

Behaviour for Learning Policy

West Moors Middle School



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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.

This policy is aligned to Dorset's 'Therapeutic Thinking Approach'. Therapeutic Thinking is a whole school cultural approach that focuses on improving educational experiences and outcomes for all children and young people. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health.

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, pro-social 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 pro-social behaviours 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, incentive and support. This aims to reduce and manage conflict and support a positive school ethos.

Promoting Pro-Social Behaviours

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)

Key Principles of Therapeutic Thinking Approach:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.
- All children and young people within the dynamic should be given as many positive experiences as possible in order to create more individual positive feelings.

When promoting pro-social behaviour:

- All staff have high expectations of their pupils, promoting good character, honesty, and responsibility. This is embedded through staff's Therapeutic Thinking training from the Local Authority.
- All staff to adopt positive therapeutic behaviour techniques to encourage socially responsible behaviour amongst pupils.
- 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. Positive experiences create positive behaviours.
- 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 full 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.
- All staff use a consistent and calm approach.
- Ensure all adults take responsibility for managing anti-social 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.

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

Types of Behaviours:

Pro-Social Behaviour:

Prosocial behavior refers to actions that are positive, helpful, and aimed at fostering social acceptance. It is marked by an active awareness for others' rights, emotions, and well-being. Such behavior contributes positively to individuals or society as a whole. In essence, prosocial behavior can be understood as the lack of antisocial behavior.

Unsocial Behaviour:

When children do not seek to associate with others but not to the detriment of self or others. Unsocial behaviour is also defined as not choosing to behave sociably in the company of others, but not to the detriment of self or others. A further characteristic is the act of not doing as instructed or dictated, but again, not to the detriment of self or others. Importantly, no unsocial behaviour should require additional support unless it becomes persistent and disruptive, therefore reaching 'Anti-social' behaviour status.

Anti-Social Behaviour:

Dorset's Therapeutic Thinking Approach defines anti-social behaviour as:

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of others
- Behaviour that could be described as difficult or dangerous.

Equality vs Equity

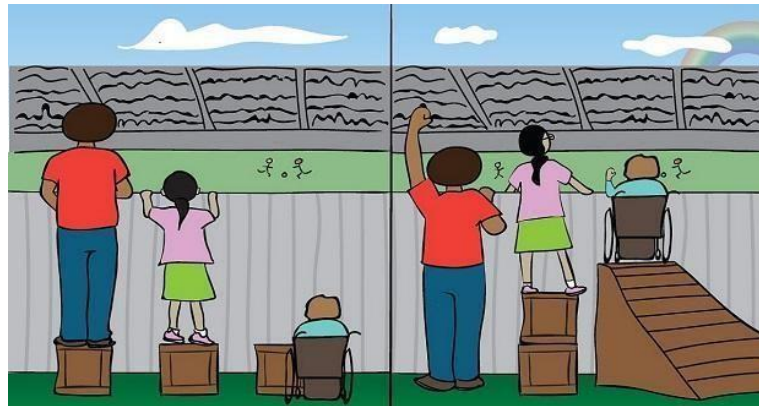
Our setting aims to provide all pupils with what they need to succeed and excel in their learning. We endeavour to foster a school environment that inspires a love of learning, develops socio-emotional intelligence and promotes a responsibility of self-discipline and respect for others. Equity is an essential component of our practice.

Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts

from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.

At West Moors Middle School, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential. Therefore, equity is a key principle in our school's provision, ensuring an inclusive environment where all can flourish.



Equality VS Equity

Learner behaviour should be managed with sensitivity and professionalism underpinned by Dorset's 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. The charter is discussed within tutor groups on the first day of each half term and children are reminded of WMMS expectations in line with the school behavior policy.

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. Consistent 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.
- Being positive role models.
- Consistently promoting pro-social behaviour.
- Being solution-focused.

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)
- Adopt positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge, and meet the needs of all learners.
- Create a love for learning in the classroom.
- Use a visible recognition mechanism throughout every lesson.
- Pro-actively seeking ways to avoid unsocial behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise
- 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 in an anti-social manner.
 - Focus on restorative practices and continuously build on relationships.

