



# Behaviour Policy

Title	Behaviour Policy
Policy Number	MHS011.1
Date	July 2023
Supersedes	November 2022
Purpose of the policy	Set out Behaviour policy and principles for Manchester Hospital School
Related policies and guidance	Safeguarding and Child protection Policy Anti - Bullying Policy Physical Intervention Policy Exclusions Policy
Review	June 2024
Author	Janet Doherty / Lisa Biggar / Joe Warmington
Date Consultation Completed	21st June 2023
Date adopted	21st June 2023 at curriculum committee and ratified at FGB 7th July 2023



Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented.

Manchester Hospital School serves the needs of a very large and diverse range of children, pupils and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our pupils are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the pupil at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.

All children have rights and we encourage our children to support the rights of others (UNCRC 1989). In our school we work together to promote the rights of everyone in our school. We strive to ensure that all behaviour in school from adults and children will demonstrate our approach to rights and being respectful to each other. This policy reflects our school mission statement, ethos and cultural fit.



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### 1. Introduction

Children and pupils who attend Manchester Hospital School have mental or physical ill health or both. The majority of our pupils are taught as inpatients in hospitals, some at our day school and some in their homes or in the community.

MHS strives to enhance the academic, social, emotional, and behavioural achievements of our pupils. Demonstrating positive behaviours for learning is the foundation of a good education. Raising pupils' self-esteem through the development of significant relationships and the celebration of progress is central to the work of MHS and to the achievement of appropriate behaviours and effective learning. This policy is based on the most recent guidance from the DfE; Behaviour in Schools (September 2022)



## 2 . Purpose of the policy

Across all our school sites we seek to create a school which is calm and nurturing through a culture that promotes excellent behaviour. We are clear in our expectations for all of our pupils, though we acknowledge that regulating behaviour is a challenge for some highly vulnerable pupils.

All behaviour is a form of communication. We aim to support pupils to develop their emotional and communication skills to enable them to express themselves in a way that maintains a safe environment for themselves and others. In this policy we set out the standards for behaviour in our school. As part of pupils' personal development we will help them to reflect and learn from their behaviour when needed and develop strategies to self regulate these behaviours.

Regardless of underlying needs, we want to manage pupil behaviour effectively and we routinely use the assess, plan, do and review cycle in all of our work across the school.

We want to create a positive, safe environment for pupils and for staff. Bullying, threats, abuse and intimidation are not tolerated.

We want all members of the school community to feel safe and treated with dignity and respect. We recognise that being consistent is not about using the same behaviour management systems for every pupil. A bespoke approach is adopted for each pupil to ensure that each pupil is supported. This is how Manchester Hospital School ensures that there is a consistent approach.

This policy is aligned to our legal duties relating to the welfare of children and is one of the key policies linked to our Safeguarding and Child Protection policy. We have a whole school approach across all sites and processes and procedures ensure that any incidences of bullying, discrimination, aggression or derogatory language are dealt with quickly and effectively.



## 2 Behaviour Principles

Our behaviour principles align with the Key principles of Trauma informed practice as stated in the DfE Guidance on the working definition of such practice (November 2022).

### **Safety**

We want our pupils to know they are safe or be able to ask for what they need to feel safe. We will support pupils to find ways to ask for help if this is something they find difficult.

### **Trustworthiness**

We want our policies and practice to be transparent so that we can build a culture based on trust in our school community. Staff will be consistent and do what they say they will do to develop trust.

### **Choice**

We want our pupils and their parents to work with us to set goals to shape our action plan (behaviour support plan) when a pupil is struggling with regulating their own behaviour.

### **Collaboration**

We will listen to pupils and parents to understand their lived experience. This will enable us to work with our pupils and external agencies to understand what needs the pupil has and how best to support them.

### **Empowerment**

We acknowledge that people who have experienced or are experiencing trauma may feel powerless to control what happens to them. Their behaviour may be a way for them to communicate these feelings. We will listen to the pupil and help them to reflect on the reasons behind the behaviours. We will support them to understand the impact that their behaviour has on others. We will support them to develop skills to manage their behaviour in ways that align with our school values. These will be important life skills for when they transition to their next destination.

