding that:

- This is our school. Everyone will be much happier if we can all behave sensibly without being told.
- People respect others and property.
- Pupils put litter in bins, keep walls and furniture clean and unmarked and take care of displays, particularly of other people's work.
- Pupils walk quietly when moving around school. This reduces the risk of accidents and contributes to a calm atmosphere.
- Think Safety First - Use equipment carefully, follow safe working practices and understand the procedures for dealing with accidents.
- Be polite and friendly - Remember our manners at all times, even when we feel bad-tempered. Be kind and helpful, always act with courtesy and consideration.
- Take pleasure and pride in our work.
- Always try to do our best and work sensibly with our classmates.

Good behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of it and to understand why it is required of them.

It is anticipated that, as a result, the pupil behaviour will be as follows: -

1. Pupils will obey the teaching and support staff, including adults transporting them to and from school, at all times.
2. Pupils will be punctual for all lessons, and follow organisational routines for entering and leaving class.
3. Pupils will be expected to behave in an orderly, respectful manner throughout the lesson and follow all teachers' and support staff instruction.
4. Pupils will use all equipment in the proper manner.
5. Pupils will observe the rules, routines and expectations in movement between lessons, lunchtime organisation and dispersal at the end of the day.
6. Pupils will walk, not run inside school in the interests of safety and good order.
7. Pupils will respect the fabric of the school by keeping it graffiti free and undamaged.
8. Pupils will be well mannered and courteous towards each other and to staff around school, representing school and in activities undertaken in the general community.
9. Pupils will obey the general rules of the playground as a matter of courtesy and safety.
10. Pupils will wear the correct uniform and be clean, hygienic and well groomed.
11. Pupils will bring a letter from parents covering each day of any absence, or if an excuse from PE is necessary. It is desirable that the school is notified of medical appointments in advance, by letter or medical appointment card.
12. All pupils will be responsible for knowing and correctly acting upon the emergency/fire drill procedure.

HOW DO PUPILS SUPPORT GOOD BEHAVIOUR?

The pupils are expected to help, support, encourage and teach new pupils the school routines. The children **know** what is expected in terms of safe movement between lessons, how and where to enter and leave the building at all times of the day and which areas of the school are out of bounds at any time. Pupils have a copy of "How to make friends and get on with everyone in school." The pupils **know** they can approach any member of staff at any time with any problem.

HOW DO STAFF SUPPORT GOOD BEHAVIOUR?

We believe that good behaviour should be rewarded.

For the Senior Department

The pupils are encouraged to accept that "being good" and working hard is a reward in itself. Good behaviour is achieved by providing appropriate learning experiences in a calm, relaxed, work orientated school. The pupils enter school expecting to work. This is underpinned by the systems within school, particularly the school reward system.

The School Reward System

The system has been designed by the staff and has shown positive results. It is instrumental in maintaining a positive ethos and good order within the school community. It is aimed at acknowledging, encouraging and praising good work and behaviour.

Pupils can earn up to 100 points a day (decided according to a carefully devised scheme) for appropriate conduct and work throughout the day.

These points are recorded at the end of each lesson as part of the plenary and are totalled weekly. If children have gained 500 points they receive a blue certificate at the beginning of the following week. 100 points each day also equates to a Tuck Shop voucher which can be used the following week.

If pupils receive a blue certificate every week in a half-term they receive a £5 gift voucher.

In addition to this certificates are awarded at a Friday Assembly to emphasise and reinforce good conduct and work, a copy of which is placed in the child's Record of Achievement.

Parents of new pupils receive a letter detailing this information, together with a Home-School Agreement and the arrangements for homework.

The school aim is that all pupils are able to achieve reward points.

Class rewards for the class with the highest points total over the term are used to encourage peer support and achieving as a team. Rewards include trips to the park, DVD afternoon or to a Pizza Parlour.

House points will be awarded by staff and collated in the form rooms.

For the Primary Department

A number of strategies are used to encourage good behaviour. Each class has devised their own systems, to include star charts and weekly targets to achieve. The children receive "pupil of the day/week" certificates, rewards and treats for achieving their goal. All the children have the possibility of being rewarded with fun activities on Friday afternoons unless they have received stickers for unacceptable behaviour.

