

MOORLANDS SCHOOL

BEHAVIOUR POLICY



Policy date	September 2022
Policy review	Annually
Date ratified	September 2022
Ratified by	Dr A Cook (Chief Executive) Miss J Pawaar (Executive Head)
Interim review	February 2023
Review date	September 2023
Related policies & procedures	Safeguarding, Anti-Bullying, Child on Child Abuse, Acceptable User (IT), Online Safety, Mobile Phone
Government guidance	Keeping Children Safe in Education 2022 Behaviour and Discipline in Schools 2016 Preventing and Tackling Bullying in Schools 2017 Sexual Violence and Harassment between Children in Schools 2018 Searching, Screening and Confiscation 2018

Introduction

At Moorlands School, we encourage pupils to adopt the highest standards of behaviour and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that healthy relationships, good manners and a safe and secure learning environment play a crucial part in the development of our pupils, motivating them to become life-long learners.

Moorlands provides an inclusive community where we treat everyone as an individual and aim to develop the whole person who will be equipped to take their place in society.

Code of Conduct

Moorlands School Community, along with the other schools in King's House Moorlands Education Trust, adhere to a strict code of conduct, with education viewed as a partnership amongst our staff, students, families and trustees. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside of our classrooms, as well as outside of the school environment and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with respect, consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school rules and ethos and understand why sanctions may be imposed for inconsiderate behaviour.

Everyone has the right to feel secure and be treated with respect at Moorlands School, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, with regard to the nine protected characteristics (Age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation – Equality Act 2010)

We expect all our pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually, following the school attendance procedures. They should also care for the school environment internally and externally (the building, grounds, furniture and equipment). We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Involvement of Parents, Carers and Families

Where the term 'parents' is used, this includes guardians and carers.

In accepting a place at Moorlands School and signing a contract, parents undertake to uphold the school policies and procedures, including this policy. They will agree to support the school values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work and homework.

The school will consult parents over several matters, considering their opinions and suggestions.

Parents and pupils are required to sign to say that they have read, understood and agree to adhere to the 'Moorlands School Expectations for Conduct' and the 'Sanctions Process' documents.

The school will communicate with parents regarding behavioural matters and incidents as appropriate. The school may not always routinely inform parents about low level concerns, addressing such matters internally. Parents can request such information from the form tutor.

Involvement of Pupils

The ethos of the school is enhanced by listening to our pupils and considering their needs, opinions and suggestions. We encourage constructive opinions and discussion during assemblies, tutor time and individually where a pupil may require this one to one attention. We encourage an environment of 'restorative communication, discussion and justice' amongst pupils as part of encouraging healthy relationships and addressing disagreements and challenges.

School Rules (Expectations for Conduct)

The school rules are designed to encourage positive behaviour and self- discipline. Our aim is to encourage good behaviour through our rewards process. Sanctions help us to set boundaries and to manage any challenging behaviour. Pupils, and parents when signing the contract, agree to support and follow the school conduct expectations and to support the authority of the staff and the Executive Head in setting and enforcing them in a fair manner that is designed to safeguard the whole school community.

The staff and the Executive Head undertake to apply the expectations for conduct and any sanctions fairly, and where appropriate, after due investigative action has taken place.

Rewards and sanctions will undergo review and reasonable changes may be made from time to time and will be notified as updates to this behaviour policy.

All staff are supported through the leadership structure in enforcing the expectations for conduct and in applying the rewards and sanctions. New staff will receive training in this aspect of their role.

We understand and appreciate that our younger pupils and those new to join the school may need enhanced support and encouragement in understanding and following our expectations. We will expect that as pupils move through the school year groups, they will not need this level of support and will be committed to the expectations and in turn offer encouragement to younger pupils.

The school does not use corporal punishment.

THE MOORLANDS SCHOOL EXPECTATIONS FOR CONDUCT

“We are Independent, Ambitious, Considerate and Prepared”



We will:

Independent	Ambitious	Considerate	Prepared
<ul style="list-style-type: none"> • Be equipped to learn for every lesson • Learn from our mistakes by not repeating bad choices • Take control of our own learning through being pro-active and reflective • Ask questions when we require clarification • Give required notice if we may need to miss a lesson or activity or part thereof • Catch up on missed work without being reminded • Plan our own personal study and revision schedule as part of developing a healthy school/ personal life balance 	<ul style="list-style-type: none"> • Be positive about what we, and others, can do and learn • Be enthusiastic learners and do everything to the best of our ability • Spend focussed time on our work, present it well and take pride in it • Participate in all activities and discussions • Aim high through knowing our areas of strengths and challenges • Tackle challenging problems and activities with determination • Take risks, go outside our 'comfort zone' and not be afraid to fail • Take pride in the recognition of our successes • Involve ourselves in all the opportunities available to us 	<ul style="list-style-type: none"> • Be honest and co-operative in our dealings with others • Move around the school site safely, calmly and in an orderly way • Show respect and tolerance for each other's views and ideas • Treat everyone as we would like to be treated • Listen carefully while others are talking • Help, encourage and praise others • Respect both the school environment and the equipment • Wear our uniform with pride inside and outside of school • Greet adults appropriately according to the time of day • Show respect to adults by addressing them as 'Miss' and 'Sir' 	<ul style="list-style-type: none"> • Arrive punctually at school and at every activity • Be appropriately equipped for every lesson • Submit all work punctually • Wear our uniform correctly and take pride in personal appearance at all times • Identify our own challenges and develop independent study skills to prepare for assessments and exams