### **Cultural Considerations**

We will ensure our pupils are not restricted from 'being themselves' by any cultural stereotypes or bias. We will support them and advocate for the right to be who they are without fear.



### 3. High Expectations

At Manchester Hospital School we have high expectations for all pupils. Pupils should;

- Attend school regularly when well enough to do so
- Follow the school's rules and procedures
- Engage in all lessons when well enough to do so
- Treat others with respect
- Cooperate with staff to ensure that they reach their full potential

### 4. Rules and Routines

Ready  
Respectful  
Safe

At Manchester Hospital School we have clear routines for pupils to follow. These routines are different at each site. Staff will ensure that pupils are aware of the routines and implement these. Examples include, the start of the day, the start of the lesson and lesson change over.

### 5. Leadership and management - the role of the governors and the Head teacher

The governors of MHS are responsible for ensuring the behaviour policy does not cause any disadvantage to a disabled pupil or those with protected characteristics (Equality Act 2010) and to ensure school uses its 'best endeavours' to meet the needs of those with SEND (Children and Families Act 2014)

The Head teacher is responsible for ensuring an excellent standard of behaviour across the school and that;

- staff are appropriately trained to implement the policy by understanding the complex influences on pupil's behaviour
- there are clear processes for staff to follow if there are any concerns about behaviour.
- pupils and parents are fully aware of the school value and culture and support school to maintain this.
- the behaviour policy is implemented in a fair and consistent manner
- the senior lead for behaviour, usually reporting to the whole school DSL, has regular opportunities to work with the lead for mental health and the strategic lead for SEND



- School has at least one member of staff trained/training on the NPQLBC. This supports the development and review of behaviour and culture within our school.

## 6. The role of the Senior and Extended leadership team

Members of the Extended Leadership Team are expected to be highly visible around the school, regularly engaging with pupils, parents and staff and are key to setting and maintaining the behaviour culture so that everyone feels safe and supported.

The Senior Leadership team (SLT) must consider the training required for staff, utilising the expertise of those staff studying for or who have been awarded the NPQ in Leading Behaviour and Culture.

The SLT will also ensure that staff receive training so that they understand how the SEN needs of pupils attending our school can impact on a pupil's behaviour.

Site leads must ensure their staff understand the importance of consistently upholding high standards of behaviour. This includes inducting new staff so they understand the rules and routines and how best to support pupils.

## 7. The role of Teachers and staff

Teachers and staff have an important role in establishing clear boundaries of pupil behaviour. Staff should teach and model expected behaviour and relationships so that pupils can see examples of good habits and are confident to ask for help when they need it.

Staff should routinely support pupils where there are concerns about their behaviour. Staff should consider the needs of the pupils, as detailed in their 'All About Me' and Pupil Risk Assessment documents. This should be done in a non-judgemental way to avoid shame and embarrassment.

## 8. The role of Pupils

Depending on the setting where they are learning, pupils will be given the most appropriate induction so that they understand the rules and the routines based on the principles in this policy. Extra support is available to those pupils who find it difficult to follow the basic school rules and expectations. An example of this is the use of Social Stories. Pupils' role in managing their behaviour will be supported depending on their skills and needs. We recognise that this is part of pupils' development of life skills. They will be encouraged to work towards independently recognising what behaviour fits with the culture and ethos of the school.



## 9. The role of Parents

As appropriate, depending on setting, parents are encouraged to understand the expectations and support school when they are being implemented. We are keen for parents to be involved both in celebrating successes and in developing support plans if and when behaviour interventions are required.