Adults support good behaviour by giving praise and extra attention to pupils who respond to school in a positive manner. This is further reinforced by awards of "stars" or certificates in

some subjects. All children have some work displayed in school. The staff work hard to maintain an atmosphere of support, structure, fairness and justice which is very important to children. Time is taken to try to ensure that each child feels important as an individual.

Good behaviour is established by the individual child developing his/her own self-confidence, self-esteem, personality, values, skills and personal achievement.

House points will be awarded by staff and collated in the classroom.

Implementation of Behaviour Policy

Staff implement the policy on a daily basis.

Staff explain relevant aspects of the policy to pupils as collectively deemed necessary or on an ad-hoc basis as circumstances dictate.

Staff explain to parents or outside agencies as and when required.

Staff have a major role in the collective determination of behaviour targets on the individual education plans.

September 2017

This policy will be reviewed as relevant within a two-year period.

Signed : M Padgeon (Deputy Headteacher)

Appendices

1. Applying the Principles of Good Classroom Management
2. "How to Make Friends" (Circulated to pupils).
3. School Rules.
4. How system description.

APPLYING THE PRINCIPLES OF GOOD CLASSROOM MANAGEMENT

Although schools may interpret the detail differently, there is a high degree of agreement in the literature about the features of good practice. There is also general agreement that well organised lessons help secure good standards of behaviour.

The principles of good classroom management indicate that teachers should:

- 1) Know their pupils as individuals: this means knowing their names, their personalities and their interests and who their friends are.
- 2) Plan and organise both the classroom and the lessons to sustain pupils interest (taking into account their learning styles) and minimise the opportunities for disruption: this requires attention to such basics as furniture layout, grouping of pupils, matching work to pupils abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- 3) Be flexible in order to take advantage of unexpected events, rather than being thrown off balance by them.
- 4) Continually observe or 'scan' the behaviour of the class.
- 5) Utilise verbal and non-verbal skills such as distraction.
- 6) Be aware of, and control their own behaviour, including stance and tone of voice.
- 7) Model the standards of courtesy that they expect from pupils.
- 8) Emphasise the positive, including praise for good behaviour as well as good work.
- 9) Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- 10) Make sparing but consistent use of reprimands: this means being firm, rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands wherever possible, being fair and consistent and avoiding sarcasm and idle threats.
- 11) Make sparing but consistent use of sanctions.
- 12) Analyse their own classroom management performance and learn from it regularly.

Other literature offers more specific guidance to those working with children with challenging behaviour. It suggests that adults:

- 1) Develop interpersonal skills by exhibiting verbal/non-verbal behaviours which signal you care, you want to understand (explain, listen, compromise), you want to help, you mean no harm.
- 2) Use assertive (but not threatening or intimidating) body language.
- 3) Give clear directions about the behaviour you want.
- 4) Give clear instructions and make sure the pupils have understood.
- 5) Provide interesting activities that are suited to the pupil's academic ability and his/her special needs.
- 6) Make clear and realistic requests.

- 7) Give praise and rewards for appropriate behaviour: be positive.
- 8) Be well organised and try to be one step ahead of the children.
- 9) Stay calm and in control, be prepared to stand up to misbehaviour: behave in a firm, no-nonsense but caring manner.

The purpose of the School Behaviour Policy is to help teachers and others create and sustain a positive learning environment for all pupils. This is achieved by balancing consistent support of appropriate behaviour with fair and consistent limits for unacceptable behaviour.

Staff are encouraged to be assertive without being negative. They are expected to set clear, consistent expectations and limits for pupils. It is based on equality for all pupils, who learn the rules of the classroom and what will happen when the rules are followed or disregarded. The emphasis is on reinforcement for responsible and improved behaviour.