Rewards

At Moorlands School we like to encourage and reward effort, attainment and good citizenship across all areas of school life. We aim to raise the aspirations that there are no barriers to achievement both inside and outside the classroom. Praise and rewards will be given individually as well as collectively dependent on the nature of the matter being rewarded.

The award of Merits will underpin our reward system along with other forms of recognition, examples of which include certificates, letters or phone calls to parents, recognition by a senior member of staff and internal and/ or external publicity. The number of Merits awarded for a specific matter will be determined by the school leadership team. One merit will generally be awarded for each reason, with some exceptions such as projects, where the maximum awarded would be 3.

Examples of reasons for rewards include, **but are not limited to**, the following:

Attainment:

- Excellent performance in a piece of work or a test
- An outstanding piece of work for a pupil based on their own level of performance
- Originality and high quality in presentation of work
- Awareness of what is required to achieve a higher level of attainment and an evident commitment to achieving this
- Exceeding expectations across academic subjects as well as in other areas of school life

Effort:

- Consistently high effort in a specific area or across all areas
- Increased effort resulting in progress and improved attainment
- A single piece of work which has clearly taken a level of effort beyond expectation for a pupil

Conduct and Citizenship

- Care and consideration shown to new pupils or younger pupils in the Trust schools
- Commitment to and demonstration of personal organisation skills
- Tidiness and neatness both personally and regarding school property and locations eg, common room
- Teamwork
- Leadership
- Contributions to assemblies and other performances
- Acts of kindness and public spiritedness
- Good manners
- Community spirit within and outside of school

Sanctions

Sanctions fall into two broad categories:

- Academic misdemeanours – occurring within the classroom/ learning environments
- Non-Academic misdemeanours – occurring inside or outside of the classroom

The sanctions system is intended to recognise that pupils make mistakes and then allow the opportunity for them to learn from them, discuss a situation and reflect on what has happened in order to rectify for the future.

THE MOORLANDS SCHOOL SANCTIONS PROCESS



Some **examples** of misdemeanours (not an exhaustive list) and what the sanction might be are given below. The sanction will depend on the context of the misdemeanour, the number of times a pupil has committed it and any mitigating circumstances related to the pupils involved.

Where a detention is given in the morning, it will served the same day. Where it is given in the afternoon, it will be served the next school day.

Level	Sanction Type	Examples of misdemeanours (teacher giving sanction)
1	<p>Discussion with appropriate Tutor</p> <p>1 Demerit</p> <p>2 Demerits within this level for separate misdemeanours will lead to 1 Detention</p>	<ul style="list-style-type: none"> • Not having correct equipment (subject teacher) • Failure to hand in homework (subject teacher) • Punctuality (Form Tutor for late school arrival/ Subject teacher for late arrival at a lesson) • Dropping litter (appropriate adult) • Overly boisterous behaviours (appropriate adult) • Failure to hand in a personal mobile device on arrival at school, where permission has been granted to bring one in (Form Tutor) • Not wearing uniform correctly, eg; No blazer, untucked shirt, top shirt button undone, uniform item missing (Form Tutor)
2	<p>Detention – 30 minutes during lunch period (supervised by appropriate adult)</p> <p>2 Demerits within one week will lead to a Detention</p> <p>Can be given without lower level sanction if offence is serious enough</p>	<ul style="list-style-type: none"> • Failure to undertake homework (subject teacher) • Disruptive behaviour during lessons, eg; calling out, talking over the teacher, inappropriate answering back (subject teacher) • Inappropriate behaviour between lessons, eg; fighting, shouting, running in corridors or common room (appropriate adult) • Be in possession of a personal mobile device that no prior permission has been given for (Form Tutor)

