



# BEHAVIOUR FOR LEARNING POLICY

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**by:**

# WEST MOORS MIDDLE SCHOOL

## BEHAVIOUR FOR LEARNING POLICY

### **A Shared and Consistent Approach to Rights, Respect and Responsibility.**

**Our aims:** The aim of this policy is to ensure that all members of the school community have a collective understanding of what constitutes excellent behaviour.

**UNCRC Article 3:** *All organisations concerned with children should work towards what is best for each child.*

West Moors Middle School is fully committed to the development and encouragement of all our children and staff. We recognise the positive contribution the school makes to the local community, our stakeholders, parents, and partners. By treating all our school family and friends with dignity and respect we encompass the key aims of the Equality Act 2010 and the general duties. This is also echoed in our school values. Inclusion and accessible learning is key to our success, as is the development of our staff. We work tirelessly to remove barriers to learning and engagement in all that we do as well as actively seeking opportunities for dialogue and improved understanding between different people. Everyone is unique and, in our school, we value that daily.

**UNCRC Article 29:** *Every child has the right to be the best they can be.*

At West Moors Middle School, we feel that positive behaviour and discipline are essential for successful teaching and learning. In formulating our behaviour management strategies, underpinned by research from the Education Endowment Foundation and the work of Paul Dix from Pivotal Education, we hope to foster positive behaviour by helping our children understand and know the boundaries of acceptable behaviour and why it is right to behave with respect and care for each other. All staff at West Moors Middle School participate in training on Therapeutic Thinking (previously known to as the Steps Approach), to underpin behaviour management, which includes practical techniques of physical intervention to offer reward and support. This aims to reduce and manage conflict and support a positive school ethos.

### **Promoting Positive Behaviour**

Our policy is divided into three phases:

**Phase 1** Whole School Behaviour for Learning Policy

**Phase 2** Assessment of Behavioural Difficulties

**Phase 3** Individual Behaviour Plans (IBPs)

### **When promoting positive behaviour:**

- All staff have high expectations of their pupils, promoting good character, honesty, and responsibility.
- Excellent behaviour is praised and rewarded appropriately. For detailed information about rewards and awards, please refer to the 'Rewards and Awards Policy'.
- To nurture strong relationships focused on learning and characterised by respect.
- To promote engagement of all students; harnessing their strengths and abilities to build self-esteem and aspiration.
- To create a passion for learning and a belief that we all can achieve our goals.
- To raise attainment and achievement for every individual so that they can reach their potential and 'be the best they can be'.
- Develop children's self-esteem and resilience.
- Provide a safe, comfortable, and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff, and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour and use restorative approaches as a consequence.
- Develop self-control and a sense of responsibility towards others and willingness to care for the environment, and facilities.
- Develop an appreciation of the importance of honesty, justice, and equality in the community.
- To recognise and celebrate pupils who demonstrate excellent behaviour we use praise and rewards.

(See- Behaviour Support Strategies- Appendix 1)

The behaviour and social development of our children is central to their ability to access and interact with the wider community, their continued development, and the quality of their lives. Everyone who comes into the school – learners, parents, staff and visitors – has responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- teaching right from wrong
- honesty
- respect for others
- establishing positive relationships
- internal- discipline, self-management of behaviour and a sense of responsibility for positive behaviour
- praise
- being inclusive

Learner behaviour should be managed with sensitivity and professionalism underpinned by Therapeutic Thinking, which encourages a culture of improving young people's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties.

Our approach is underpinned by the therapeutic values and nurturing principles in line with the Therapeutic Thinking approach. We believe that children 'learn behaviour' and make positive behaviour choices through:

- Relationships with adults and peers
- Role models patterns and copying
- Positive phrasing and reminding
- Scripts and routines, repetition, and structure
- Consistent clear and agreed boundaries
- Praise, reward, and positive reinforcement
- Comfort and forgiveness

**High quality behaviour for learning** is underpinned by relationships, lesson planning and positive recognition. The WMMS Learning Charter, must be displayed in each learning space and referred to in conversations around conduct.

