



## **Moorlands School**

### **Behaviour Policy**

This policy should be read in conjunction with the school's [Safeguarding and Child Protection Policy](#), [Anti-Bullying Policy](#), [Cyberbullying Policy](#), [ICT \(Acceptable Use\) Policy](#), [Physical Restraint and Use of Reasonable Force Policy](#), [Searching and Confiscation Policy](#), [Disability Policy](#) and [EYFS Relationship/Behaviour policy](#).

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities.

This policy has been drawn up using advice from Behaviour and Discipline in Schools: Advice for Headteachers and School Staff DfE 2014.

#### ***Aims***

At Moorlands we aim to ensure that all members of the school community – staff, pupils, parents and governors – are fully involved in supporting a consistent approach to behaviour and in promoting inclusion. We will respond to the different needs of our pupils by identifying and minimising barriers to learning, and maximising resources to support successful participation in school-life.

We aim to develop pupils' self esteem and their tolerance, respect for and understanding of all members of the community, in order to equip them with the life skills to make a positive contribution to society.

#### ***Expectations***

At Moorlands we expect all individuals to:

- \* Have respect for others
- \*To understand consequences, right and wrong behaviour
- \* Be polite, kind and helpful to others
- \* Take care of items which belong to the school, other people and themselves
- \*To adopt a democratic attitude, sharing and valuing each other's views
- \* Treat others as they would wish to be treated themselves

### ***Rights and responsibilities***

Every member of the school community has the right to be treated with respect. Children and staff have the right to work in a safe, secure and stress-free environment. Everyone in the school community has a responsibility to support these rights.

### ***Rules and Routines***

In order that we can all work and learn in a safe and happy environment it is necessary that there are specific rules which we all understand and agree to.

#### ***Pupils will:***

- \* Respect and care for others.
- \* Arrive at school with all the necessary equipment.
- \* Be punctual - this means pupils must be in school ready for registration by 8.30 am.
- \* Adhere to school rules including those relating to uniform, equipment, homework and behaviour
- \* Try their best in all lessons and produce work of the highest standard possible
- \* Recognise that they are part of the school family and that within that family there are responsibilities to houses, classes, year groups, sports teams, musical ensembles, clubs etc
- \* Listen to others.
- \* Learn/work co-operatively.
- \* Resolve disputes positively.
- \* Be respectful and polite to all members of the school community and visitors.
- \* Value and take responsibility for the school environment.
- \* When necessary carry out self-monitoring and target setting.
- \* Be aware of and understand their rights and responsibilities.
- \* Be aware of their own emotions and actions and take responsibility for these.
- \* Adhere to the expectations set out within the signed Peace Charters.

#### ***Staff will:***

- \* Treat all pupils fairly, without favouritism or victimisation.
- \* Make use of behaviour support strategies.

- \* Model manners, respect and enthusiasm for learning.
- \* Promote desirable behaviour in their classroom and around school, challenging that which is undesirable.
- \* Help and encourage pupils to resolve issues in a sensible, measured and calm way.
- \* Encourage all pupils to adhere to the expectations of the Peace Charters, helping pupils find ways in which to do this.
- \* Ensure that they help maintain clear lines of communication by completing CPOMS reports regarding pupil behaviour.

***Parents, Carers and Families will:***

- \* Ensure their child arrives at school on time and is correctly equipped for the school day.
- \* Promote positive behaviour at home in order to ensure continuity between home/school.
- \* Contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- \* Support the school when reasonable sanctions to punish a child have been used.
- \* Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Deputy Head. If the Deputy Head cannot resolve the situation, the Headteacher and then, if necessary, the school governors should be informed.

***Classroom Expectations***

The expectations for each class and pair of classes will be decided at the start of each academic year in discussion with pupils. Class rules and a relevant Peace Charter will be developed.

***Playground Expectations***

Playground expectations will be discussed and decided in the beginning of year assemblies.

***Promoting appropriate behaviour***

All Moorlands pupils need to be taught social skills and to develop responsibility for their actions. They need to be given the strategies to respond to a range of situations and challenges.

