



## **Mossley Hollins High School**

### **Behaviour And Relationships Policy**

At Mossley Hollins our high expectations 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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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Foster strong professional relationships between staff and pupils, to help our pupils thrive
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the high expectations and consequences of failing to meet those expectations
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define which behaviours we consider to be below our expectations, including bullying and discrimination

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

M	MANNERS	+
H	HARD-WORK	+
H	HONESTY	=
S	SUCCESS	

All pupils follow their own learning journey as part of the Great Mossley Expedition, where everyone is expected to follow The Mossley Hollins Way, developing good and great learning habits, underpinned by the above core values.

Pupils and staff in our school have the right and should have every chance to succeed on their own learning journey. We value individual pupils and the progress each makes. We prize academic, sporting, artistic, personal, moral and social achievement all crucial for a successful journey as part of the Great Mossley Expedition. While we enjoy and celebrate our own and others' success, our primary focus is on learning (social, emotional and academic). 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 in line with our high expectations which help them long after they leave our school.

Our school values working **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.

## 2. Links with other policies and statutory guidance

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

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

#### Developing Good Learning Habits - Behaviour Expectations

We expect pupils to follow the Mossley Hollins Way, to meet our behaviour expectations and to develop Good and Great Learning Habits. Pupils will receive the following sanctions, where they fail to meet expectations (Es). Pupils would not be meeting our expectations if they:

- Cause disruption to their own learning or the learning of others
- Cause disruption within the school grounds/building outside of lessons
- Do not complete their homework
- Display a poor attitude to learning and/or poor manners
- Are unwilling to comply with reasonable requests
- Do not meet the school's uniform standards

#### Serious Misbehaviours

- Defamation or serious offence to the Office of Headteacher
- Repeatedly failing to meet behaviour expectations
- Any form of bullying or harassment
- Sexual harassment (including sexual comments, sexual jokes/taunting, physical behaviours, online sexual harassment)
- Sexual violence, 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 (including replica items)

- 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)

### Developing Great Learning Habits

Our PRIDE system is designed to help pupils develop great learning habits with pupils 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 work/homework and around the school

## **4. 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.

## **5. Our Rights and Responsibilities**

### 5.1 Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster positive relationships between the school and pupils' home life

### 5.2 The governing board

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.3 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively when behaviour fails to meet our high expectations
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand our high behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.4 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 follow The Mossley Hollins Way, as follows:

- Respect the school working environment both inside and outside the classroom, making it possible for all pupil to learn without distraction.
- Treat the school buildings and school property with respect
- Look after their own property and respect other people's property.
- Value each other as individuals and to treat each other fairly without bullying or behaviour likely to cause harm.
- To be punctual and attend regularly.
- Try their best at all stages of their school career, working hard in lessons and completing homework to a good standard.
- Attend suitably dressed in correct school uniform, without make-up, jewellery, etc.
- Show respect to all members of the school community
- Move around the building quietly and safely
- Accept the school sanctions when behaviour fails to meet our expectations
- Not to post anything online or within chat groups which may cause offence to others
- Follow the reasonable instructions of members of staff
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- To respect the Office of Headteacher

Pupils will be supported to meet our behaviour expectations and will be provided with repeated induction sessions wherever appropriate. They will be supported to develop an understanding of the school's behaviour and relationships policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour and relationships policy. Extra support and induction will be provided for pupils who are mid-phase arrivals, and reasonable adjustments will be in place for pupils with SEND.

### 5.5 Adult Responsibilities

- To treat all pupils fairly and consistently
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Modelling expected behaviour and positive relationships
- Positive use of language
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Challenging pupils who are not meeting the school's expectations
- To encourage and provide praise and rewards
- To pupil's self-esteem and confidence
- Follow/Utilise routines and protocols in the development of Good and Great Learning Habits and uphold school expectations
- To provide appropriately challenging and relevant learning experiences
- To support pupils' behaviours by using the behaviour and relationships policy consistently
- To treat pupils with dignity and respect
- Develop positive teacher/pupil relationships
- To be a good role model
- To record behaviour incidents on our School Information Management System
- Never to bring the school into disrepute

## 5.6 Parent and Carer Responsibilities

Parents and carers, where possible, should:

- Get to know the school's behaviour and relationships policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour and relationships policy
- Inform the school of any changes in circumstances that may affect their child's behaviour, which may result in them struggling to meet our expectations
- Discuss any behavioural concerns with the class teacher, form mentor, SENDCO or head of year promptly
- Engage with any pastoral work following misbehaviour for example, attending restorative behaviours meeting,
- Work in partnership with the school by supporting with any specific behaviour support interventions
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **6. Positive Behaviour for Learning**

