



**MATTHEW MOSS
HIGH SCHOOL**
Learning for Life

Policy No.: 3

Policy: Behaviour and Relationships

Review Date: June 2018

Policy Name: Behaviour and Relationships

Nominated Lead Member of Staff: Assistant Headteacher (Pastoral)

Review Cycle: 1 Year

Authorisation: Headteacher

Review Date: June 2018

Matthew Moss High School Behaviour and Relationships Policy 2017

At Matthew Moss High School we aim to develop learners who are prepared for life in the 21st Century. As a community we are determined that all the young people in our care leave school with the strong academic achievement, mature skill-set and sense of direction to enable lives both satisfying to themselves and of significant value to society.

Through the CHANGE curriculum and entitlement we aim to ensure that behaviour is outstanding and that relationships between all members of the school community are of a very high quality. This forms the simple basis of the Behaviour and Relationships policy.

This policy should also be read in conjunction with:

- **Anti -Bullying Policy**
- **Attendance Policy**
- **Mobile Devices Policy**
- **Child Protection Policy**
- **Feedback and other curriculum policies**
- **Complaints Policy and other associated policies.**

School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of learners with special educational needs and disability (SEND) and the Keeping Children Safe in Education' (2016) document. Additional information regarding SEN and all other policies can be found on the school website.

CHANGE

Excellent behaviour can occur when the CHANGE curriculum is carefully and fully enacted: ie. when Composure is aligned with an ethos of High Standards with clear expectations for individuals who are equipped with the dispositions for personal Agency and expertise in Numeracy and literacy, empowered for personal achievement through a Growth Mindset and to contribute to the achievement and well-being of others through Empathy.

Whilst Transactional Analysis and Growth Mindset theory are obvious reference points, within the classroom of vital is high quality, differentiated teaching and learning, carefully designed with highly effective feedback which is acted upon.

All staff and learners at Matthew Moss High School will share the same expectations of behaviour and personal conduct. The CHANGE dimensions and expectations of behaviour will be displayed prominently around school and discussed through assemblies, form times and at other opportunities to ensure that behaviour and behaviour for learning is good.



Clear Expectations

The clear expectations of our community are expressed in the following documents, which are prominently displayed around the building.

<p>Behave Safely and Be Considerate to Others No running; hold doors open for others; keep to the left at busy times.</p>
<p>Use Polite and Respectful Language Don't shout or use inappropriate language; say "Pardon?" not "What?" and "Please" and "Thank You".</p>
<p>Look After The Environment Keep food and drink in the dining area; never drop litter, don't chew gum and always leave things neat and tidy.</p>

If you fail to uphold these standards then you will be reminded and challenged by the member of staff on duty and, if necessary, reported to your Form Tutor for further action.
Your behaviour should always set an example to others both in and out of the classroom.

At Matthew Moss High School we believe:

- The desire to learn is universal.
- Thoughtful hard work shifts anything.
- Respect everyone, fear no-one.

So, at Matthew Moss High School no-one can:

- Disrupt another's learning.
- Opt out of thoughtful hard work.
- Be disrespectful to anyone.

1	<p style="text-align: center;">Base-line</p> <p>A positive and engaged classroom with excellent working relationships and clear boundaries. Everyone makes strong progress through learning which is thoughtfully planned and structured.</p>	Head of Faculty Learner TA Teacher
2	<p style="text-align: center;">Reminders</p>	Teacher
3	<p style="text-align: center;">Warning (Only 1)</p>	Teacher
4	<p style="text-align: center;">Consequence (Recorded on SIMS)</p> <ul style="list-style-type: none"> ● Detention ● Phone call home 	Teacher
5	<p style="text-align: center;">Faculty Action</p> <ul style="list-style-type: none"> ● Faculty remove ● Faculty detention ● Parental meeting/Liaison with Family 	Teacher Head of Faculty

Head of Faculty or Family Referral to SLT

- Remove Room
- Behaviour Intervention Coaches
- Exclusion
- SMT Panel
- Governors / Summit Meeting
- Managed Move

A Matthew Moss learner is always:

Punctual

Seated on time and ready to learn.

Considerate

Holding doors open, keeping to the left at busy times and never running in school.

Organised

With a school bag, equipment and homework logs to hand, phones and headphones away and neat uniform.

Respectful

Responding quickly to instructions, quiet when asked and polite with no shouting or swearing, saying "Pardon?" not "What?" and always saying "Please" and "Thank You".

Engaged

Be actively engaged in learning and never disruptive.

Responsible

Keeping food and drink in the dining area, not chewing gum, never dropping litter and always leaving things neat and tidy.