We aim to achieve this through:

- \* A clear framework for PSHCE, providing a broad, balanced and consistent programme to support the development of positive self esteem and social skills.
- \* Circle time providing opportunities for children to explore issues and build self-esteem

- \*Ongoing work with INSPIRE and related peace/acceptance/[positive mental health projects.
- \*Appropriate weekly assemblies
- \* Student Voice offering opportunities for children to develop a sense of responsibility and participate in decision-making.
- \*Head boy/girl, Prefects, Form Captain/Vice-Captain, Heads of Houses to act as positive role models.
- \* Induction support for new staff and guidance for supply teachers to ensure consistency in routines and behaviour management

### ***Rewards***

Our policy aims to provide a framework in which pupils can make the most of their learning opportunities in a safe and happy environment.

A wide range of rewards are used to reinforce positive behaviour both in the classroom and through the House system. These can include, but are not limited to:

- \* Dojos (House Points) are awarded for progress, effort, achievement, manners, behaviour and service.
- \*Weekly House Dojo – dojos are added up weekly across the three Houses, and the totals and winning House are announced and displayed weekly.
- \*The termly credit total is also added to the house point system. Each term there are other events that focus around the house system, including quizzes, sporting activities and competitions. This culminates in the awarding of the House Cup at the end of the academic year
- \*Intrepid Moorlander certificates are awarded weekly to a child in each class.
- \*The Pask Intrepid Moorlander award is presented to a deserving pupil each half term.
- \* Displays of work throughout the school.
- \*Individual class reward systems to address specific targets set.
- \* Sharing good behaviour with other children/other classes.
- \*Monday assembly - pupils are encouraged to bring to school evidence of achievements outside of school life which are presented and celebrated in assembly.
- \*Headteacher's Celebration Assembly – each Friday parents are invited to assembly. Dojos are presented, individual certificated awarded, sports teams read match reports, the musician of the week plays individually and any other awards are celebrated.
- \* Display of achievements on reception screen.

- \*Information in weekly newsletter or on Twitter or Facebook feed.
- \*Open Afternoons and celebrations with parents.
- \*Involving parents to inform them of successes and progress.
- \*Positions of responsibility given.
- \*By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.
- \*Headteacher's award wall.

## **Sport**

- \*Half colours and full colours are awarded throughout KS2 for achievements in sports
- \*Swimming badges are earned as pupils' progress
- \*Competitions such as the Foxhill Run are rewarded with medals and a trophy for the winning house
- \*Excellent sportsmen/women are awarded Captain status

## **Music and the arts**

- \*Pupils are given the opportunity to take music examinations and certificates are awarded

*There are awards for all areas of achievement on Speech Day.*

## ***Sanctions***

At Moorlands we believe that the least intrusive approach should always be adopted first and that staff's approach and attitude should be a model for children in how to handle conflict or deal with anger and frustration etc.

The imposing of sanctions is a necessary part of school life but should not be used lightly or inconsistently. The over-use or improper use of sanctions will only devalue and eventually undermine the system. Children respond in different ways to being disciplined but the aim of any sanction is to encourage the child to impose self discipline and to take responsibility for his/her actions. It should be stressed that sanctions should never be meant to embarrass or humiliate a pupil and that reward is very much a part of the disciplinary procedure.

Routine classroom management is the responsibility of the subject teacher and infringements of the code of conduct or general classroom expectations should be dealt with immediately by

that teacher. If applicable the Key Stage Manager and Form Tutor, if they are not the subject teacher, should be informed.

Those sanctions should also apply when infringements of the above occur outside the classroom. It is the responsibility of all staff to deal with such incidents wherever they occur around the school. This is for the mutual benefit of all pupils and staff. Form Tutors must also be kept fully informed of any violations and CPOMS used.

When dealing with an incident it is important that staff use active listening skills to allow children the opportunity to explain in their own words what happened. Children should be encouraged to take responsibility for their actions by reflecting and considering their choices. They should be made aware of the consequences of their actions and given every opportunity to make amends for their mistakes.

As part of our approach, we use behaviour support strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. However, a pupil's individual needs will not be allowed to impact on the safety, happiness or learning of other pupils.

This policy is designed to be used in conjunction with the school's *Anti-Bullying Policy* and *Equal Opportunities Policy*.

### ***Physical restraint and the use of reasonable force***

If a child may cause bodily harm to his/herself or another child, or a member of staff, it may be necessary to restrain the child.