**Our Behaviour Policy is based on the Five Pillars of Pivotal practice:**

1. Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations.
2. First attention to best conduct – rewards, recognition, praise, motivation, engagement
3. Relentless routines – rules, routines, follow up, teacher habits, non-verbal cues.
4. Scripting difficult interventions - de-escalation, disruption, delivering sanctions, confrontation.
5. Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships.

**“When the adults change, everything changes” (Paul Dix, Pivotal Education)**

At West Moors Middle School, we have agreed that we expect to see from all our staff, governors, trustees, and visitors the following adult behaviours: calmness, humour, empathy, consistency, reflective practice, catching students being positive, recognise and praise good conduct publicly, confident with a smile, staff aiming for “win/win” situations, de-escalation.

### **Expectations of Adults**

Consistent adult behaviour will lead to students consistently conforming to our expectations.

**We expect all staff to:**

- Meet and greet at the door.
- Use positive language related to WMMS vision and values - CARE (Care, Aspire, Achieve, Respect)
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge, and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps.
  - Prevent before sanctions.
  - Follow up every time, retain ownership and engage in reflective dialogue with learners.
  - Never ignore or walk past learners who are behaving badly.

**We expect middle leaders to:**

- Meet and greet, walk around and be visible in their curriculum area.
- Go into lessons to catch students being positive.
- Stand by staff to support restorative conversations.

**We expect senior leaders to:**

- Stand at the gate every morning to meet and greet.
- Be visible at lesson changeovers, lunch and social times.
- Carry out regular learning walks to support and coach and model expectations.

**Our Values and Expectations**

Our School Values are based on CARE: Care, Aspire, Achieve and Respect.

Our Expectations: We expect all members of the school community to:

- Always be respectful
- Work hard and always tries our best
- Be safe

**We teach positive behaviour for learning through:**

- West Moors Middle Way Curriculum
- West Moors School agreed 'CARE' values (Care, Achieve, Respect, Aspire)
- referencing the three expectations (Be Ready, Be Respectful and Be Safe) in lessons, in tutorial, at changeovers, and at social times
- teaching students' routines
- scripted conversations
- implementing an approach underpinned by Therapeutic Thinking with restorative conversations

- modelling positive behaviour daily
- whole school and key stage assemblies
- encouraging our children to engage in student leadership programmes

**Some of the strategies we use to establish readiness for learning and maintain a positive climate are:**

- meeting and greeting
- high staff visibility at changeover times
- giving attention to positive behaviour, not negative
- repeating instructions to get them started, asking the student next to them to help them get started, asking if they have what they need, praising the students who are engaged in learning
- using a space within the classroom to allow a student to have “thinking time”
- being assertive.

Being assertive is being able to communicate your needs in a way that is:

- Being in control
- Being clear
- Being decisive with clear conviction
- Being direct
- Being polite and fair

West Moors Middle School has high expectations of all students and requires that they conduct themselves in a way that is respectful to others and conducive to learning.

**We recognise positive behaviour and achievement, reward those that demonstrate over and above in the following ways:**

- Postcards/flyers
- Verbal and non-verbal praise
- Positive phone calls home
- Arbor praise points linked to house points
- Subject achievement awards
- Awards Events - (For detailed information about rewards and awards, please refer to the ***‘WMMS Rewards and Awards Policy’***).

## **De-Escalation**

De-escalation of inappropriate student behaviour by staff avoids low level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the student can get back on track without giving attention to the negative behaviour.

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If a range of strategies, such as those described above, have been implemented and have not had the required impact staff should get alongside the student and deliver a “script”. Staff will create a script that they feel comfortable with. An example of this could be:

*1) I've noticed that .... (You are not ready to learn), reference previous good behaviour*

*2) I need you to ..... (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)*

*3) I know you can do this /you are better than this/ /thank you for listening*

Staff will then walk away and give students time to think and act positively.

