



## **Mossley Hollins High School**

# **Behaviour for Learning Policy**

At Mossley Hollins we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality

### Data Protection Statement

The procedures and practice created by this policy have been reviewed under our Data Protection Policy in line with GDPR.

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## Principles

Our approach to teaching, learning and pupil development in our school is VALUES-DRIVEN. We sum up our values in the following acrostic:

<b>M</b>	<b>MANNERS</b>
<b>H</b>	<b>HARD-WORK</b>
<b>H</b>	<b>HONESTY</b>
<b>S</b>	<b>SUCCESS</b>

Our vision for the success of our children as students and people is based on the above values and summarised in our mission

### **Floret Qui Laborat – He who labours flourishes**

Pupils and staff in our school have the right and should have every chance to succeed. We value individual pupils and the progress each makes. We prize academic, sporting, artistic, personal, moral and social achievement. We enjoy and celebrate our own and others' success. Our focus is on learning. Our school has a modern, rigorous focus on Teaching and Learning. Our policy and practice are designed to motivate children to enjoy the challenge of learning and to ensure that they develop good learning habits which help them long after they leave our school.

Our school values doing things **together**. Teachers and support staff and pupils enjoy each others' company. Parents, Governors and the community feel valued and engaged. Relationships between all partners are strong.

#### **1. Links with other policies**

Anti-Racism Policy  
Anti-Bullying Policy  
Equality Statement  
Safeguarding and Child Protection Policy  
SEN Policy

#### **2. Definitions**

##### **NUHOPE**

Our Nuhope system is designed to help students develop good learning habits and avoid **misbehaviour** Students will receive same day detentions where they have:

- Not displayed good manners, continuing to Answer Back after a correction from a member of staff
- Not wearing the school Uniform correctly (including wearing makeup, false nails, nail polish, inappropriate hairstyles, jewellery)
- Not completing Homework
- Not working hard in lessons, being Off task after a correction from a member of staff
- Not being Punctual to school or lessons
- Not brought the correct equipment to school (pen, pencil, ruler, rubber, planner, DEAR book and calculator)

##### **Serious misbehaviour is defined as:**

- Defamation or serious offence to the Office of Headteacher
- Repeated breaches of the school rules

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Lighters
  - Alcohol
  - Illegal drugs and other narcotic substances
  - Stolen items
  - Tobacco, cigarette papers, cigarettes or e-cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Termly Staged System**

- **Stage 1:** 10 breaches across the NUHOPE spectrum **or** 5 particular breaches in a half term (i.e. 5 N's or 5 O's) = Form mentor to meet with the pupil and mentor them. 1 hour detentions for any more breaches. Form mentor will monitor and mentor these pupils. Stage 1 letter sent home to parents
- **Stage 2:** 15 breaches across the NUHOPE spectrum **or** 10 particular breaches in a half term = Parent Panel Meeting with HOY + HOY report + 1 hour detention for any more breaches. Stage 2 letter sent home to parents.
- **Stage 3:** 20 breaches across the NUHOPE spectrum **or** 15 particular breaches in a half term = SLG report – loss of break and lunchtimes if there is no improvement. Stage 3 letter sent home.
- **Stage 4:** 25 breaches across the NUHOPE system **or** 20 particular breaches in a half term = Discipline Panel Meeting led by SMI/ADi. Deputy Head teacher report. Stage 4 letter sent home.
- **Stage 5:** 30 breaches across the NUHOPE Spectrum **or** 20+ particular breaches in a half term = Governor's Discipline Panel and Headteacher report. If there is no improvement then a-fixed term Suspension may be enforced. Possible Offsite Direction.

The quality of your teaching and planning and the expertise and confidence with which each of us applies our systems will determine how many sanctions you issue as a teacher. The better we get at this the fewer NUHOPES we will administer and the more PRIDE + points we will issue to pupils.