Senior Leadership support means that teachers are helped to communicate effectively in an assertive, calm manner showing pupils that they are in control of the situation (this does not need to be in front of the pupil or class as this only serves to escalate the situation). Shouting, using sarcasm or adverse criticism is seriously discouraged. In this way teachers maintain the respect of the class. Teachers explain and reinforce the rules carefully and clearly. Pupils following the rules are constantly reinforced by verbal praise and rewards. Pupils who do not obey the rules follow a set of sanctions.

Teachers are encouraged to increase their positive verbal interactions with their pupils and reduce the number of negative statements. This fosters a more positive atmosphere within the classrooms. The well-behaved pupils gain consistent reward for good behaviour. Disruptive behaviour results in reduced attention. Persistent unacceptable behaviour requires additional strategies.

HOW TO MAKE FRIENDS AND GET ON WITH EVERYONE

1. We care about each other and our work by working together and helping each other to sort things out.
2. We are honest and truthful about things we have done.
3. We show respect for other people and our school.
4. We listen to what other people have to say, treat everyone equally and support others when they are sad.
5. We accept that rules are necessary and help those children who find keeping rules difficult.
6. We enjoy the success that others in school achieve and share it. We know that everybody is good at something.
7. We do not take revenge upon any who say or do wrong toward us, even if they mistreat us.
8. We do not take the law into our own hands but share a problem with an adult.
9. We try to be patient when in trouble.
10. We try to overcome poor behaviour by being good both in ourselves and towards others.

TRY TO LEARN OUR SCHOOL RULES

WITH SOMEONE FROM YOUR FAMILY

1. *Line up quietly.*

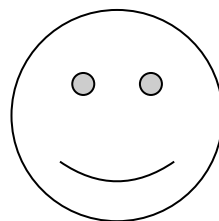
2. *Walk sensibly.*

3. *Stay on task.*

4. *Follow instructions.*

5. *Be polite.*

Well done!



House Point System

We have recently introduced a House Points System at Moor Hey School.

Children are grouped into four House Teams. These are Blue, Green, Red and Yellow Houses.

Every child and member of staff is given one of these four Houses to support. Each child is placed in a House on entry to school and remains a member of this team throughout their time at the school.

Siblings are placed in the same House team.

House Captains are elected from Year 11 pupils and Vice Captains from Year 10 pupils and they provide positive leadership to the children in their House and the various competitions and events organised throughout the year.

On Sports Day the Houses compete against each other as teams and a cup is awarded to the winning House. Teaching and non-teaching staff also belong to a House, with the exception of the Head teacher, and they encourage and support the children in positive team building through the House system.

In the Spring term 2017, we are planning to introduce names for our House teams. We will be consulting with all children about their ideas for possible names for each of the four teams.

Houses and the House Captains

Each House is represented by their House and Vice House Captains

In September, at the beginning of the academic year, Year 11 and Year 10 children prepare speeches to explain why they would make good House Captains and KS3/4 pupils vote for their preferred candidate.

The House Captains are responsible for leading their House in competitions and events, and representing the school in the community and a range of school events and activities.

The responsibilities of the House Captains are:-

- to set an example to the other children
- to earn house points and encourage others to do so
- to represent the house when collecting awards
- to be somebody others can turn to for advice

Earning House Points House

Points can be awarded by all staff to children for a variety of reasons.

For example:

- Polite, well mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance
- Putting special effort into a piece of work
- Neatly presented work
- Positive attitude towards work
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

House points are awarded using the following guidance:

- 1 house point for an isolated achievement (e.g. a one off act of kindness, helpfulness, good work etc)
- 2 house points for a sustained achievement (e.g. sustained good behaviour, an achieved target, hard work on a project etc)
- 3 house points for a special achievement (e.g. something that goes above and beyond) or a group achievement (e.g. for winning a class based team game)
- 5 to 10 house points can be awarded for extra special achievements by the Senior Leadership Team

Every week, the house points are counted by our House Captains and a weekly winner announced during our Achievement Assembly every Friday and added to the house points chart.

House points are then tallied over the course of a term, a winner is announced, and the children in that house are rewarded with a special event or treat.

At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children. We are looking forward to developing our House Teams system this term, in particular through our Sports Day in July.

We will then continue this system in the new academic year and hope that it will become a central element of school life at Moor Hey School.