Drawing on Debi Maskill-Graham’s research, staff have been trained to use the ‘Head, Heart and Hands approach’ to support children’s emotional health and well-being if in a heightened state and de-escalate.

## **Consequences**

**Misbehaviour** - It is defined as:

- Disruption in lessons, collective group times, in corridors between lessons, and at break time and lunchtime
- Non-compliance with classwork or home learning
- Poor attitude in lessons
- Wearing of items that are not in line with school uniform expectations

Bullying is defined as the repetitive, intentional harming of one person, or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful
- Repeated behaviours to cause upset over a period of time
- Difficult to defend against

If misbehaviour continues and escalates, it is not ignored. As a Telling School, staff will reference it and re-assure the rest of the group that it will be dealt with appropriately in line with school policy. When students have been given the support and opportunities to make the right choices, but do not change their behaviour, staff will use the agreed consequences.

## **Consequences (C)**

### **V: Verbal Warning**

The member of staff will give a **general warning** to remind the children of their high expectations of learning behaviours, encouraging them to make positive choices.

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**C1: Second Verbal Warning:** The student will receive a targeted warning and at this point, the teacher or learning support assistant, may request that the student moves to an alternative seating position, encouraging him/ her to make the right choice. This may be logged as a low-level incident on Arbor (C1); this is at the discretion of the staff member issuing the C1.

**C2:** If any disruptive or defiant behaviours continue the child will be given a **full lunch time reflection** on that day, or if necessary, the following day (logged on Arbor by the class teacher issuing the consequence, and the reason why), and be reminded of our high expectations of their behaviours.

**C3:** If after being given a C3, the student continues being disruptive and/ or defiant in a lesson he/ she will be asked to move to the class of the Phase Lead, who is a member of the Senior Leadership Team (SLT). If the Phase Lead is not available at that time, another member of SLT will be called to remove the child from the lesson. The child will then be given **an afterschool reflection**.

If a C2 escalates to a C3, a C2 does not need to be logged on Arbor as well, as this would constitute a double consequence. Teachers are required to record the behaviour incident on Arbor. The teacher or SLT Administrator is required to call the child's parents/carers and record via Arbor's Telephone Communication Log. A restorative conversation should be held with the student to support reintegration with a growth mindset.

If an afterschool reflection is unable to be supported by the parent/ carer, then this reflection time will take place the following morning in school.

If a student receives six C2s or above in a half term period, then they will receive a C5, and parents/ carers will be informed. At this stage, they will be placed on a Behaviour Record Card, which will report on the pupil's attitudes to learning, and behaviour in lessons. This will be signed by the teacher at the end of every lesson, which is overseen by a member of SLT at the end of each day, and parents/ carers will also be asked to sign this card daily. In addition, their participation in enrichment opportunities, such as for example, clubs, sports fixtures, school discos, prom, trips and visits etc. will be suspended for the remainder of that half term. Other examples may include:

- Having the privilege to use certain areas withdrawn for extended periods
- Having the privilege of shared playtime withdrawn for extended periods
- Being asked to complete pieces of work at home or during lunch or playtimes
- Being asked to seek recompense/replace damage caused

The student will be involved in restorative work to "make good" harm or damaged caused at an appropriate time when regulated.

**Consequences- Phase 2** (See Assessment of Needs -Appendix 2) to be completed at this stage.

**C4 :** Half day internal reflection



If a student fails to attend their lunchtime reflections on two occasions, their lunchtime consequence escalates to a supervised **half-day internal reflection** in a designated room, with restorative conversations, and parents/ carers will be informed.