## 10. Responding to positive behaviour

We expect all our staff to take opportunities to reinforce our expectations, the school's culture and our ethos. Because of complexities of the large variety of SEND needs, including anxiety, our rewards are mainly based on:-

- verbal praise to the pupil
- praise communicated to parents either in person, by phone or postcard home

## 11. Responding to concerns about behaviour

When a member of school staff has concerns about behaviour, they should respond calmly, promptly and assertively ensuring that pupils and staff are safe and keeping the environment calm. This should be done with kindness and compassion. De-escalation techniques can be used and calm established quickly.

The way we respond to behaviour has a variety of purposes which include:

- Deterrent - being clear about expectations and what is and is not acceptable behaviour can act as a deterrent to the pupil themselves and to other pupils as appropriate
- Protection - it is a legal duty of all staff to keep pupils safe
- Improvement - Pupils will be supported to understand and follow the rules through reflective conversations and individual support. This may involve support to reflect on the impact of behaviour on others and develop empathy.
- Consistency - In order to ensure consistency staff are provided with strategies and scripts to support a variety of different behaviours. Appendix A - Behaviour Regulation Toolkit.





## Low level disruptions

Teachers will use strategies to ensure that low level disruption does not impact on the teaching and learning of others. Examples of low level disruption are;

- talking whilst teacher is talking
- the use of mobile phones in lessons
- lateness to lesson
- being off task
- not following basic instructions
- calling out in lesson
- chewing gum
- defiance

Some behaviours that can be seen as low level disruption are, in fact, as a result of the SEND and it is more about how we manage this low level disruption rather than sometimes challenging it as a behaviour issue. There are systems in place to support pupils where their behaviour can sometimes impact on other learners in the classroom e.g. quiet room.

We will use appropriate sanctions such as giving a verbal reprimand and a reminder of expectations, sharing these with parents, creating a behaviour support plan and or putting the pupil 'on report' to a senior member of staff (Appendix B - Report Card). We will not routinely use detention outside of school hours, loss of privileges or community service though we will do so if these are suitable and appropriate.

Exclusion at our school is used as an absolute last resort and after all other strategies have been unsuccessful. We will use exclusion in response to serious incidents or consistent poor behaviour which has not improved despite interventions and support. We will always consider the pupil's SEND needs during this process. Please refer to our Exclusion Policy.

If the behaviour is likely to cause harm to another pupil we will follow the Child on Child abuse policy and involve the DSL as appropriate.

## 12. Reasonable adjustments

In any interactions in relation to behaviour we will always consider how the pupil's SEND has contributed to the situation, if it is correct to issue a sanction and then how to ensure the sanction has a productive effect on the pupil.



### 13. Support for pupils

We want all our pupils to develop skills to enable them to manage their own behaviour. We will invest time after an incident and discuss with the pupil what went wrong and why. A restorative conversation will take place, if this is required. This may be with another pupil or it may be with a member of staff. We will usually discuss our support with parents to stress the importance of supporting change. We have suitably trained and qualified staff who are equipped to put interventions in place with pupils when required.

### 14. The use of reasonable force

All school staff are expected to read the guidance on the [‘Use of Reasonable Force.’](#) They understand that they are permitted to use reasonable force, as in no more force than is needed, to keep pupils safe.

Members of staff are permitted to use reasonable force to prevent a pupil injuring themselves, another pupil, a member of staff or damaging property.

Site leads and staff trained to safeguarding level 3 are permitted to use reasonable force when conducting a search for sharps, knives, weapons, alcohol, drugs, stolen goods, tobacco, fireworks, pornography or articles they suspect may be or are likely to be used to commit an offence or harm. They are not permitted to use force to search for any other items. When using reasonable force, they should consider the mental and physical health needs of the pupils. All our pupils have SEND.

### 15. Behaviour outside of school

We will not tolerate bullying on or off our premises though we do understand that in our settings bullying can be linked to the pupil’s own vulnerabilities and mental health. We will follow our anti bullying and or our child on child abuse policy if it is reported to us that bullying has occurred off the premises or on line. Pupils are made aware of how to report bullying in PSHE lessons, assemblies and on admission to Manchester Hospital School.

Outside of school includes travelling to and from school or any activity organised by the school. We will work with the police and other agencies as appropriate.