### 6.1 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 pupils within their class are met, taking account of prior learning and any special educational needs
- Ensuring that planners, knowledge organisers and pencil cases are on the desk at all times
- Striving to achieve Teacher Gold Standard
- Develop a positive relationship with pupils, which will include:
  - Strong start to lessons (threshold, high expectations for behavior, do now activity)
  - Communicating expectations of behaviour in ways other than verbally, making good use of radar
  - Highlighting and promoting good behaviour
  - Using positive reinforcement
  - Positive use of language
  - Making good use of the Learning Voice Indicator
  - Thanking pupils 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. We strongly believe that the pathway to success included positive interactions and relationships between pupils and staff, which allows pupils to take academic risks and challenge themselves in their learning journey. Staff will let pupils know that they are respected and valued. In doing this, pupils will be better equipped for their next stages in their journey.

Ways in which staff promote this:

### 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.

### Building Positive Teacher-Pupil Relationships

Positive relationships are at the heart of all we do. Our pupils will achieve more when they are confident and have developed positive relationships with their teacher. When pupils learn in a positive environment it helps them feel more confident and safer. Being confident and trusting will lead pupils to take more risks which leads to better learning. In order to influence and guide our pupils it is necessary to enter their world and be aware of their perspective.

Members of staff are expected to build positive relationships in many ways:

- learning names
- greeting pupils when moving around the school building (corridors, homebases etc)
- showing an interest in what pupils do both in the classroom and out of it and showing interest in them as human beings
- getting involved in clubs in school either by leading a club, supporting a club or by going along to show your support for pupils when they take part in an activity
- having restorative conversations with pupils who did not meet their expectations in the lesson to ensure they have a fresh start for the next lesson.

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

- Calmly resolve conflict by using a planned approach when behaviour does not meet our expectations.
- 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 ‘Expectations’ 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 pupils’ 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 positive relationships
- A fresh start demonstrating unconditional positive regard, after a pupil fails to meet our expectations is crucial.

### 6.2 Mobile Phones and Smart Devices

At Mossley Hollins High School we believe that pupils 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.

- Pupils are not permitted to have mobile phones with them on-site

- Pupils may hand their phone in to reception staff on entry to school and collect before going home at the end of the school day.
- Mobile phones seen or heard during the school day will be confiscated for a period of 3 weeks or until the end of the half-term (whichever is soonest).

## **7. Responding to behaviour**

### 7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### 7.2 Responding to good behaviour

When a pupil's behaviour meets or exceeds our high expectations staff will recognise it with praise and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Praise and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. See below for our system of rewards.

#### 7.2.1 System of Rewards

##### Weekly Rewards

Expedition Postcards (sent via School Gateway):

- When pupils achieve a set number of positives (50, 100, 150, 200 etc) within the half-term
- Top 5 pupils in each year group, with most PRIDE points each week will receive a positive message home.

##### Half Termly Rewards

- Form Mentors will select one pupil who has demonstrated outstanding learning habits for the half term, these pupils will receive a certificate and a letter of congratulations home
- Pupils who receive 100% Attendance each Half Term will receive a certificate and a dinner queue jump pass for a week (These will be issued on a rota basis)
- Pupils who achieve 100% attendance & 100% positive behaviour for a half term will each receive a certificate and an invitation to a Reward Experience (Some reward experiences may require pupils to contribute financially if they wish to participate)
- The top 10 pupils with most PRIDE points will receive a certificate and will have an invitation for lunch with the Headteacher
- The pupils with the most improved attendance or behaviour will receive a letter of recognition for their efforts and be invited to breakfast with the Headteacher

##### Other rewards:

- Verbal praise
- Pride points
- Pupil of the week certificates
- Written praise on work and in planner
- Display of work in classes/homebase
- Telephone calls home
- Comments during Parents' Evening

- Reporting to parents
- PRIDE certificates and rewards
- Pupil 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
- 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 behavior, staff are trained to look for and acknowledge positive behaviours.

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 the pupil 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.

### 7.3 Responding to misbehaviour

When a pupil's behaviour falls below our expectations, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a consistent environment by always challenging behaviour that falls short of our school values, and by responding in a fair and proportionate manner, so pupils know with certainty that any behaviours which do not meet our expectations will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified, will be considered and any reasonable adjustment made where necessary.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet our expectations in the future.