Other examples of when a half day internal reflection will be issued include:

- Continual low level disruption
- Rudeness to staff
- Taunting and being unkind to other students causing upset
- Truancy from a lesson, tutor time or assembly

### **C5: Full day internal suspension over an extended day**

If a student accumulates two or more C3 consequences in one school day, it will result in a full day supervised internal suspension with restorative dialogue. **An internal suspension, C5**, is when children work under supervision separate to other children in their class, including break and lunchtime. This may be used at the school's discretion, where behaviour warrants a consequence but where the school believes the young person can still access their learning in school. **The school day will be extended by one hour with the internal suspension ending at 16:30.**

Examples of behaviour that will result in an internal suspension (not an exhaustive list);

- Disruptive behaviour in class
- Bullying; including misuse of social media in and out of school
- Minor incidences of fighting or incitement to fight
- Repeated truancy from lessons, tutor times or assemblies
- Minor vandalism or graffiti
- Use of any discriminatory language
- Bringing the school into disrepute
- Misbehaviour to or from school; including on school transport
- Serious rudeness and swearing in response to a staff member
- Minor examples of theft
- Repeated lateness to lessons
- Refusal to follow reasonable instructions from members of staff

Any misbehaviour whilst in the reflection room serving this consequence will result in the student receiving a C6 fixed term suspension.

### **C6: Fixed Term Suspension**

Examples of incidents that may result in a fixed term suspension (1-15 day in length depending on the severity of the incident) or permanent suspension (because some situations maybe so serious as to warrant going straight to permanent suspension and bypassing the **C7** and **C8** procedure) include (this is not an exhaustive list):

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- Three occurrences of a C4
- Physical assault of other students
- Direct verbal abuse of staff e.g. swearing at a member of staff
- Defiance towards staff
- Repeated non-compliance of reflections or refusal to sit a C4 Thursday reflection
- Failure to behave or to complete work in the internal suspension
- Bringing prohibited items to school e.g. alcohol, weapons, knives, vapes, fireworks, or other dangerous items into school - dependent upon the circumstance, this offence may warrant a permanent exclusion.
- Theft
- Persistent bullying, including misuse of social media, in and out of school
- Serious cases of bringing the school into disrepute
- Serious vandalism or graffiti
- Dangerous behaviour which compromises the safety of other students
- First offence of setting the school's fire alarm off

Where a student has been suspended before, it may be appropriate for the second and subsequent suspensions to be extended in length. This is so the student understands that their behaviour must improve.

### **C7: Governors' Warning**

**After three fixed term suspensions** students and \*parents/ carers will be invited to the **governors' panel meeting** as a final warning meeting. In exceptional circumstances, up to five fixed term suspensions may be approved by Governors. Before the meeting, the governor will contact the SLT and will investigate the circumstances of all previous fixed term suspensions (and other consequences) in order that the governing body is reassured that a final warning should be issued to the student.

At the meeting itself, the student's behaviour record will be discussed, and it will be made very clear to both the student and their parents/ carers that any further fixed term suspensions will result in a permanent suspension. For some cases, a managed move may be considered to be appropriate in liaison with the Inclusion Team at Dorset Council, parents or carers and the child.

The school could therefore be placed in the situation of giving a final warning to a student for a relatively minor offence such as non-completion of homework, as over time this offence could cumulatively build into persistent breaches of the school's Behaviour for Learning policy. For example:

- Afterschool reflections are issued for poor behaviour
- A fixed term external suspension is then issued for non-completion of reflections
- Once this had occurred three times, a final warning governor meeting would be conducted

- After a fourth offence (and after the final governor warning) the student would be permanently suspended

\*In the event that parents/ carers do not attend this meeting, this panel meeting will proceed. The outcome of this meeting will then be communicated to the parents/ carers in writing.

### **Consequences - Phase 3:**

#### **C8: Permanent Suspension in line with the Government and LA Guidelines**

If a child exhibits behaviour, which is deemed by the SLT and the Governors to be extremely serious or aggressive, the school may move directly to the higher levels of consequences or to permanent suspension.

The decision to suspend a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This will be in accordance with the Department for Education's statutory guidance for exclusion from schools in England (see, <https://www.gov.uk/government/publications/school-exclusion>) and the LEA with parents' and/ or carers' right of representation to the governing body.

Any decision to permanently suspend a child will be made by the Head teacher who will inform parents and/ or carers in writing.

A permanent suspension will happen as the result of a single serious incident or following another fixed term suspension after a final governors' warning has taken place, following the governor panel meeting.