## 16. Behaviour incidents on line

We are proactive in dealing with any incidents taking place between pupils online and intervene as early as possible, working with parents to keep pupils safe. We expect all pupils to treat each other with respect and to be kind. If this does not happen we will talk with the pupils involved and set out our high expectations. If incidents repeat, we will invite parents into a meeting and discuss the issue with them.

If a member of staff finds out that pupils have been sharing nude or semi nude images/videos they must immediately report this to the DSL. If there is any criminal activity suspected the school will call the police and children's social care without delay. We will follow the guidance **Sharing nudes and semi-nudes: advice for education settings working with children and pupils**.

## 17. Mobile phones

Individual sites will make their own decisions about how pupils can access their mobile phones during the school day based on advice from Educational Psychologists and NHS partners. The principles will be the same at every site: phones should not be used during lesson time and should never be used to photograph or video record a member of staff or another pupil with or without their consent.

### **Hospital Sites**

Mobile phones must be switched off and out of sight where possible during the lesson.

### **Leo Kelly School**

We do allow pupils to bring their mobile phones into school but we expect these to be out of sight and switched off during lesson times. If this is not the case, pupils may be asked to hand in their phone until the end of the day. pupils must NEVER use their phones to record or photograph staff or pupils when they are at Leo Kelly School.

### **Galaxy House**

We do not allow pupils to bring their mobile phones into school. They are left on the ward.

### **HIVE**

Mobile phones must be switched off and out of sight where possible during the lesson.



## 18. Managing Sexualised Behaviours

We recognise the impact that sexualised behaviours can have on our pupils. When investigating any reports of sexualised behaviours, our DSL's will follow the guidance that is set out in the book titled 'Understanding and Managing Sexual Behaviours in Educational Settings, 4th Edition, A guide for education staff in school and colleges.'

**\*NB staff who have The Aim Checklist training and accreditation are the only staff who can complete The Aim Project Checklist.**

## 19. Monitoring and evaluating school behaviour

School leaders regularly review individual pupil achievements including their attendance, any behaviour incidents and academic progress. Behaviour incidents are logged on Arbor. We analyse our Arbor categorisation. We present frequent updates to governors on school behaviour within the Head teacher's regular report. We also undertake anonymous surveys at least annually for staff, parents and pupils.



## Appendix A - Behaviour Regulation Toolkit

DFE - “By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.”

This list is not exhaustive - there will always be cross over and pupils displaying behaviours which are not categorised. pupil’s ‘All about me’s” and risk assessments will identify tailored strategies for pupils. Recognising that being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity). This is how we can ensure consistency across all sites.



Types of Behaviour	What could this look like?	Potential reasons	Strategies	Support	Scripted responses (Rights)
<b>Withdrawal</b>	<ul style="list-style-type: none"> <li>● Head on desk</li> <li>● Walking out of lesson</li> <li>● Refusal to cooperate</li> <li>● Vacant</li> <li>● Doodling</li> <li>● Hands over ears.</li> </ul>	<ul style="list-style-type: none"> <li>● Mental health</li> <li>● Friendships</li> <li>● Parental confrontation</li> <li>● Ability - lesson content not accessible</li> <li>● Trauma</li> <li>● Medication</li> </ul>	<ul style="list-style-type: none"> <li>● Time out of class / exit card</li> <li>● Planned use of proximity</li> <li>● 1:1 TA</li> <li>● Fidget toys / sensory items</li> <li>● Checking in</li> <li>● Headphones</li> <li>● Tell me I'm safe</li> <li>● Offer reassurance</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher</li> <li>● Teaching assistant</li> <li>● Form / key teacher</li> <li>● MHLP</li> <li>● Site lead</li> <li>● SLT</li> <li>● Safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>● "How can I help?"</li> <li>● "Do you need someone to talk to?"</li> <li>● "Just checking in, let me know if you need anything"</li> <li>● "What I would like to try is that we'll look again together at what you need to do so that you feel really confident. I will start you off and then I will check back in with you, how does that feel to you?"</li> </ul>
<b>Confrontational</b>	<ul style="list-style-type: none"> <li>● Use of bad language</li> <li>● Aggressive</li> <li>● Refusal to put phone away</li> </ul>	<ul style="list-style-type: none"> <li>● Frustration</li> <li>● Anger</li> <li>● Upset</li> </ul>	<ul style="list-style-type: none"> <li>● Take to a quiet space</li> <li>● Remove other children from the quiet room so no distractions</li> <li>● Restorative conversation</li> <li>● Other staff member to intervene / change of face.</li> <li>● Following a pupil can be seen as counter-productive.</li> <li>● Take a step away.</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher</li> <li>● Teaching assistant</li> <li>● Form / key teacher</li> <li>● MHLP</li> <li>● Site lead</li> <li>● SLT</li> <li>● Safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>● "I can see that you are upset and need some time so can you go with... and I will come and see you at the end of the lesson"</li> <li>● Staying quiet and not engaging in conversation could be the script here.</li> </ul>