If a child physically attacks another child or adult, or is about to harm themselves, and does not respond to requests to calm down, then physical restraint may be necessary. In the unlikely event of this happening, the following should then happen:

- \* The child should be removed from the situation as soon as possible and taken to a senior member of the staff or the Headteacher who will take immediate action to involve parents.
- \* An incident report will be written and the situation discussed with the Headteacher.
- \* The School will then work with the member of staff and parents to devise an action plan to meet that child's needs. This may, eventually, include the involvement of other outside agencies.

(see *Physical restraint and the use of reasonable force policy*)

### ***Staff response to incidents***

- \*No child will be made to stand outside a room on their own unsupervised.

\*No child will be subject to unproductive and demeaning punishment such as standing in corners or facing walls or pillars. Pupils may, of course, be moved within a room as part of a strategy to deal with behaviour.

\*On rare occasions it may be necessary to remove a pupil from a classroom. A member of the SMT will always be made aware of this and the sanctions procedure will be followed.

\*Under no circumstances is corporal punishment ever used.

The following chart is intended for use as guidance only. It is not a comprehensive list. Any incidents of the behaviours (or similar) must be recorded on CPOMS.

Stage	Examples of behaviour	Sanctions	Other actions	Responsibility
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Calling out/making silly noises/interrupting</li> <li>• Deliberate acts of obstruction eg. pushing in line</li> <li>• Running inside school building</li> <li>• Classwork unacceptable or homework not done</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Verbal apology required if behaviour affects another individual</li> <li>• Completing /repeating unacceptable work</li> </ul>	<ul style="list-style-type: none"> <li>• Inform class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Member of staff who deals with incident</li> </ul>
<b>Stage 2</b>	<p>Persistent Stage 1 behaviour within a short time frame</p> <ul style="list-style-type: none"> <li>• Minor challenge to authority eg. rudeness, answering back, deliberately not following instructions, not completing tasks set at school and as homework</li> <li>• Disrupting other pupil's learning</li> <li>• Inappropriate, unkind remarks to other pupils</li> <li>• Damage to property</li> <li>• Telling untruths</li> <li>• Causing physical harm to another pupil, even when unintentional, if resulting from inappropriate actions</li> <li>• Fighting or causing harm to another pupil as a response to provocation.</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent upon age of child, the following may be applied more than once at discretion of class teacher/KS manager</li> <li>• Verbal warning</li> <li>• Time out either within classroom or by being sent to another classroom</li> <li>• Loss of break either to: Write a letter of apology which includes reflection upon actions, an apology and thoughts about how to behave appropriately next time <b>OR</b></li> <li>• To complete work in supervised detention</li> <li>• Interview with Key Stage manager</li> <li>• Place on class teacher report with targets agreed with child and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Inform class teacher, if not aware</li> <li>• Record on CPOMS as behavioural issue</li> <li>• If break missed, email to parent to explain</li> <li>• If report issued, Inform KS manager and Deputy Head</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher in whose supervision the incident occurred</li> <li>• Form tutor</li> <li>• Form tutor in liaison with KS Manager/ Deputy Head</li> </ul>
<b>Stage 3</b>  Severe	<p>Persistent Stage 2 after sanctions implemented</p> <ul style="list-style-type: none"> <li>• Unprovoked fighting or causing intentional harm to another pupil</li> <li>• Serious challenge to authority</li> <li>• Bullying – physical, verbal or cyber (see anti-bullying policy)</li> <li>• Swearing or disrespectful language or gestures including name calling and comments based on race, religion, gender or sexual orientation</li> <li>• Leaving class without permission.</li> <li>• Stealing</li> <li>• Inappropriate use of IT access or equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Interview with Deputy Head</li> <li>• Internal suspension eg. not given place on a team, removal from team for a fixture, removal from club, removal from tea - parents to collect or supervision provided separately</li> <li>• Placed on school report by Deputy Head - parents to attend meeting to agree targets and timescale</li> <li>• Suspension of privileges and positions of responsibility</li> <li>• Suspension of IT account or use</li> <li>• Total removal of position of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Email sent to parents with next steps explained if there is a reoccurrence</li> <li>• Meeting arranged between Deputy Head, parents and where appropriate the child</li> <li>• Record on CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head in liaison with Head</li> </ul>