Incidents that will result in permanent suspension (although this is not an exhaustive list)

include:

- Persistent disruptive behaviour
- Physical assault on a student or member of staff
- Bringing into school dangerous items, including knives, fireworks, vapes and/ or supplying these to other students etc.
- Persistent bullying including misuse of social media in and out of school

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any special education need

(SEN) or disability that a pupil may have. The use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour will be considered. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems. The school will also work closely with parents and carers, providing them with support and guidance.

### **Students with Special Educational needs and Complex Communication Needs**

At WMMS, the key aspects of improving the quality of student behaviour includes:

- A consistent approach to behaviour management
- Strong school leadership
- Classroom management
- Rewards and consequences
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents and other agencies managing pupil transition
- Organisation and facilities

At our school, we will consider the learning and communication needs of all children when choosing appropriate sanctions and consequences. For children with Complex Communication Needs or SEND needs, alternative strategies will be used, including:

- The Therapeutic Thinking approach to de-escalate behaviour
- Roots and Shoots assessment
- Risk reduction plan
- Revisiting an incident using Carol Gray's Comic Strip conversations.
- Mediation with peers
- Mediation with staff
- Discussions with pupils, at different times of the day, which allow for resolution and reparation
- Social story creation
- Role Play
- Practised/guided experiences
- Design and implementation of bespoke reward chart/working towards charts
- Creation of 5-point scale/zones of regulation alongside child
- Academic work with teachers/LSAs at a different time in the school day.

**This list is not exhaustive. Where appropriate, guidance will actively be sought from other professionals.**

### **The pastoral needs of the children are catered for in the following ways:**

- Class teachers will keep records of the pastoral needs, as far as possible, of children in their care. In addition, notes added to SIMS will provide records of contact with parents
- Children are encouraged to have confidence in all staff, so that they may confide in a trusted adult if there is a need
- We reinforce that we are a “Telling School”
- Speakers from the wider community are regularly invited to give presentations including the Community Police Officer, community vicar and groups advising on safety and moral aspects of behaviour
- Extra-curricular activities are offered as they have a marked effect on the children and allow for wider social and academic experiences

### **To foster the vital relationship between parent and class teacher:**

- Parent/carer and teacher consultations are available and via Arbor, staff maintain rolling records of these discussions to share in meetings
- Staff are available for further consultations at a mutually agreed time as the need arises as well as offering telephone consultation
- Parents/ carers are advised of their children’s achievements and areas of concern as soon as possible and they are encouraged to help in solving any problems
- Parents/ carers receive a termly report outlining main attainment progress headlines as well as feedback about children’s behaviour, attitude to learning and attendance
- Parents/ carers are encouraged to help in school and support school activities when appropriate, bringing their strengths and experiences to the children
- There is regular communication through newsletters, West Moors Middle School Twitter feed, and the school’s website
- The PTFA acts as a positive link between staff and parents/ carers
- The Headteacher and key staff are available on the playground before or after school
- Messages are sent home to reward effort, being part of a community and positive behaviour

### **Support Systems for Staff**

Support must be available for staff who feels they need it. Initially this should be provided by the Form Tutors and Teachers. More serious incidents will involve the SLT. A member of staff is ‘on call’ at any time should the need arise. It may be beneficial for a senior member of staff to work in the classroom alongside other teachers. Ways to support staff experiencing difficulties with children should be discussed by the SLT with their Line Manager.

Regular CPD on behaviour and attendance is provided, particularly to new staff who are appointed to the school as part of the induction process, so that consistency is maintained.

## **Support Systems for Children**

Children most at risk are identified by their Year Tutor, review and report information and close monitoring of data linked to behaviour and motivation. Pastoral Support Plans will be the primary tool to support students at risk of suspension. Feedback will be received via child conferencing meetings to explore children's perceptions of the behaviour consequences and its implementation by staff.