The school may use 1 or more of the following sanctions in response to pupils failing to meet our expectations:

Level	Points	Details	Sanction
E1 ^	-1	Not Ready for Learning (Uniform/Equipment/Late)	15 Minutes Detention
		Failure to complete homework	30 Minute Detention
E2	-1	Low Level Disruption (Off task)* Answering Back/Failure to follow instructions* Unacceptable behaviour out of lesson – e.g. rudeness to staff	30 Minute Detention
E3	-1	Faculty Withdrawal Poor Behaviour/Failure to Attend 30 Min Detention	60 Minute Detention
	-2	Bringing banned items to school (See below)	60 Minute Detention minimum

E4	-2	Removal (Faculty/HoY) Bringing the School into Disrepute Poor behaviour/failure to attend 60 Min Detention Truancy (Each lesson)	Removal with HoF/HoY
E5	-3	Pupil chooses to cross the redline	Removal with HoF/SLT
	-3	Poor behaviours in Removal	Removal with SLT
		Internal Exclusion (Persistent failure to meet expectations)	Removal onto the Staff Corridor
E6	-4	Suspension/Step Out (Serious Incidents) Poor Behaviour in Internal Exclusion	Direction Off Site
Investigation	0	Suspected Truancy Serious Incident – Requires further investigation	

^ Each student will have a single E1 detention pass, each academic year, which they can choose to use to excuse them from sitting a single detention, the behaviour will still be logged by staff, and the negative points will remain, the student will need to speak to the attendance team before the end of lunch on the day of the detention to use this free pass.

\* Teachers will have a discussion with pupils, to help them to correct their behaviour, reasonable adjustments, where necessary will be made. If the pupil still does not meet our expectations, then they will serve the sanction.

### Half-Termly Staged System

0-5 negative points pupils will remain eligible for entry into prize raffle for each year group

- **Stage 1:** 10 negative points form mentor to meet with the pupil and mentor them. Stage 1 letter sent home to parents
- **Stage 2:** 20 negative points Parent Panel Meeting with HOY + HOY report. Stage 2 letter sent home to parents.
- **Stage 3:** 30 negative points, meeting with parent and member of SLT, SLT report – loss of break and lunchtimes if there is no improvement. Stage 3 letter sent home.
- **Stage 4:** 40 negative points - Discipline Panel Meeting led by MHE/SMO/SWN Stage 4 letter sent home.
- **Stage 5:** 50 negative points, serious risk of suspension/permanent exclusion - Governor's Discipline Panel and Headteacher report. If there is no improvement then a-fixed term Suspension may be enforced. Possible Offsite Direction.

Staff use a range of teaching and learning strategies consistently in class to promote high expectations. They must consistently apply our systems to uphold The Mossley Hollins Way. 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 our policy . It should lead to an INEVITABLE REWARD OR CONSEQUENCE.

### Consequences if students fail to meet our expectations

- 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)
- Detention (15, 30 or 60 minutes)

- Staged response system 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 – pupils **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
- Attendance /punctuality 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
- Restorative approaches (working with the OBC/anti-bullying team etc)
- Permanent Exclusion

#### 7.4 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.5 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)			
<p>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</p> <ul style="list-style-type: none"><li>• Mobile phones (facilities to leave them in the school office during the day are available)</li><li>• Tobacco</li><li>• Illegal substances/ Legal Highs</li><li>• Lighters/matches</li><li>• Electronic devices including e-cigarettes, vapes, laser pointers</li><li>• Jewellery</li><li>• Alcohol</li><li>• Chewing gum</li><li>• Knives/offensive weapons of any type</li><li>• Fidget spinners</li></ul>			
Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence			

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or Deputy Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to contact parents to ask them to assist in the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (as listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## 7.6 Behaviour in the Wider Community

At Mossley Hollins High School we take pride in ensuring that our pupils uphold our values within the school community and within the wider community, pupils 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/online activities
- in any circumstances where they are identifiable as a pupil at the school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## 7.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police a member of the school's pastoral team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.8 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

### 7.9 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. 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 can evaluate a pupil who struggle to meet our expectations 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 and/or external agencies 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 pupil. 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 failing to meet our expectations the school will apply reasonable adjustments for children with special educational needs, this may include:

- Where detentions will take place, e.g this may be in an alternative location
- 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 pupil, regardless of needs, must not bring serious offence to the Office of the Headteacher.

## **9. Communicating intent**

- The school will monitor the use of rewards and sanctions.
- The school will, investigate, as appropriate, reported incidents of pupil's failing to meet our expectations
- 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, Tameside Pupil Referral Service "Reach out", School Nurse, Mental Health in Schools Team, School Counsellor, Head of Year, SEN Keyworker.
- Our Behaviour and Relationship Policy is 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 pupil 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
- Early Careers Teachers
- Pupils 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. 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