<b>Defiance</b>	<ul style="list-style-type: none"> <li>• Inappropriate dress</li> <li>• Use of phone</li> <li>• Refusing to go into lessons</li> <li>• Disengaged from learning</li> <li>• Not participating in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Control</li> <li>• Authority</li> <li>• Ability</li> <li>• Does not want to be singled out</li> </ul>	<ul style="list-style-type: none"> <li>• Time out / exit card</li> <li>• Scaffolding / sentence starters</li> <li>• Praise</li> <li>• Thank them for following smaller requests</li> <li>• Give specific task for a set amount of time</li> <li>• TA 1:1 For short period</li> <li>• Remove phone when entering the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching assistant</li> <li>• Form / key teacher</li> <li>• MHLP</li> <li>• Site lead</li> <li>• SLT</li> <li>• Safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>• “In the school policy it states that..... This needs to be sorted by....</li> <li>• “Why don’t you try the first question only to begin with...”</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Self harm</li> <li>• Crying</li> <li>• Angry</li> <li>• Shaking</li> <li>• Rocking</li> <li>• Fidgeting</li> <li>• Head on desk</li> </ul>	<ul style="list-style-type: none"> <li>• Separation anxiety</li> <li>• Over stimulated</li> <li>• Mental health</li> <li>• Issues at home</li> <li>• Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids</li> <li>• Task board</li> <li>• Fidget toys</li> <li>• Time out / exit card</li> <li>• Words of reassurance</li> <li>• Headphones</li> <li>• Offer reassurance.</li> <li>• Positive imagery.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching assistant</li> <li>• Form / key teacher</li> <li>• MHLP</li> <li>• Site lead</li> <li>• SLT</li> <li>• Safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>• “I will give you 5 minutes and then come and check in with you.”</li> <li>• “I can see it is really difficult. I am worried about you and I don’t want you to feel alone with these feelings. I will just stay here if that is alright?”</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Pushing</li> <li>• Hitting head against wall / table</li> <li>• Self harm</li> <li>• Throwing objects</li> </ul>	<ul style="list-style-type: none"> <li>• Frustration</li> <li>• Anger</li> <li>• Upset</li> <li>• Work too difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Remove others from the situation</li> <li>• Fidget toys</li> <li>• Calm voice</li> <li>• Time out / exit card</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching assistant</li> <li>• Form / key teacher</li> <li>• MHLP</li> <li>• Site lead</li> </ul>	<ul style="list-style-type: none"> <li>• “Please can you stop..., I want to keep you safe.” Repeat.</li> </ul>