## **Support for Parents/ Carers**

We believe that the best outcomes occur when school and parents/ carers work together to support young people. The Year Tutor and members of the SLT are always willing to discuss strategies to promote good behaviour and this may include the offer of voluntary parenting courses. Parents/ carers should know that they are welcomed into school to share concerns about children.

## **Restorative Conversations**

Where issues between staff and students were not resolved a restorative conversation needs to take place between the two parties. This could be supported by another colleague or line manager. This should take the form of a coaching conversation for the student. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.

Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

- Ask the student what happened and why they made the choice to behave like that.
- Ask the student who they think was affected by their behaviour.
- Ask them what they could have done differently, what would they do to avoid the same situation happening again
- Ask the student what you could have done differently.
- Agree strategies, goals, targets with the student for the future.
- Ask the student if they have anything they want to say.
- An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

## **West Moors Middle School is a Vape, Drug and Weapon Free Zone**

Possession or use of vapes, illegal drugs or items that could be used as a weapon is not tolerated in our establishment; neither will any related behaviour, which may damage the learning environment or endanger others in our community. Everyone connected with the

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school community needs to know that the consequences of such conduct are suspension.

### **Confiscation of Property**

West Moors Middle School will confiscate children's property if it is felt the property is inappropriate for school. Property will either be returned to the child later, returned to parents/ carers or disposed of following discussion with the child and/or parent/ carer. If the property is illegal in any way, then the police will be involved. In the case of mobile phones, these will be confiscated on sight and will be stored securely in reception for collection by a parent at any point from the end of the school day in question or by the child at the end of the school week.

Schools can search lockers with the pupil's consent. If a pupil refuses to allow the search, then schools can still carry out the search for prohibited items. The school will not return items thought to be dangerous or inappropriate to students such as for example, vapes. These will be returned to Trading Standards or the police as appropriate. Any illegal item will be given to the police.

**Mobile phones:** Inappropriate use of mobile phones can cause distress and upset to other stakeholders in the school if they are used to:

- Take photographs/videos of staff/other students without their permission
- Bully or harass any member of the school community/through inappropriate use of text messaging, camera or video
- Bring the school into disrepute through posting of images onto social networking sites and You Tube.

Mobile phones used to send or receive texts and phone call and to access social networking sites during lessons will significantly disrupt the learning of students. Students must hand in their mobile phones at the start of the day to be securely stored, and mobile phones will be returned to students at the end of the school day. Staff have the authority to confiscate mobile phones from students.

**Jewellery:** For health and safety reasons and security of property, students are not allowed to wear jewellery other than a watch. If students wear more jewellery it may be taken from them after they have removed it and kept until the end of the school day. If students continue to wear jewellery this will be confiscated and returned to parents/ carers as part of an agreement and discussion about future expectations.

**LGBTQ:** It is unacceptable to be disrespectful about someone's gender or sexual orientation amongst the other grounds, which include religion, age, disability, race, membership of the Traveller Community, family status or civil status. Anti-gay name-calling is unacceptable behaviour. Any inappropriate comments or actions related to an individual's sexuality or gender will be recorded centrally and result in an immediate consequence, commensurate to the severity of the incident. Parents/ carers will be informed.

### **Students who transfer to West Moors Middle School with a previous poor record of behaviour**

When students transfer to West Moors Middle School because of an in-year transfer or because of an appeal, their previous behaviour record will be considered. This means that the student will start the school at the stage they would have been on had those consequences been committed at West Moors Middle School. The previous record will only go back one academic year and could lead to the situation where a student will start at West Moors Middle School on a final governor warning and the outcome of one further fixed term suspension would then be permanent.

### **The power to address the behaviour of children beyond the school gate**

Should misbehaviour outside of West Moors Middle School be reported, the school may feel it appropriate to use consequences. Specifically, this would be if the behaviour has an impact on the orderly running of the school, threatens a member of the school body or public, or adversely affects the reputation of the school. Such consequences could apply to inappropriate behaviour on journeys to and from school, including on the bus.

