

MOON HALL SCHOOL

Behaviour and Discipline (including Behaviour Management) Procedures

This policy applies to the whole school.

These procedures refer to the broader Behaviour and Discipline Policy, with which they should be read in conjunction.

School Rules and Code of Conduct

1. You may not leave the site during the School day unless the Deputy or Head has granted permission.
2. The dress code must be adhered to — children must arrive and depart from school wearing uniform
3. No chewing gum or sweets are allowed in school unless permission has been given by a teacher ; for example sweets may be allowed at an end of term 'party'.
4. No money to be brought to school, unless requested by Staff
5. No running in the corridors.
6. No medicines, except inhalers to be kept in classrooms. Any medication brought to school should be given to Matron.
7. Children should not bring items such as Sony Walkmans, Computer Games or Mobile phones into school. (Year 7 and above are permitted mobile phones if they are boarders. These are kept in the Boarding Houses).
8. Respect other people's property; look after your own property. Property should not be borrowed without permission and must be returned unharmed.
9. Buying and selling of personal property is not allowed on the School site.
10. Children are expected always to behave in a manner that will enhance rather than harm the reputation of the School. Their behaviour must not adversely affect the learning or safety of others.
11. Play should be governed by the convention, 'keep hands and feet to yourself'.
12. Gambling and betting are forbidden at all times.
13. No controlled substances (illegal drugs) are to be brought to school.

Temporary and Permanent Exclusion

Ultimate sanctions at Moon Hall School are Temporary exclusion (often referred to as Suspension) and Permanent exclusion. Neither sanction is used lightly.

Fixed Term Temporary exclusion

A child may be excluded from the School for a fixed term at the discretion of the School. A decision to exclude a child for a fixed term will be taken only

- when there has been a serious breach, or a series of breaches which taken together constitute a serious breach, of the school's discipline policy
- or
- if allowing the child to remain in school would seriously harm the education or welfare of the child or other children in the school.

Before a decision is taken to exclude a child, the following requirements must have been met:

There must be a full investigation of all the facts and evidence which supports or contradicts the allegation and a conclusion reached that on the balance of probabilities the child did what has been alleged.

In such an investigation the child must be given an opportunity to state his or her version of what happened and to give an explanation for his or her behaviour.

It must be checked that the misbehaviour was not reasonably provoked by any racial or sexual harassment or by any other form of bullying whether physical or verbal. (In the event of a finding that provocation probably occurred a decision is to be made as to whether the behaviour can or cannot be justified wholly or in part by such provocation and if only in part whether a lesser sanction would be appropriate in such circumstances.)

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The child's parent must be notified as soon as possible of the incident giving rise to the investigation and of the fact that a determination of misbehaviour may lead to a fixed term temporary exclusion or permanent exclusion – see below.

The Chairman of the Governors must have been informed in writing of the investigation and must approve the decision to exclude the child for the fixed period determined upon.

The period of the fixed term temporary exclusion must be reasonable having regard to the balance of the need to maintain discipline within the School and the child's educational needs.

Permanent exclusion

The School reserves the right to expel a child permanently from the School in the event that his or her misbehaviour is so serious as to warrant the decision by the School that permanent exclusion is the only way to avoid serious harm to the education or welfare of other children.

Before a decision is taken to permanently exclude/expel a child, the following requirements must have been met:

There must be a full investigation of all the facts and evidence which supports or contradicts the allegation and a conclusion reached that beyond any reasonable doubt the child did what has been alleged.

In such an investigation the child must be given an opportunity to state his or her version of what happened and to give an explanation for his or her behaviour.

It must be checked that the incident was not reasonably provoked by any racial or sexual harassment or by any other form of bullying whether physical or verbal. (In the event of a finding that provocation probably occurred a decision is to be made as to whether the behaviour can or cannot be justified wholly or in part by such provocation and if only in part whether a lesser sanction would be appropriate in such circumstances.)

The child's parents must be notified as soon as possible of the incident giving rise to the investigation, of the fact that a determination of misbehaviour may lead to a fixed term temporary exclusion or permanent exclusion, and be given an opportunity to make representations to the Head Teacher or the Chairman of the Governors – see below.