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:

- Create a positive school environment by ensuring the provision of a happy, safe, secure and well-maintained school environment.
- 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.
- Effective monitoring and regular review of therapeutic behaviour strategies used throughout the school.

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 try our best
- Be safe

We teach positive behaviour for learning through:

- West Moors Middle Way Curriculum
- Revising our classroom charters and discussing expectations at the start of each half term within our tutor groups.
- Embedding Therapeutic Thinking principles within the whole school community
- 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
- Emotional-coaching 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
- rewarding positive behaviours during our assemblies by offering trophies, certificates and other bespoke rewards

- praise point accumulation through overall House awards

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 pro-social behaviour, as opposed to anti-social
- 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 calm, clear and 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
- Reward systems in tutor groups
- Verbal and non-verbal praise
- Positive phone calls home
- Arbor praise points linked to house points
- Subject achievement awards
- Headteacher Awards
- School End of term disco's and Film Evenings
- Reward Time ('Sports-a-noon', 'Craft-a-noon', 'Film-a-noon')
- Weekly Celebration Assemblies
- Half-termly celebration days (mufti, fancy dress)
- Awards Events - (For detailed information about rewards and awards, please refer to the **'WMMS Rewards and Awards Policy'**).

De-Escalation

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.

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 (Appendix 1).

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:

De-Escalation Script for Unsocial/Antisocial Behaviour

1. Approach Calmly and Respectfully

- *Body Language:* Maintain an open, non-threatening posture. Keep your hands visible and at your sides.
- *Tone of Voice:* Speak softly and evenly, avoiding sarcasm or frustration.

Example:

“[Student’s Name], can we talk for a moment? I’d like to understand what’s going on.”

2. Acknowledge and Validate Feelings

- Show empathy to help the student feel heard and understood.

Example:

“I can see you’re feeling upset/frustrated/angry right now. That’s okay—it’s important to talk about what’s bothering you.”

3. Clarify the Behaviour

- Describe the behaviour without judgment. Focus on what happened, not why it happened.

Example:

“I noticed that you [describe behaviour, e.g., raised your voice or walked out of the classroom]. Let’s figure out what’s going on so we can fix this together.”

4. Offer a Choice or Solution

- Provide clear and manageable options to resolve the situation positively.

Example:

“You have two choices here: we can take a short break and talk privately, or we can sit down now and figure out how to move forward. Which do you prefer?”

5. Encourage Reflection

- Ask open-ended questions to help the student reflect on their actions.

Example:

“What happened before you started feeling this way? What do you think we can do to make things better?”

6. Reinforce Positive Behaviour

- Highlight the student’s strengths and potential for positive change.

Example:

“I know you can handle tough situations, and I’m here to help. You’ve shown before that you can [mention a positive behaviour or success].”

7. Set Clear Expectations

- Remind the student of the behaviour expected moving forward.

Example:

“Let’s agree to [specific behaviour, e.g., stay calm and talk things out] next time something like this happens. Can we work on this together?”

8. End on a Positive Note

- Offer reassurance and show that you believe in the student’s ability to improve.

Example:

“Thanks for talking with me. Let’s start fresh and make the rest of the day better. I’m here if you need anything.”

Breaches of the school’s Behaviour for Learning Expectations

Breaches to the school’s Behaviour for Learning expectations includes, for example:

- 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
- Bringing prohibited items to school
- Using a mobile phone during school

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.

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/LSA issuing the consequence, and the reason why), and be reminded of our high expectations of their behaviours. ABC charts should be completed by staff member.

C3: If after being given a C2, 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 **after-school reflection**.

A Senior Leadership Team member can issue a C3 when a single incident requires an escalation to this level as appropriate. This will result in an after-school reflection and parents will be informed with at least 24 hours notice prior to the reflection day.

If a student fails to attend their lunchtime reflections on two occasions, the consequence escalates to an **after-school reflection**, with restorative conversations, and parents/ carers will be informed. The after-school reflection in this instance may be applied with immediate effect (same day), if the parent/ carer are able to make arrangements for them to return home at 4.30pm (end of the after-school reflection).