<p><b>Stage 4</b> <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• A further incident of Stage 3 behaviour after sanctions implemented</li> <li>• Leaving school without permission</li> <li>• Sexual abuse of another pupil</li> <li>• Weapon brought to school and used, or threat to use made</li> <li>• Any deliberate action that places the school in danger or disrepute</li> <li>• Malicious accusations against a member of staff</li> <li>• Use of or selling of drugs, tobacco or alcohol</li> <li>• Computer hacking</li> <li>• Serious vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting between Head teacher and parents</li> <li>• One day exclusion</li> <li>• Longer term exclusion</li> <li>• Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Letter from Head to parents: incident, consequence and next steps</li> <li>• The Head will follow procedures outlined in this policy regarding suspension and exclusion</li> <li>• Record on CPOMs</li> </ul>	<ul style="list-style-type: none"> <li>• Head teacher</li> </ul>
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### ***Internal suspension -***

This is used as a punishment for Stage 3 behaviour. A pupil in isolation will be supplied with the work they need to keep up with the rest of the class.

### ***One day exclusion –***

Parents contacted to take the pupil home at the first opportunity. The pupil will remain at home the next day and then return to school the following day subject to a satisfactory meeting with his/her parents.

### ***Longer term suspension -***

A further serious breach of the code would result in a pupil being suspended for a lengthier period of time. The Headteacher will send a letter outlining the details of the investigation and the length of the suspension to the pupil's parents within 24 hours. Parents will have a right of appeal against the detail or length of the suspension. This appeal must be made in writing to the Headteacher within 48 hours of the start of the suspension. The pupil will stay away from school during the period of the appeal. Return to school will begin with an interview with the Headteacher.

### ***Permanent exclusion***

Any further serious breach of the code may result in a withdrawal or expulsion. In some instances it might be decided that it might be in the best interests of the pupil and the school if his/her parents withdraw him/her from the school. The Headteacher in this instance would write to the pupil's parents outlining the details of the case and stating, for the record, that the parents had withdrawn the pupil from the school. If it is decided to permanently exclude the pupil from school, the Headteacher will first inform the Chairman of Governors. He will then write to the parents informing them of the decision. The pupil's parents will have a right of appeal, as listed in the process below.

### **Investigation Procedure**

An investigation will be conducted fairly with respect for individuals and for natural justice and in a way which is appropriate to a school, without formal legal procedures. Such an investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by the SMT and a report collated. A pupil may be suspended while a complaint or suspicion is being investigated. On suspicion, consent is sought for any searches of pupils' belongings or property, such as lockers, bags etc. However, it must be noted that despite its being sought, consent is not necessary for searching on suspicion. Any searches take place in the presence of a second adult witness. Individuals should be aware that if access is refused the school may proceed in calling the Police or the parent. By law physical searches of pupils are not allowed.

## **Disciplinary Meeting**

The pupil and his/her parents will be asked to attend the disciplinary meeting with the Headteacher and a member of the SMT, at which the circumstances of the investigation will be explained. The pupil may also be accompanied by a member of staff of his/her choice. The pupil and his/her parents will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of pupils will be preserved.

There are potentially three distinct stages of a disciplinary meeting:

**The complaint** - the Head will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless the Headteacher considers that further investigation is needed, he will decide whether the complaint has been sufficiently proved. The standard of proof shall be the civil standard, namely the balance of probabilities. Appropriate reliance may be placed on hearsay evidence but the Headteacher will not normally refer to the pupil's disciplinary record at this stage.

**The sanction** - if the complaint has been proved the Headteacher will outline the range of disciplinary sanctions which she considers are open to them and this may include exclusion from the school for a fixed period of time. She will take into account any further statement which the pupil and/or others present on his/her behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time within five working days, the Headteacher will give her decision, with reasons.

**Leaving status** - if the Headteacher decides that the pupil must leave the school, she will consult with a parent before deciding on the pupil's leaving status (see below).

**Delayed effect** - a decision to permanently exclude or remove a pupil will take effect five working days after the decision was first communicated to a parent. Until then, the pupil will remain suspended and away from school premises. If within five working days the parents have made a written application for a Review by the School Governors, the pupil will remain suspended until the Review has taken place.

### **Leaving status**

When a pupil is expelled or required to leave, the leaving status will be one of the following: 'permanently excluded', 'removed' or 'withdrawn by parents'.