The Chairman of the Governors must have been informed in writing of the investigation and must, having reviewed a report on the investigation, satisfy him/herself that permanent exclusion is the appropriate sanction to be applied in the interests of the School as a whole.

Temporary exclusion

The Head Teacher, or in her absence the Deputy Head Teacher, may, at her discretion, require that a child be temporarily removed from the School and kept home.

Temporary exclusion will normally last no longer than the day on which it is implemented and the following school day. It should only be imposed if it is important, in the interests of the child or of the other children, that the child should be removed from the site immediately to allow tempers to cool or to allow time for an allegation of serious misconduct which might lead to a fixed term temporary exclusion or permanent exclusion to be investigated.

No child is to be sent home until his or her parent has been informed and suitable arrangements have been made for his or her collection.

The Chairman of the Governors, or in his/her absence, another Governor must be informed as soon as possible by telephone and in writing within 24 hours of the temporary exclusion and of the reasons for it.

Responsibilities of the School

If the School commences an investigation which may lead to a fixed term temporary exclusion or to permanent exclusion the Head Teacher must inform the parent without delay. This will ideally be done by telephone and the telephone call will be followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date.
- that the sanction of a fixed term temporary exclusion or permanent exclusion may be imposed.
- the parents' right to state their case to the Governors.

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- the parents' right to see their child's school record under the Education (School Records) Regulations 1989). Under these regulations, the Head must comply with such a request within 15 school days although in exclusion cases this should be complied with more promptly.

The decision to suspend for a fixed term or to expel will be notified to the parent in writing with reasons.

If the School determines that a child should be suspended for a fixed period, the Head Teacher will provide the parent in writing with information as to:

- the period of the temporary exclusion
- the arrangements, such as setting work, to allow the child to continue their education during the temporary exclusion.

The correspondence must be easily intelligible and in plain English.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Head Teacher or Chairman of the Governors will write again to the parent with the reasons for this decision.

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BEHAVIOUR MANAGEMENT

Guidelines:

1. In the main, **encouragement and support** should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired.

The Head Teacher has "Head Teacher Award" stickers which can be given to any deserving child sent to her - be it for behaviour or work.

2. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.
3. Children should be encouraged to accept responsibility for their own behaviour. The consequences of any misbehaviour should be logically related. The R.S. Department has relating material and a video on the subject of "It's Not Fair". It is never an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school etc.
4. Unacceptable behaviour is:
 - that which can damage/hurt (in *any* way) a person or their property
 - that which is offensive or inconsiderate
 - that which interferes with the rights of teachers to teach and children to learn.
5. Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist.
6. The Moon Hall School Code of Behaviour should be well-known to all and reinforced consistently.

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Categories of Rules:

a) Movement rules:

Outside the classroom

- Children should not run other than on the grass play area and specifically never within a building. This should be stated positively as "Please walk" and reinforced as appropriate by posters to that effect.

When moving up or down paths, steps and stairs they should keep to the left hand side. The children themselves suggested that yellow arrows were fixed to the left hand side of the banisters so that they could remember which side to walk up or down our staircase.

Movement inside the classroom

- Staff are responsible for their own classroom management. If you believe the children should only get out of their seats with permission, say so in your rule. Appropriate permission for entering and leaving a room must be sought.

b) Communication rules:

These rules cover hands up for questions and discussion.

No child should ever be talking "over" or "across" adults in the room.

Staff are responsible for determining the level of working noise that they find acceptable. Levels of acceptable noise or communication will vary between contexts and activities and this needs to be made clear to the children. Generally speaking, due to the concentration difficulties of our children, Moon Hall School has a need for more quiet than may be the norm in other schools.

There should never be any hurtful language (swearing, put-down or racist language, teasing or personal comments).

c) Treatment rules:

It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable.

d) Safety rules:

These cover the use of equipment, protection of property, and safe behaviour in certain classes or contexts.

No ear-rings (other than studs for girls) may be worn.