	<ul style="list-style-type: none"> <li>Slamming objects down</li> </ul>		<ul style="list-style-type: none"> <li>Guide the elbows towards safety</li> <li>Make the environment safe</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Safeguarding team</li> </ul>	
<b>Passivity</b>	<ul style="list-style-type: none"> <li>Disengaged from learning</li> <li>Reluctant to self start tasks</li> <li>Head on desk</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Overwhelmed</li> <li>Issues at home</li> </ul>	<ul style="list-style-type: none"> <li>Visual aids</li> <li>Fidget toys</li> <li>White board</li> <li>Time out / exit card</li> <li>Short alternative task</li> <li>Checking in</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching assistant</li> <li>Form / key teacher</li> <li>MHLP</li> <li>Site lead</li> <li>SLT</li> <li>Safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>"I'm going to give you 2 minutes and then come back..."</li> <li>You can do this.. Or this.."</li> <li>"Just checking in, let me know if you need anything"</li> <li>"I can see this feels too difficult to start right now, and it just feels too much...I will check in with you in 2 minutes..."</li> </ul>
<b>Diversion tactics</b>	<ul style="list-style-type: none"> <li>Going off topic during a lesson</li> <li>Laps of the corridor</li> <li>Asking for a drink within lesson time</li> </ul>	<ul style="list-style-type: none"> <li>Control</li> <li>Ability</li> <li>Regulation</li> <li>Lack of confidence in subject</li> <li>Ability</li> </ul>	<ul style="list-style-type: none"> <li>Give clear expectations</li> <li>White board with tasks</li> <li>Redirection</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching assistant</li> <li>Form / key teacher</li> </ul>	<ul style="list-style-type: none"> <li>" Just to remind you what the task is.....Do you need any more support with this."</li> <li>"I know that walking 2 laps of the corridor is a strategy for you. X will support you with this and make sure you are safe."</li> <li>"Can you wait until break or lunch time? If not, once you have completed X, I will arrange for you to get a drink."</li> </ul>
<b>Undermined</b>	<ul style="list-style-type: none"> <li>Asking the same question to different members of staff</li> </ul>	<ul style="list-style-type: none"> <li>Not getting the response they wanted to hear</li> </ul>	<ul style="list-style-type: none"> <li>Ask the child who they have already spoken to</li> <li>Communicate with other staff</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching assistant</li> <li>Form / key teacher</li> </ul>	<ul style="list-style-type: none"> <li>" Have you already asked someone this question? What did they say...?"</li> </ul>





<b>Work avoidance</b>	<ul style="list-style-type: none"> <li>• Changing conversation topic</li> <li>• Taking phone out</li> <li>• Asking to do another topic / subject</li> </ul>	<ul style="list-style-type: none"> <li>• Tiredness</li> <li>• Dislike of subject</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation with pupil</li> <li>• Offer reassurance</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching assistant</li> <li>• Parent</li> <li>• Form teacher</li> </ul>	<ul style="list-style-type: none"> <li>• “I’ve noticed you’ve not started your work yet.”</li> <li>• So, we need to find a way together for this to feel possible. Because I am worried about you and I am interested in your learning. “</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>• Smiling</li> <li>• Laughing</li> <li>• Actively participating</li> <li>• Making choices</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoying the activity</li> <li>• Motivated by the outcomes of the activity</li> <li>• Feeling accomplished</li> </ul>	<ul style="list-style-type: none"> <li>• Using interests of the pupils as motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Form teachers</li> </ul>	<ul style="list-style-type: none"> <li>• “I really admire the resilience you have shown in today's lesson...”</li> <li>• “You have really made me smile today, thank you.”</li> <li>• “Your contribution to the lesson today was very positive and I am really looking forward to the next lesson.”</li> </ul>



Appendix B - REPORT CARD



**The Leo Kelly**  
School

This report must be given to your class teacher to be completed at the end of each lesson.

Targets:

E.g. Follow instructions

E.g. Hand mobile phone to Charlotte on arrival

	Date:	Name:	Class:
	Any warnings given? (Y/N)	Class teacher sign and comment	SLT sign and comment
Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			
Parent / Carer comment			



\*NB the site lead will check this throughout the school day. Members of SLT can also request to see a pupils report card. Parents/carers will sign the report every evening and the student will return this to the site lead.

