Behaviour Policy

This policy should be read in conjunction with the Positive Handling Policy.

Moat House provides education for Key Stage 4 young people who are struggling to access mainstream education, alongside students aged 14-19, who are either pregnant or are young parents. There is an on-site nursery available solely for the babies of parents who attend Moat House.

Some of our students are:

- Dual registered with a mainstream school, completing GCSEs
- Single registered completing a one year GCSE and Functional Skills pathway
- Completing a two year GCSE pathway
- Joining Moat House to be supported during their pregnancy, access the Nursery and gain further qualifications to enable them to access Level 2 courses in future
- Re-engaging with education after a period of being NEET

Moat House is inclusive and promotes equality, including racial equality. All genders are welcome and we acknowledge and use chosen pronouns. We are committed to supporting all of our students, treating everyone equally and respecting individuality. Across school, we embrace diversity and ensure, where possible, that the school environment and the materials used visibly celebrate, for example, cultures, faiths, genders and sexual orientation. Staff also promote self-discipline and respect for others and the importance of listening to all members of the school community.

Mission Statement

To provide a happy, safe, healthy, stimulating and inclusive environment where all are valued as individuals and are encouraged and supported to reach their full potential.

Behaviour for Learning

Underlying Principles of this policy

The development of each student's maximum potential is dependent on many factors, some of which are beyond the scope of Moat House. However, if a student is to reach the highest possible level of attainment, good attendance at Moat House, together with a commitment to good behaviour whilst there, is of paramount importance.

We aim to maximise attendance rates so that all students are able to take the fullest advantage of the educational opportunities offered at Moat House. Many students who are referred to Moat House are vulnerable for any number of reasons: un-planned pregnancy; parental separation and subsequent re-constitution of the family; bereavement; physical or mental health issues; social, emotional and behavioural difficulties; special educational needs; permanent exclusion from school; Cared for Children; Child Protection matters. This policy sets out the responsibilities of Moat House staff who together with students, their parents/ carers and other partners will do their utmost to ensure that each student does achieve their maximum potential.

Related policies: Teaching and Learning; Curriculum; Attendance; Anti-Bullying; Positive Handling; E-safeguarding; SEN and Equal Opportunities Policies.

Aims:
We aim to:

- Provide a learning environment which is happy, welcoming and safe yet challenging and stimulating for students, staff and babies alike
- Support and care for students, babies and staff so that they are able to enjoy their work and look forward to coming to school
- Develop knowledge and skills necessary to enable students, with their babies, to lead healthy, fulfilling and independent lives
- Ensure that students leave Moat House with qualifications and skills which will prepare them for further education, employment or training

- Respect and value the many differences between individuals and believe that everyone has unique talents, skills and potential which should be encouraged, developed and celebrated
- Involve parents, carers, other agencies and the wider community in the work of Moat House
- Provide a range of learning experiences which will encourage confidence, self-worth and self belief
- Encourage an atmosphere in which all are supportive of each other and work cooperatively

Expectations of Learners

The Headteacher as part of the referral interview meets with the student to emphasise the expectations of Learners. These are to:

- attend Moat House as per timetabled sessions
- attend lessons punctually
- arrive to lessons ready to learn
- dress appropriately, as expected in the work place
- speak to all students and staff with language that is appropriate and respectful
- not bring illegal substances onto School premises
- not use racist language, make homophobic or transphobic comments or encourage others to be less tolerant of others
- respect the personal space of others
- not disrupt the learning of others
- respect the fabric of Moat House and its contents
- not bring the reputation of Moat House into disrepute – including disrespectful comments on social media about any member of the Moat House community

To follow the basic Safeguarding rules of:

- Entering the building through the main front door
- Surrendering mobile phone to the office staff / nursery staff on arrival
- To not open any external doors for any other student /visitor

Promoting Positive behaviours

Students are encouraged to:

- be careful when they walk around the building because of bumps and babies
- speak politely and calmly to others
- treat others as they want to be treated
- be punctual and attend as per timetable
- remember that communication is key

Some teaching programmes also deal with behaviours – RSHE and Wellbeing sessions cover aspects of personal responsibility, self worth and self-control and motivation, as well as personal aims, social demands, freedom and civic duty.

All teaching staff are expected to recognise their responsibilities to encourage good behaviour, by preparing lessons which are: well planned, effective, stimulating, appropriate for the abilities of a group or for individual students, marking this work and feeding back to the students in such a way that they feel valued and encouraged to meet their targets.

All teaching staff are also expected to manage behaviour effectively in their classrooms and around the school. This means challenging any inappropriate behaviour using supportive and professional language, refocusing students on the learning in the lesson and allowing students space and/or limited time away from the lesson to calm down or reset. As a very small environment, teachers are aware that colleagues are readily at hand to support with any significant behaviour issues that might warrant further intervention. In particular, the Deputy Headteacher is on hand to support with more serious incidents.

Any incidents of racist or homophobic/ transphobic abuse of any kind must be reported to the Headteacher who will record the incident according to LA guidelines.

Rewards

Praise is used appropriately for good behaviour, fairness and honesty, as well as for attendance and punctuality. This can involve the use of encouraging language, gestures and direct praise, both in lessons and around the building. Students are not penalised for non-attendance owing to medical appointments for either themselves or the baby, maternity leave, or medical advice not to attend school.