**What we must NEVER DO (given our promise to parents, our support to all other teachers and our clear message to pupils) is undermine, circumvent, ignore or fail to follow the system. It should lead to an INEVITABLE REWARD OR CONSEQUENCE.**

## PRIDE

Our Pride system is designed to help students develop great learning habits with students receiving Pride+ points for the following:

P – demonstrating pride in their appearance, in the way in which they conduct themselves inside and outside of school and in the presentation of their class and homework.

R – demonstrating resilience

I – being independent

D – Meeting deadlines

E – Excellence in their class or homework

### 3. Bullying and Racism

**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, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying and racism are set out in our anti-bullying policy and our anti-racism policy.

### 4. Our Rights and Responsibilities

#### Our Rights

The right to learn  
The right to teach

The right to feel safe (physically and emotionally)  
The right to respect and dignity

### **Pupil responsibilities**

Pupils must be responsible for their own behaviour. Using the language of choice is a powerful way of doing this. As they realise that they are making choices in many areas of life they can be guided to make more socially appropriate choices. They need to know that good choices will be rewarded and that poor choices will have consequences.

Pupils agree to

- respect the school working environment both inside and outside the classroom, making it possible for all student to learn without distraction.
- Treat the school buildings and school property with respect
- Be careful with their own property and other people's property.
- Value each other as individuals and to treat each other fairly without bullying or behaviour likely to cause injury.
- Make every effort to be punctual and attend regularly.
- Try their best at all stages of their school career.
- Attend suitably dressed in correct uniform.
- Show respect to all members of staff and to each other
- Move around the building quietly and safely
- Accept the school sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Never to bring the school into disrepute
- To respect the Office of Headteacher

### **Adult Responsibilities**

- To treat all pupils fairly but firmly.
- To encourage and provide positive, realistic rewards
- To try to raise pupils self-esteem and confidence
- Follow/Utilise routines and protocols (NUHOPE) and PRIDE
- To provide challenging relevant and appropriate learning experiences.
- To use rules and sanctions clearly and consistently.
- To treat pupils with dignity and respect
- To be a good role model
- To record behaviour incidents on our School Information Management System
- Never to bring the school into disrepute

### **Parent Responsibilities**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 5. Positive Behaviour for Learning

### In the classroom

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Plan lessons to ensure that the needs of students within their class are met, taking account of prior learning and any special educational needs
- Ensuring that planners and pencil cases are on the desk at all times
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils at the beginning of the lesson
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Using positive reinforcement
  - Making good use of the LVI
  - Thanking students on exit

Mossley Hollins High School approaches behaviour in a positive way, which places an emphasis on praise as a means of encouraging good behaviour. If experiences in school are constantly negative and unsuccessful they will undermine our pupils' ability to be successful. Our pupils will create a model in their own heads that accepts a lack of success as being normal for them – this could make them avoid risks and challenges. We need to let pupils know that we respect and value them. If we all do this it will improve self-esteem. We should praise the good choices they are capable of making.

Ways of doing this:

#### 1. Catch them being good

This is one of the keys to successful teaching and learning. Thanking our pupils and letting them know what the praise is for e.g. being quiet when listening to others, lining up – tells them what behaviours can be repeated in order to gain praise. Use the PRIDE system consistently and reward pupils displaying great learning habits.

#### 2. Actively build trust and rapport

Positive relationships are at the heart of all we do. Build rapport in simple ways – learning names, greeting pupils in corridors, showing an interest in what they do both in the classroom and out of it and show interest in them as human beings. In order to influence and guide our pupils it is necessary to enter their world and be aware of their perspective.

- Our pupils will achieve more when they are confident and they trust us
- Being confident and trusting will lead to risk taking which leads to learning

#### 3. Model the good behaviour you want to see / recognise and reward good and improved behaviour

Calmly resolve conflict by using a planned approach to bad behaviour.