3	<p>Detention – 30 minutes after school – (supervised by Key Stage 3 Lead)</p> <p>4 demerits within one week or 1 of the Level 3 Misdemeanours</p>	<ul style="list-style-type: none"> • Causing minor damage to property, including defacing property (Form Tutor) • Behaviour causing Health & Safety risk, eg; aggressive physical contact, throwing of items (Form Tutor) • Inappropriate comments about a teacher or lack of respect for a teacher, eg; continuous answering back, refusal to follow instructions (Form Tutor) • Inappropriate use of technology, eg; unkind or inappropriate use of any 'chat' or messaging facility, taking or sharing of photographs (Form Tutor) • Refusal to hand over a mobile device after being requested to do so (Form Tutor) • Inappropriate comments to peers designed to influence decision making and/ or coerce (Form Tutor) • Derogatory comments to others relating to their appearance, personal interests or personal beliefs (Form Tutor)
4	<p>Detention – 1 hour after school – (supervised by member of SLT)</p> <p>5 Demerits or one example of Level 4 Misdemeanour</p>	<ul style="list-style-type: none"> • Fighting – could be escalated dependent on severity (SLT) • Offensive behaviour towards another pupil, eg; racist, sexist, homophobic language or any other potentially discriminatory behaviours (SLT) • Bullying – sanction given further to outcome of investigation (SLT)
5	<p>Interview with Executive Head – after school</p>	<ul style="list-style-type: none"> • After 3rd instance of level 4 sanction (Executive Head)
6	<p>Suspension – between 1 – 5 days dependent on severity. An investigation will take place during this time.</p> <p>Suspension rulings also as per section 7 of the school terms and conditions.</p> <p>Level 6 sanction authorised by Executive Head</p>	<ul style="list-style-type: none"> • After no or little evidence of improvement after previous level sanction • Theft • Repeated bullying • Involvement with illegal substance • Alcohol use in school • Criminal damage, eg; forced entry, graffiti, arson • Repeated offensive language or discriminatory behaviours, eg racist, sexist, homophobic

		<ul style="list-style-type: none"> • Persistent disruptive behaviour inside or outside classroom • Any offence considered to come under school terms and conditions section 7 • Sexual harassment or assault
7	<p>Permanent exclusion – will only be used when absolutely necessary, eg, to protect safety of member of school community</p> <p>Can only be authorised by the Executive Head after an investigation.</p> <p>Exclusion rulings also as per section 7 of the school terms and conditions.</p>	<ul style="list-style-type: none"> • Repeated level 6 offence • Breaking law • Drugs – use on school site, supply/ distribution • Bringing weapons to school • Persistent bullying • Threatening/ malicious behaviour • Premeditated theft • Sexual misconduct • Any offence considered to come under school terms and conditions section 7

Points to note:

- If failure to attend a detention occurs, the sanction automatically escalates to next level
- Work will be set by an appropriate person to be completed during a detention
- A record will be kept of every misdemeanour and sanction on the pupil's internal records (CPOMS system)
- An investigation will take place where required and findings will be recorded
- Any meetings and interviews will be recorded in writing and the pupil will be offered the opportunity to provide a written statement to clarify what they feel happened, what went wrong and how they would act differently in the future
- It may be decided by SLT/ Pastoral Team to replace a sanction with an alternative, dependent on the individual and the circumstances
- A support process will be in place, monitored by the KS 3 Lead, in order to guide pupils on rectifying behaviours where they have been subject to the sanction system
- The school has an appeals process
- Advice from outside agencies may be sought

Confiscation of items

(Searching, Screening and Confiscation at School DfE January 2018)

Schools can search a student for any item if the pupil agrees. Headteachers and staff authorised by them have statutory powers to search a pupil or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/ cigarette products
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects may be used to cause injury or commit an offence

Safeguarding

Safeguarding children is always our priority when dealing with poor behaviour and disciplinary matters. We recognise that a child's behaviour may be a manifestation of other issues occurring in their life and that for some misdemeanours a 'safeguarding response' may be more appropriate than a sanction. Such matters will always be raised with the Designated Safeguarding Lead or Deputy (DSL/ DDSL) who will in turn discuss with parents unless there is considered to be a risk to the child's safety. The DSL will, where appropriate, liaise with the Local Safeguarding Children's Board.

Physical Restraint

Use of Reasonable Force DfE July 2013

Education and Inspections Act 2006

We reserve the right for our staff to use reasonable force to control or restrain a pupil. The Education Act 2006 enables school staff to use *"such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do..."* any of the following:

- *"Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the Executive Head has authorised to have control or charge of pupils"*

Staff are always advised to use their voices first, to use the minimum force necessary to restrain a pupil for the shortest period of time and use their professional judgement as to whether the use of restraint is appropriate. They should consider:

- *“The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used”*
- *“The chances of achieving the desired result by other means”*
- *“The relative risks associated with physical intervention compared with using other strategies”*

Every member of staff will inform the Executive Head immediately after they have needed to restrain a pupil physically and a record will be made. We will always inform a parent when it has been necessary to use physical restraint and invite them to attend a meeting to agree how to manage a pupil's behaviour.

Incidents which occur outside the school

The law gives teachers the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. The school may apply this behaviour policy when the pupil is:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Interacting with a fellow pupil even when not at school (either virtually or in person)

Or when the misbehaviour:

- Could have repercussions for the orderly running of the school
- Could pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

This includes the use of technology and in particular the use of social media.

MOORLANDS SCHOOL BEHAVIOUR POLICY AND ANTI-BULLYING POLICY



I have read, understood and agree to abide by the Moorlands School Behaviour Policy, including the Expectations for Conduct and the Sanctions Process, and the associated Anti-Bullying Policy.

Pupil Name..... Pupil Signature.....

Date.....

Parent Name..... Parent Signature.....

Date.....

This signed document will be retained on the pupil records.