West Moors Middle School would work closely with parents and carers should such consequences be required. The SLT at West Moors Middle School is committed to working with the community police team as a joined-up approach to educating young people is considered beneficial. West Moors Middle School and the police may work together on matters of antisocial behaviour in the community amongst other incidents.



## Appendix 1: Support Strategies to Support Behaviour

### 1. The Never Say No

Sometimes we have to say "No" but for those other occasions, try this: "**Yes as soon as you have ...**" "Can I go on the computer?" "**Yes as soon as** you've finished the next two questions."

### 2. The Nice and Nice

For children reluctant to start a task:

"Are you going to use the blue or purple pen?"

"Where are you going to sit, on that table or in the quiet area?"

"Shall we start with question one or question two?"

"Are you going to tidy your table on your own or do you want some help?"

### 3. Use Condition ("when... Then...")

"When I can see everybody ready, then we can go out for lunch."

"When your hand is up, then I can answer you."

"When you are sat in the chair, then I can listen."

### 4. The Bogus Note (the ultimate distraction technique)

Used sparingly, this strategy can be very effective. Use for those times when the child's behaviour is rumbling. If you get in early, this can prevent crisis level behaviour. It can also be a special job etc.

Child is becoming unsettled. You can see behaviour is beginning to escalate. You think a little wander may do them good... "Can you take this note to Dr Craddock please?"

Say please too often and you may sound like you are pleading! Try "Name... instruction... Thanks"

Holly is fiddling with something inside her pocket - "Holly, take your hands out of your pockets, thanks."

Billy has arrived wearing a hat - "Billy, hat off, thanks." Alfie is calling out - "Hand up and wait, thanks." The thanks implies you expect the child to comply.

## **6. The Nice and Nasty**

Using a matter of fact, non-emotive tone of voice.

"That's a C3. Either it is finished now or it will have to be finished during lunchtime."

"The tables will need to be tidied up now, or after the lesson."

**7. Take Up Time – Give instruction then walk away** This sometimes works well with the Thanks, Not Please. It gives the child time to comply. Confidently give the instruction, turn and walk away (or give your attention to other children) – with the expectation that the child will comply.

## **8. Tactical Ignoring**

Tactical ignoring is choosing not to attend to an unwanted behaviour and works well when combined with Proximity Praise.

(Child calling out) "Miss, Miss, Miss" (Adult ignores)

"Thank you for putting your hand up Stephen."

"Remember everyone, it's hands up to get attention" – immediately attend to child as soon as they put up their hand.

## **9. Ear-Shotting – Speaking aloud within the child's ear shot**

This technique can be used in a variety of ways. The adult speaks out loud to another adult in the room within the child's ear shot.

e.g. A child is reluctant to start a task – "Mrs Jones, Zac has worked so hard this morning. When he's finished his two sentences I'm going to let him go on the computer."

e.g. For a child who rises a challenge but is reluctant to start – "Mrs Watkins, I think this is actually Y7 work, so it might be too difficult for Lucy, I will see how she gets on" – with the right child this can be highly motivating. This also gives the child permission to fail, and therefore the child may be more willing to try.

## **10. Proximity Praise**

e.g. You are waiting for the class to settle. Natasha is talking. Next to Her Matthew is sat patiently waiting. – “That’s really quiet sitting Matthew, thank you” “Matthews ready, Kelly’s ready, George is ready. Just waiting for one more”

## **11. Don’t say Don’t – Frame instruction positively**

Try not to give the child ideas by telling them what you don’t want them to do! Try this especially when restating rules:

“Walk in the corridor, thank you” rather than “Don’t run!”

(When lining up for Assembly) “In our class, we stand in line without talking to our friends.”

(Children calling out) “In our class, we put our hands up and wait.” Link the latter examples to the school’s Learning Charter.

## **12. Don’t Lose Face – The “Ask permission Before Doing”**

With impulsive children it can be hard, initially, to stop them doing things they want to do. Initially (where appropriate) try to say yes as much as possible so the child gets used to the idea that asking permission is needed to get what he/she wants. This is one step towards regulating impulses, in that it can be used to bridge the gap between saying no outright (and then the child doing it anyway), to yes but only with my permission. If used carefully, this can prevent the adult losing face.