- Use the language of choice – 'If you choose to do that then this will happen'

- Establish consistent sanctions. Plan what consequences of inappropriate behaviour in your classroom will be and carry them out if a wrong choice is made. Use the NUHOPE system, behaviour tariff and behaviour tracking, seek help from HOY/use of support sheets and academic and/or behaviour monitoring report sheets.
- Calmness, predictability and certainty are the key behaviours to model.
- Listen to problems and respond
- Always follow up on students' choices with a consequence. It shows what you say is important and that you care.
- Separate the behaviour from the child – Make the behaviour unacceptable *not* the child. Making the behaviour wrong allows for changing to better behaviour. Do not link poor behaviour with the pupil's personality. Linking good behaviour to pupil's personality builds self-esteem.
- Work to repair and restore relationships
- A fresh start following a misdemeanour is crucial.

### System of rewards

- Verbal praise
- Pride points
- Student of the week certificates
- Written praise on work and in planner
- Display of work
- Rewards for Great Learning Habits (Rewards)
- Telephone calls home
- Comments during Parents' Evening
- Reporting to parents
- PRIDE certificates and rewards
- Student Receptionist Certificates
- PRIDE/Great Learning Habits pupil awards (governors)
- Academic/sport achievement and attendance award at presentation evening
- Wall of achievement
- External certificates
- Letters from agencies
- Positive postcards
- Weekly Rewards Great Learning Habits/High Expectations
- Appreciation Assemblies
- Attendance Assemblies
- PRIDE Rewards
- Termly PRIDE rewards
- Special responsibilities/privileges

At Mossley Hollins High School we believe that for the majority of pupils' positive relationships between themselves, and their teacher play a more significant role in maintaining good discipline than in any fixed system.

We recognise that rewarding and encouraging good behaviour is a far more powerful procedure than seeking to punish less desirable behaviour.

When reflecting on the reasons for pupil misbehaviour colleagues will give some thought as to whether in the light of their knowledge of the pupil, the work set is accessible and offers him/her sufficient opportunity to participate successfully. Effective teaching is at the core of classroom management. Our anti-bullying policy is reviewed to ensure consistency across school. The school has an Equality Policy in place which fulfils the requirements of legislation.



## 6. Consequences of making the wrong choices

- Offer way to repair situation e.g. talking privately with the pupil
- Verbal reprimand
- Write in planner note to parents/carers
- Break and/or lunchtime detention
- Script reminder (redline)
- Faculty detention
- NUHOPE detention (30minute and 60 minute reminders)
- NUHOPE response programme for repeat offenders
- Letter to parents
- Phone calls home
- Repeating work which does not meet the required standard
- Loss of privileges such as non-uniform day
- Referral to a senior member of staff
- Senior Leadership Team detention
- Removal
- Reparation/ School based community service
- Internal Suspension – students **may** be excluded from any school trips/events/visits in the same term following an internal Suspension
- Exit from lesson to Head of Faculty/crossing the red line
- Meeting with parents/carers
- Homework Report Sheet
- Head of Year Support Sheet
- Assistant Headteacher Report Sheet
- Deputy Headteacher Report Sheet
- Headteacher's homework report
- Headteacher report /Executive Headteacher's report
- On Board Centre support sheet
- On board centre mentoring
- On Board Centre support sheet Referral to external agencies
- Fixed term Suspension – any pupil who receives fixed term Suspension **will not be** permitted to attend any school events/visits/trips in the same term.
- Common Assessment Framework and Family Interventions Services
- Permanent Exclusion
- Restorative approaches (working with the OBC/PDC/anti-bullying team etc)

## 7. Support for children with Special Educational Needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

When issuing a consequence, the special educational needs of a pupil will always be taken into consideration. Where appropriate, when imposing sanctions for poor behaviour the school will apply reasonable adjustments for children with special educational needs, this may include:

- Where Nuhope detentions will take place, e.g this may be with the, SENCo
- Consideration of whether the Suspension is inside or outside of school
- Consideration of the length of any fixed term or internal Suspensions

A special needs student, regardless of needs, must not bring serious offence to the Office of the Headteacher.

## **8. Mobile Phones and Digital Devices**

At Mossley Hollins High School we believe that students have the right to access education without the distraction and disruption caused by mobile devices. Mobile phones and other smart devices such as smartwatches are not permitted in school.