Independent

Home-learning always completed to a high standard.

Systems

The following protocols support and assure the maintenance of good behaviour and our rapid development of outstanding behaviour.

Faculty Remove

Learners should not be sent out of lesson for poor behaviour. If a learner needs to be removed they must go to the relevant Head of Faculty or delegate with learning to complete. A restorative conversation must take place during break, lunch or after school – not during lesson time.

If learner behaviour is deemed to be critical then staff must inform their Head of Faculty for support. If during Form, break or lunchtime the Head of Family should be contacted.

If learners are working in break-out areas then they must be regularly supervised and their learning monitored. If their behaviour or learning is not satisfactory then they must be returned to the classroom.

Staff are responsible for dealing with and challenging poor learner behaviour at all times in and around the school.

Praise, Rewards and Feedback

Effective and purposeful feedback can help promote good behaviour for learning. Learning should be marked and feedback given as indicated in the Feedback Policy. Learners will help develop this through the Changemaker programme.

All staff can reward learners for recognition and school uses a system of recognition that promotes and encourages a growth mindset. Learners gain recognition for:

- Composure
- High Standards
- Agency
- Numeracy and Literacy
- Growth Mindset
- Empathy

These achievements are celebrated through assemblies, Families and Faculties. Learners may receive any of the following:

- Verbal comment
- Phone call home
- Postcard home
- Letter home
- Certificate for Recognition Folder
- Participation in a rewards trip. For example: bowling, pizza
- CHANGE awards linked to Rewards Tree

Sanctions

All staff are responsible for ensuring that the behaviour and relationships at MMHS are good for learning. If learners fail to adhere to the CHANGE dimensions and expectations of behaviour then school will follow its sanctions protocol.

It is important that all learners are spoken to and the behaviour is dealt with by being in 'adult'. This preserves the relationship as well as the dignity of all parties involved.

Staff are responsible for recording behaviour in SIMS and ensuring that a sanction is carried out.

The class teacher / form tutor is responsible for ensuring the first stage of sanctions are followed. Staff should not bypass these stages - unless the incident is deemed to be critical – so that MMHS is not forced to take more severe actions early.

Staff are also to be discouraged from making statements or threats of actions / sanctions that leave them, or more senior staff, with no room for manoeuvre.

Staff who are prepared to accept a level of misbehaviour rather than make use of the sanctions not only create higher stress levels for themselves but often pass the problem onto the next teacher of the day who then has to deal with a problem not of their making.

Support

Learners and their families will be offered support with their behaviour and well being at Matthew Moss High School. The support is available through the following staff:

- Form Tutor
- Head of Family
- Pastoral Officer
- SENCO
- Behaviour Intervention Coaches
- Learning Mentors/Learning Mentors (Behaviour)
- Senior Leadership team

Detention

Detentions may occur when learner behaviour fails to meet the expected standards of behaviour and relationships. Staff may put learners in detention during break, lunch or after school. When a detention takes place during break or lunchtimes staff may ensure that sufficient time is given for toilet breaks and consumption of appropriate food. A detention after school may last for 15 minutes without parental notice. Parents will be notified if an after school detention lasts longer than 15 minutes.