If a C2 escalates to a C3 (three C2s in one school week), 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 in the Student Support Hub the following morning in school during L1 & L2 and the teacher for those lessons will provide independent work for the child to do in the Student Support Hub.

If a student receives six C2s or above in a half term period, and parents/ carers will be informed. At this stage, they will be placed on a Behaviour Report Card, which will report on the pupil's attitudes to learning, and behaviour in lessons. This will be signed and scored by the teacher at the end of every lesson, which is overseen by a member of SLT at the end of each day, and in some cases, parents/ carers will also be asked to sign this card daily. In addition, their participation in enrichment opportunities, such as 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
- Having the privilege of using sports equipment at lunch time
- 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.
- A Behaviour Support Plan may be created and agreed/signed with the parent/carers and child.

Intention of a Behaviour Support Plan (BSP)

A Behaviour Support Plan (BSP) is designed to promote positive behaviour, reduce challenging behaviour, and create a supportive environment that meets the unique needs of a student. Its primary intention is to provide a clear, individualised framework for understanding and addressing the factors influencing a student's behaviour, while equipping educators, caregivers, and the student with effective strategies to foster success.

Key Goals of a BSP:

1. **Understand the Behaviour:**
Identify the underlying triggers, functions, and patterns of the behaviour.
2. **Promote Positive Behaviours:**
Encourage and reinforce desirable behaviours through proactive strategies and support.
3. **Prevent Challenging Behaviours:**
Reduce the likelihood of negative behaviours by addressing triggers and modifying the environment.
4. **Provide Consistent Responses:**
Establish clear, predictable responses to behaviours to ensure consistency across all settings.
5. **Empower the Student:**
Support the student in developing self-regulation, problem-solving, and coping skills.

6. **Collaborate with Stakeholders:**

Involve educators, parents, and relevant professionals to ensure a unified approach to supporting the student.

A BSP ultimately aims to create a positive and inclusive environment that nurtures the student's emotional, social, and academic development while fostering long-term behavioural improvements.

C4: Half-day internal reflection

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

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):

- 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
- Offensive messaging on social media about other pupils or members of staff.

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 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
- Anxiety Mapping
- Risk reduction plan
- Behaviour Support 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
- Practice / 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
If a Behaviour Report is put into place, parents are invited to meet 1:1 and discuss the Behaviour report process. They are asked to review the plan daily and then acknowledge with a signature.
If a Behaviour Support Plan is put into place, parents are invited to read the plan, agree on the strategies and sign the contract.
- 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. Staff may also be asked to observe other teachers behaviour management in the classroom in order to adopt successful strategies and improve their own classroom management. 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 and Behavioural 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 as forcing a student to apologise will not 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 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 parent 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. No phones should be turned on or visually seen whilst still in the school grounds. Staff have the authority to confiscate mobilephones from students. If a child needs to make contact with a parent/carers, this can be done via email or telephone in the school office depending on the nature of the circumstances.

Jewellery: For health and safety reasons and security of property, students are not allowed to wear

jewellery other than a watch and small gold/silver stud earrings. **Piercings:** West Moors Middle School's uniform policy allows students to wear one discrete stud or hugging loop earring in the earlobe. No other facial piercings are permitted. Clear piercing retainers are required for multiple piercings that are not in the earlobe or helix.

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.

Hair: All students are expected to maintain a neat and tidy hairstyle that aligns with the school's standards of presentation and safety. Hair that is long enough to touch the shoulders must be tied back securely at all times to ensure health and safety, particularly during activities such as physical education, science experiments, or practical lessons where loose hair may pose a hazard. Hair must be clean, well-groomed, and styled in a way that does not obstruct the face. Extreme hairstyles, including unnatural colours or designs, are not permitted as they may detract from the professional and respectful environment of the school.

Nails: Students are required to maintain clean and natural nails as part of the school's standards for safety and presentation. Nails must be kept short to prevent potential injuries during activities such as physical education, practical lessons, or group work. Painted nails, artificial nails, or nail extensions are not permitted, as they can pose health and safety risks and detract from the professional and respectful environment the school upholds. Students are encouraged to prioritize neatness and hygiene in their personal appearance.

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.