If any such devices are seen or heard during the school day, they will be confiscated for 3 weeks or until the end of term.

Students can hand in any such devices to the main school reception at the beginning of the day and collect at the end of the day.

## **9. Communicating intent**

- The school will monitor the use of rewards and sanctions.
- The school will, investigate, as appropriate, reported incidents of pupil misbehaviour.
- Parents/carers will be contacted promptly by the school and normally within two working days to notify them of any reported serious incidents of misbehaviour in which their child has been involved.
- The school will notify the police and other relevant bodies where it is appropriate to do so.
- Where appropriate pupils can be offered support via the OBC/PDC, Health Mentor or School Nurse.
- Our Behaviour Management Policies are non-discriminatory. Measures to address inappropriate pupil behaviour or to reward positive behaviour will not be applied differently on grounds of ethnic or national origin, culture, religion, gender or sexuality. However, where a student has a special educational need, the school may apply reasonable adjustments to sanctions applied.

## **10. Training and professional development for all staff**

The school provides relevant information and training on behaviour management to all groups of staff including

- Lunchtime supervisors
- Support staff (TA)
- Other school staff/office/site staff
- Newly qualified staff during formal induction
- Students undertaking programmes of initial teacher training
- Supply teachers
- Class teachers
- Leadership Team

## **11. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 12. Protocol for Searching

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item as listed below:

Prohibited items			
Knives or weapons	Alcohol	Illegal drugs and other narcotic substances	Stolen items
Tobacco and cigarette papers/ E-cigarette	Fireworks	Pornographic images	Legal Highs
Any article to cause personal injury to, or damage to the property of, any person (including the pupil)			
The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for			
Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence			

SLT/G can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

### Searching with consent

SLT/G can search pupils with their consent for any item. There is no requirement to have formal written consent.

### Searching without consent

This can only be done by the Headteacher or a member of SLT/G authorised by the Headteacher.

Authorised staff can search if there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item (*as above*).

CCTV footage can be viewed in order to make a decision as to whether to conduct a search for an item.

The authorised person must be the same sex as the pupil. The search must be witnessed by another member of staff (*preferably the same sex as the pupil and the searcher*).

The person conducting the search may not require the pupil to remove any clothing other than outer clothing, that is clothing that is not worn next to the skin, or immediately over a garment that is being worn as underwear.

A search without consent enables the removal of outer clothing and searching of pockets; but not an intimate search.

### Possessions

Possessions mean any goods over which the pupil has or appears to have control i.e. desks, lockers and bags. Possessions can only be searched in the presence of the pupil and another member of staff.

### Where searches may be carried out

Searches can only be carried out on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil e.g. on school trips in England or training settings. The powers only apply in England.

### Legal requirements

- Schools are not required to inform parents **before** a search take place or to seek their consent to search the child
- There is no legal requirement to make or keep a record of a search

- School should inform the pupil's parent/carer where alcohol, illegal drugs and other narcotic substances or potentially harmful substances are found.

### 13. Behaviour in the Wider Community

At Mossley Hollins High School we take pride in ensuring that our students uphold our values within the school community and within the wider community, students who fail to meet our expectations in the wider community will be sanctioned in the same way as they would if they fail to meet our behaviour expectations within school. The wider community will include:

- taking part in any school-organised or school-related activity
- travelling to or from school
- at any time when wearing school uniform
- social media groups
- in any circumstances where they are identifiable as a pupil at the school

### 14. Power to use reasonable force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### 15. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to ***our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for*** more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

A student must never defame or bring serious offence to the Office of Headteacher. This is likely to lead to serious consequences.

### 16. Further sources of information

1. Behaviour and discipline in schools guidance for governing bodies
2. School discipline and Suspensions
3. School Suspension
4. Use of Reasonable Force

5. Searching, screening and confiscation
6. Keeping children safe in Education
7. SEND code of practice
8. Supporting pupils with medical conditions at school
9. Mental health and behaviour in schools
10. Promoting the conditions for positive behaviour to help every child succeed