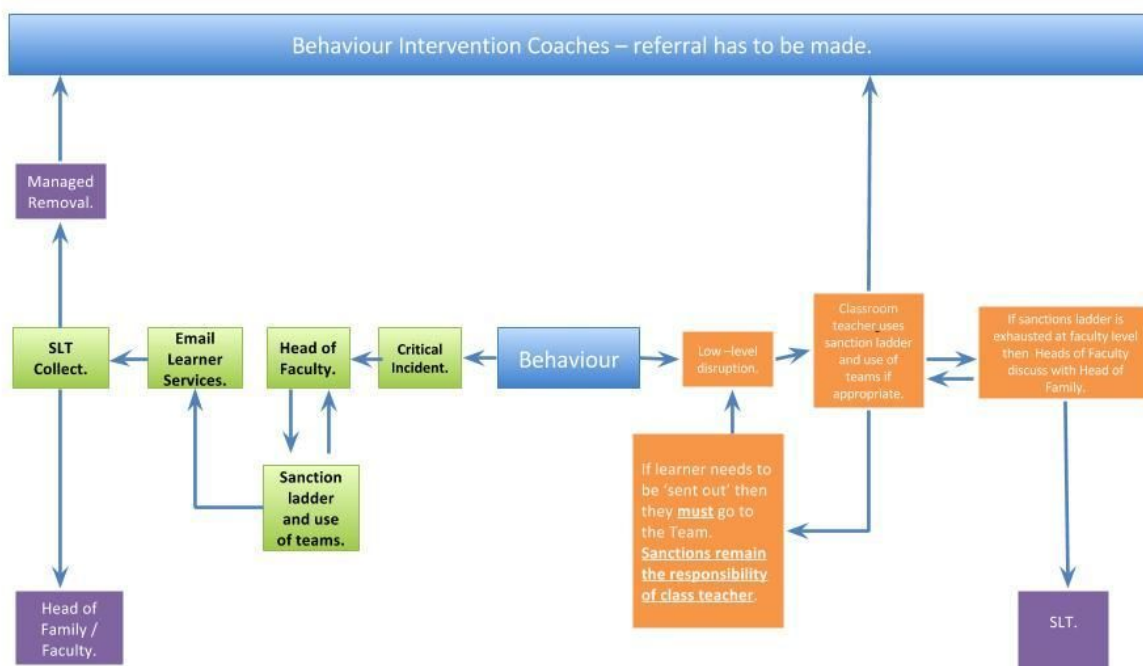
Managed Removal

Managed Removal is an alternative to Fixed Term Exclusion. Learners may spend a day in Managed Removal where they will access their learning separately from their peers. Learners may find themselves in Managed Removal for:

- A critical one off
- Persistent and disruptive behaviour – after all other sanctions have been implemented.

Parents will be informed when Managed Removal is taking place and may be invited into school to discuss their child's behaviour.

After Managed Removal has taken place all learners will be referred to the Behaviour Intervention Coaches who will arrange a programme of support if deemed necessary.



The class teacher remains responsible for the behaviour of learners in their classroom.
 All incidents must be recorded on SIMS with a sanction in place.
 All sanctions must be carried out and evidenced before the process continues.
 Learners are only allowed to go to the BIC if they have an appointment card or are collected.

Allegations

Allegation of Abuse made by learner against staff

Matthew Moss High School will take any allegation of abuse (verbal or physical) made by a learner very seriously. The Headteacher must be informed who will undertake a preliminary enquiry. If the allegation is within the remit of the safeguarding policy, it will be implemented. Staff are reminded that, under the terms of the policy, 'suspension from duty' is a neutral and protective act designed to assist all to substantiate or dismiss the allegation. Matthew Moss High School recognises the importance of protecting staff from false allegations, and any malicious false allegations will require the Governors Curriculum and Standards Committee to meet to consider the learner's future within the school.

Physical Assault

Staff are asked to be mindful of their own safety. Avoid backing learners into corners, which allow them little opportunity to do anything other than to become aggressive. All parties need to be aware of the drama triangle and Transactional Analysis should be applied.

On many occasions it will be preferable to allow a learner to exit a situation, rather than contain them within a restricted area. Standing in doors and barring exits may lead to a physical assault. Unless there

is a serious risk to the safety of another learner or adult, it is often better to allow the learner to leave the situation so that it can then be dealt with when all parties are calm.

Medical attention should be given or sought if appropriate. If not appropriate, the staff member should be given the opportunity of a period of quiet for recovery.

The learner should be dealt with immediately. This may mean they are isolated in a place of safety or sent home.

Written reports of the incident to be sought from both/all parties and witnesses. Reports of the incident to go to the Chair of Governors, the LA and injured person.

Serious consultation involving governors, staff, parents and LA to consider whether it is appropriate that the learner should return.

Colleague to be encouraged to report the incident to the Police.

Malicious Allegations

Complaints against staff are always investigated thoroughly. If after full and thorough investigation, it is the considered view that that allegation against the member of staff was unfounded and malicious, any record of the incident will be removed from the member of staff's file. The learner or learners involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion.

Confiscation

- School staff can seize any prohibited item found as a result of a search.
- Staff can search learners without consent if it is believed learners are carrying items that are deemed a threat to the safety of the school environment.
- We can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police.
- Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.
- Confiscated weapons, knives, bladed items, items believed to be stolen, illegal drugs and extreme or child pornography will be passed onto the police or disposed of by the school.

Reasonable Force

Members of staff have the power to use reasonable force to prevent learners committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Complaints Procedure

If you have a concern or complaint about behaviour please speak to your child's form tutor in the first instance. If it is still unresolved please contact the relevant Head of Family. We aim to resolve all issues informally by working together as a community. Further details can be found in the policy section of the school website.

Associated Policies:

SEND

Behaviour Principles Written Statement

Equality Information and Objectives

Child Protection

Combatting and Preventing Extremism

Visitor

Pastoral