Additional points of leaving status to be decided include:

- The form of letter which will be written to the parents and the form of announcement in Moorlands School that the pupil has left
- The form of reference which will be supplied for the pupil
- The entry which will be made on the school record and the pupil's status as a leaver

- Arrangements for transfer of any project work to the pupil, his/her parents or another school
- Whether (if relevant) the school can offer assistance in finding an alternative placement for the pupil
- The conditions under which the pupil may re-enter school premises in the future.
- Financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees

### **The School Governors' Review**

A pupil or his/her parents, aggrieved at the Headteacher's decision, may make a written application for a Governors' Review. The application must be received by the Chair of Governors within five working days of the decision being notified to a parent. In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek.

The Review will be undertaken by a three member sub-committee of the governors, nominated by the Chair of Governors. The panel members will have no detailed previous knowledge of the case or of the pupil or parents and will not normally include the Chair of Governors. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.

The Review will not normally take place during school holidays. The Review Meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law. Those present at the Review Meeting will normally be members of the panel, the Headteacher and any relevant member of staff whom the Headteacher, the pupil or his/her parents have asked should attend and whom the Headteacher considers should attend in order to secure a fair outcome. Also present will be the pupil, his/her parents and, if they wish, a member of the school staff who is willing to speak on the pupil's behalf. The parents may be accompanied by a friend or relation.

The Governors must be given 7 working days' notice if the friend or relation is legally qualified. A scribe to keep a written record of the main points of the meeting will also be present. The meeting will be chaired by one member of the Review Panel and conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The proceedings will not be tape-recorded without the consent of both the Chair of the Review Panel and a parent and any tape-recording will be used only to assist the panel members in reaching their decision and formulating their reasons. It will belong to the School. The scribe will be asked to keep a written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes.

The meeting will be directed by the Chair of the Review Panel who will conduct it to ensure that all those present have a reasonable opportunity of asking questions and making

appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chair of the Review Panel may at his/her discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

The Review Panel will consider each of the questions raised by the pupil or his/her parents inasmuch as they relate to the following:

- Whether the facts of the case were sufficiently proved when the decision was taken to permanently exclude or remove of the pupil. The civil standard of proof - the balance of probability - will apply.
- Whether the sanction was warranted - that is, whether it was proportionate to the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the school's policy in that respect.

The requirements of natural justice will apply. If for any reason the pupil or his/her parents are dissatisfied with any aspect of the meeting they must inform the Chair of the Review Panel at the time and ask the scribe to note their dissatisfaction and the reasons for it. Should the Headteacher consider it necessary in the interests of an individual or of the School that the identity of any person should be withheld, the Chair of the Review Panel may require that the name of that person and the reasons for withholding it be written down and shown to the panel members. The Chair of the Review Panel at his/her discretion may direct that the person be identified or not, as the case may be. Up to two members of the school staff may speak generally about the pupil's character, conduct and achievements at the school if they are willing to do so. If, having heard all parties, the Panel is minded to confirm the Headteacher's earlier decision, it is open to the Panel, with agreement of the Headteacher, the pupil and his/her parents to discuss the pupil's leaving status with a view to reaching agreement.

When the Chair of the Review Panel decides that all issues have been sufficiently discussed and if by then there is no consensus, s/he may adjourn the meeting. Alternatively the Chair of the Review Panel may ask those present to withdraw while the Panel considers its decision. The decision will be notified, with reasons, to the parents by the Chair of the Review Panel or the Chair of the Governors by letter within five working days of the meeting. In the absence of a significant procedural irregularity, the decision of the Governors' Review Panel is final.

### **Discretion**

The decision to exclude, suspend, require removal or expel a pupil and the manner and form of any announcement shall be in the sole discretion of Moorlands School, acting on the recommendation of the Headteacher. In no circumstances shall Moorlands School or its staff be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to suspension, the requirement to remove or expulsion or which the Headteacher has acquired during an investigation.

## **Vulnerable Pupils / Pupils subject to a S47 Child Protection Plan**

When Moorlands School is considering excluding, either fixed-term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there are/have previously been child protection concerns, they will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing body.

## **Equal Opportunities**

Moorlands School is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

(Please also see EYFS - Relationship Behaviour Policy).

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Date: January 2019

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