Toys may be brought in on a Friday only and these should only include those that are suitable for use in school. Any query regarding what constitutes "suitable" should be brought to the Head Teacher before a child is permitted to take the toy in question outside. Expensive toys (such as remote controlled cars) may only be brought in if accompanied by a letter from the parents absolving the School from all responsibility.

e) Learning rules:

This rule concerns the learning climate. It covers how a child should behave at his or her desk, the procedures for getting help from the teacher whilst working, what to do if finishing work before others and the bringing of appropriate equipment to class.

f) Environment rules:

All children should be encouraged to show care and respect for the school environment and for the property of others.

Generally speaking, no child should ever walk on banks around the grounds.

NOTE:

Our children have themselves put forward the maxim "Keep your hands and feet to yourself" to sum up what they feel is important in their physical relationships with one another.

There is a cross-site "**Bullying**" Statement (appended).

Additionally, we have taken on board the ideas and policies as expressed in Highfield Junior School's book: "Changing our school: promoting positive behaviour". We speak with the children about rules and conventions, and encourage them to take responsibility for their own actions and for one another. We have an extremely good discussion-starter video: "The Trouble with Tom" – which we show to the children prior to sending home the questionnaire.

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CLASSROOM DISCIPLINE

All teachers who are effective discipline managers plan for discipline just as carefully as they prepare their lessons. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on primary behaviour and will ensure that everyone's rights are maintained.

All staff are urged to watch the video "How Difficult can this be?" which is kept in the Resources Room and which seeks to help the non-dyslexic see things from the dyslexic child's viewpoint.

Tips:

- ◆ When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- ◆ If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. "Jim, you know our rule for..... please use it."
- ◆ Direct the child to appropriate behaviour.
- ◆ If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and state that this is unacceptable and must cease.
- ◆ Remain calm and use appropriate assertion. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- ◆ In general, speak quietly. Becoming louder than a noisy group of children can be a recipe for disaster.
- ◆ Focus clearly on the behaviour which is affecting due rights.
- ◆ Expect children to comply.
- ◆ Focus clearly on the relevant rule or right.
- ◆ Avoid asking "Why?" questions. (Save these for discussion away from the group). Use "What?" questions instead.
- ◆ Address the *primary* behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)
- ◆ If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then further action, as detailed in Step Four, may become necessary.

To sum up:

- Step One - Tactical ignoring as a first action.
- Step Two - Simple direction or
Rule restatement or
Question and feedback (focusing on primary behaviour)
- Step Three - Repeat step two if the child resists or argues (a calm approach helps here.)
Either take the child aside or give a clear choice.
- Step Four - Follow up the choice by isolation within the room or time out within the room or
Exit from the room (in extreme cases).

Exit Policy:

This means the removal of a child from a situation at the request of a member of staff.

A child can be exited in the following ways:

1. By sending another child with a note to the Head Teacher requesting that she comes to collect him/her.
2. By involving a willing colleague who may be free in a nearby area who can accompany the child to the Head Teacher.
It is not appropriate for a child to be "sent" to the Head Teacher in that no-one will necessarily be aware if he/she fails to comply.

3. In the past, it has proved beneficial for an older, more responsible, child to keep an "Exit Card" in his pocket to be used to defuse a possibly explosive situation. Where a specific child was tempted to be rude or uncontrolled and attract class attention to himself, it was agreed that he place the exit card before the teacher and unobtrusively gain permission to leave the room. He would then either go to the Head for input from her before re-entering the room or do so within minutes of his own volition after gaining control of his

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emotions. Obviously such a card is open to abuse and should only be given if the circumstances, age and personality of the child with behavioural difficulties are judged appropriate.

Records should be filled in relating to dates and lessons missed so that a comprehensive history may be built up.

CODE OF BEHAVIOUR AND RULES

Moon Hall School has a Code of Behaviour and incentive / encouragement scheme. New members of staff must ensure that they read this Code (which is given below) as well as the school's Behaviour Management and Discipline policy. The emphasis should be on consistent and positive reinforcement of the principles within the Code. Communication and feedback between staff is also a key factor. A large component of weekly Staff Meetings consists of reporting and sharing concerns (academic and social) regarding individual pupils.

We're going to "pull our socks up" and be:

Safe
Obedient
Courteous
Kind
Successful

Signed: P.M. Lore

Date: August 2010

To be reviewed by no later than two years after the date shown above.