**Appendix 2: Phase 2 – Assessment of Needs**

**All aspects to be covered before Phase 3**

Child Enquiry	
Discussion with Key Stage Lead and Head Teacher	
Discussion with and involvement of the parent/carer	
Screening for social, emotional and mental health needs	
Screening for low self-esteem	
Children's needs not being met	

Child's name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Date of Review Phase 2: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Copy to Head Teacher: YES/ NO



**West Moors Middle School**

**Child Enquiry Form**

**Behavioural Assessment**

**Name of Child:** \_\_\_\_\_

**Tutor Group:** \_\_\_\_\_

**Date of Issue:** \_\_\_\_\_

**Instructions:** The purpose of this form is to gather information to help in the assessment of this child with behaviour difficulties. The reply you give will have a direct bearing on the work done by the child.

In replying please consider the child's work and behaviour.

Any further comments may be written on the back page.

Thank you for your co-operation.

**Please return to the SENCO by:** \_\_\_\_\_

## West Moors Middle School Screening for SEMH

### BEHAVIOURS THAT MAY SIGNIFY SEMH

- Bullying (which may include racism and sexism)
- Poorly developed social and interpersonal skills
- Disruptive and attention-seeking behaviour (e.g. calling out)
- Running away from school
- Stealing from the school or from other children in school
- Lying to other children and teachers
- Uncooperative behaviour
- Poor motivation (e.g. being 'off-task' in some lessons)
- Aggression directed towards him or herself, other children, staff or property
- Poor temper management
- Poor organisational skills (e.g. forgetting homework, books or equipment)
- Inattentiveness and poor concentration
- Appearing withdrawn or depressed
- Having no or few friends – seeming to be alienated from peers
- Showing obsessive patterns of behaviour
- Having extreme mood swings

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## Screening for Low Self-Esteem

Do the children in your class display any of the following behaviours that indicate low self-esteem?

- Constantly demanding adult attention, even if this is to be told off
  
- Appearing unable to work co-operatively
  
- Lacking in confidence when faced with new challenges
  
- Becoming aggressive or withdrawn
  
- Talking unfavourably about themselves and others
  
- Finding it difficult to relax, enjoy or join in with new people or situations
  
- Finding it difficult to relate to peers appropriately and to make or keep friends

### **Children's Needs Not Being Met**

Behavioural problems are often caused by a child's needs not being supported and met – in particular at school and at home. Recognising this is the first step towards making the appropriate SEN provision. A child's needs might not be met if:

- There isn't a consistent approach towards the child at home, at school or between the two – leading to there being no clear behavioural boundaries or guidelines
  
- Home and/or school fail to reward appropriate behaviour
  
- Home and/or school fail to address inappropriate behaviour
  
- Home and/or school fail to provide appropriate emotional, social, physical or academic support
  
- Home, school and/or the peer group, fail to provide a sense of security, identity, competence or belonging

Each of these issues needs to be considered when assessing a child's inappropriate behaviour. Each issue needs to be addressed by teachers and parents or carers. (In some cases, it may be that health, social service or education specialists also need to be involved.)



**Phase 3: Individual Behaviour Plan (IBP)**

**Name:** \_\_\_\_\_

**Year Group:** \_\_\_\_\_

**Date of Issue:** \_\_\_\_\_

**Purpose:**

Following the assessment of the child's individual behavioural difficulties using the 'Child Enquiry Form', the IBP below sets out the actions/strategies that the school community will take to plan an effective support programme.

**West Moors Middle School**

**Individual Behaviour Management Plan/ Pastoral Support Plan**

Name	D.O.B.	Plan No.	Date
Nominated staff member to oversee plan			
Our understanding of the behaviour			
What we want to see instead			
Environmental changes which may help		Key staff:	
Teaching Plan		Key staff:	
Provision needed		Key staff:	