The Moat House Rewards System is designed to engage and motivate students. Awards, with a reward, are given for a range of areas, each suggested by students during consultations. These include monthly awards for:

- Aspiration - creativity, academic/personal breakthrough, resilience, independence
- Community - kindness, supporting friends, sharing, sensitivity and teamwork
- Evolving - personalised projects, homework, positive outcomes

End of year awards include:

- Headteacher's award
- Academic achievement
- Full circle award - for students who have developed over the year to achieve socially, emotionally and academically. This student will have made positive changes during their time at Moat House.

The awards are presented monthly, half termly and at the end of the academic year. Students are consulted each year to choose the sorts of prizes and rewards they would like. Staff across school are involved in nominations for each award.

Reward trips for good attendance and engagement with learning also run regularly.

Restorative Approaches

Stockport Local Authority's definition of restorative approaches is as follows:

"A **voluntary** approach **focusing** on the **harm done** rather than the rule broken that involves **all parties** in an incident, giving them an **equal voice**, the opportunity to **take responsibility** for their actions, make amends and reduce offending."

When behaviour in school falls below expectations, our approach focuses on looking at an incident which has taken place with the people involved, together with the thoughts and feelings which have come about as a result of the incident. The discussions (which are mediated and take place with the consent of both parties) allow thought processes to be brought to the forefront and outcomes include discussion about what needs to be done to put things right.

Searching

- On rare occasions, it may be felt necessary to search a student if it is thought they may be carrying items that could cause harm.
- A search would be conducted in a classroom with CCTV and two members of staff would be present.
- On such occasions, a search wand operated by staff trained in its use, may be used to look for dangerous items on a student's person.
- Should dangerous items be found, they would be confiscated.
- Dangerous items include sharps, weapons and fireworks.

Sanctions

Should a student's behaviour fall short of acceptable it may be the Headteacher is asked to speak with the student to remind them of the expectations at Moat House and if necessary parents/ carers may be required to attend a meeting with the Headteacher and the student to agree ways forward, in order for the student to maintain their place at Moat House.

Any action which endangers the safety of others, students, babies or staff, may lead to an exclusion and a meeting with a member of the Governing Body.

Positive Handling and Restraint

It is very rare that a student may need to be restrained. However if they endanger the lives and safety of others it may be necessary they are removed from immediate danger. Please see the Moat House Positive Handling policy for further details.

Support Systems for Students

It is recognised that some students will need additional support to gain good attendance, to access learning and to develop appropriate learning behaviours. Moat House wishes to try and engage all students with education and learning. Some students are reported to have previously poor behaviour (according to referring schools - from which they have sometimes been permanently excluded).

This support may involve:

- individual or small group teaching as appropriate
- an alternative curriculum adapted in accordance with a student's ability
- picking up from home for an appropriate length of time to promote regular attendance after prolonged unauthorised absence

Partnerships which contribute to this policy

In addition to teaching staff who provide the learning environment described above under the heading of Teaching and Learning, other strong partnerships are involved in promoting good attendance and behaviour at Moat House:

Parents / Carers

Parents / carers are directly responsible for ensuring students' attendance at Moat House. They are reminded of this responsibility in a number of ways:

- For students of statutory school age:
  - At the initial interview with the Headteacher and Pastoral Manager, particular attention is paid to issues surrounding attendance and behaviour. At this interview it is stressed that if a student knows in advance that she will be unable to attend, the Pastoral Manager is notified, and that if a student is unwell, a phone-call is made to school, preferably by a parent/ carer
  - First Day Calling – if a student is not is in school soon after their expected time, contact is made with either the student and / or their parent/ carer to see if there is any reason for the absence; detailed records of such contact are kept
  - Contact will be made with parents/ carers through a home visit by our Pastoral Manager if phone-calls or text messages are unsuccessful in gaining a response; if appropriate a risk assessment will be carried out before such a home visit, and if appropriate it will not be undertaken by a lone worker
  - In individual cases, arrangements may be made for school to contact parents on a regular basis to report a student's attendance.
  - In some cases, parents / carers will be invited into school to discuss a student's attendance with the headteacher who will try to gain their cooperation, and devise strategies to re-engage the student with attendance at Moat House. This may include:

    - a member of staff collecting a student for a short period of time
    - a reduced timetable to attempt to re-engage the student

- A Team Around the Child meeting may be called bringing together the student and her parents / carers and relevant professionals who can help to support attendance

- Arrangements regarding attendance support for re-sit year 11 students and other post-16 pupils are made on an individual basis

Stockport Family

Moat House works closely with Stockport Family workers and social workers, working with families who might need additional support. They visit the unit regularly to meet with staff and students. Attendance is one of the issues which is discussed with the Pastoral Manager. Home visits may be instigated by the Stockport Family Worker after a period of interrupted attendance. LA protocols are followed which could result in a warning letter with a notice of a period of improvement and the possibility of a court summons for a student's parent / carer if no improvements are made. These workers can also provide guidance and support towards a student moving on from Moat House to college or work based training.

Referring Schools

Information about attendance and behaviour is sought from referring schools, including attendance records from Year 7. Note is made of any SEN issues including those surrounding Social, Emotional and Behavioural Difficulties. In order to support students, Moat House has an induction package and during this time, the needs of the individual (and, where relevant, their baby) are assessed so that Moat House is able to offer an individualised learning programme and targeted support where necessary.

The Governing Body

The Governing Body monitors behaviour incidents, hate incidents, racial incidents, e-safeguarding concerns, bullying and exclusions through the Headteacher's termly report.

Lucy Cooney
Headteacher

Policy ratified by Governors September 2024