

Behaviour Policy

Mossley Hollins High School

Part of the Tames River Educational Trust

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Contents

Contents	2
1. Data Protection statement	4
2. Our Values and Principles	5
3. Recognition and Rewards	6
3.1. MHHS.....	6
3.2. PRIDE	6
3.3. Character Pillars.....	7
3.4. Student Achievements & Behaviour	7
4. Behaviour and Sanctions	8
4.1. Behaviour	8
4.2. Behaviour in Lessons	9
4.3. Sanctions - Responding to misbehaviour.....	10
4.4. Redline Response.....	13
4.5. Homework	14
4.6. Behaviour in the School Building Outside of Lesson Time	14
4.7. Behaviour on Educational Visits & When Outside of School.....	15
4.8. Detentions.....	15
4.9. The Use of Suspension.....	17
5. Truancy Management:	18
6. Students Experiencing Difficulty with Behaviour	19
7. Behaviour Data analysis.....	19
7.1. Reparation	21
7.2. Support Sheet/Reporting System.....	22
8. Banned Items & Confiscation	24
8.1. Powers to Search (DFE guidance 2022: Searching, Screening and Confiscation).....	25
8.2. Selling any item to students	26
8.3. Mobile Phones and Other Media (such as smart watches, internet sites and chat rooms).....	26
8.4. CCTV	27
8.5. POWER TO USE REASONABLE FORCE	27

9.	Students with SEND	28
10.	Mossley Hollins High School – Behaviour Tariff 2025/26:	29
11.	Appendix.....	43
11.1.	Appendix 1: Physical Restraint.....	43
11.1.1.	Rationale	43
11.1.2.	Purpose	43
11.1.3.	Guidelines	43
11.1.4.	What is reasonable force?	44
11.1.5.	When can reasonable force be used?.....	44
11.1.6.	Reporting and Recording	44
11.1.7.	Complaints	45
11.2.	Appendix 2: Written Statement of Behaviour Principles	45

1. Data Protection statement

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

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

2. Our Values and Principles

Mossley Hollins High School is committed to ensuring that all students and staff are able to learn and work hard in an environment which is safe, supportive and which promotes and rewards excellent learning habits. Central to this are our high expectations of behaviour and these, as with all aspects of the school's ethos and culture, are founded upon our values of Manners, Hardwork, Honesty and Success (MHHS).

This policy outlines the rewards, sanctions and processes which staff will use to promote and encourage these excellent learning habits, which we call PRIDE (Presentation, Resilience, Independence, Deadlines, Excellence) as well as the actions that will be taken to address and eradicate the common types of behaviour which inhibit learning and progress in lessons (particularly lateness, lack of equipment, off task behaviour, answering back and the non- completion of homework) and behaviour which crosses our Red Lines (moral standards which we refuse to compromise) – there is no place in Mossley Hollins High School for any form of violence, aggression, racism, homophobia sexism or any behaviour which poses a risk to the safety of others. We will take the strongest action possible to prevent and eradicate any such behaviour and will not tolerate rudeness to staff or refusal to comply with reasonable requests and the rules of the school.

This policy should be read in conjunction with the Department for Education, 'Behaviour and discipline in Schools: Advice for Headteachers and School staff February 2024' relating to best practice on managing behaviour in Schools and Mossley Hollins High School policies, in particular:

- The Anti-Bullying Policy
- The SEND Policy
- The Safeguarding Policy

3. Recognition and Rewards

3.1. MHHS

Our values are supported by a system of rewards and sanctions that aims to encourage and develop excellent learning habits, abbreviated as PRIDE, and the demonstration of our values:

Manners

- Good manners and politeness to all

Hard work:

- Presentation
- Resilience
- Independence
- Deadlines
- Excellence

Honesty:

- Telling the truth
- Looking to oneself to see what needs to be improved

3.2. PRIDE

Students who demonstrate the above behaviours and habits and meet our expectations will be recognised and rewarded for this – all staff can award students with PRIDE Points and these are the currency of our rewards system.

The accumulation of PRIDE Points will lead to further recognition and rewards at the following stages:

- 100 = Bronze Certificate
- 200 = Silver Certificate
- 300 = Gold Certificate and badge
- 400 = Gold Plus certificate, badge and rewards lunch
- 500 = Platinum certificate, badge and rewards lunch with our Headteacher

PRIDE Points will also lead to other one-off rewards and privileges such as:

- Golden Tickets
- Weekly rewards breakfasts
- Special activities at lunchtime
- Opportunity to attend Reward Trips and events

3.3. Character Pillars

Years 7-11 participate in a comprehensive skills and rewards package based on the development of Character, which we categorise as 4 'Pillars':

- Learning - "the acquisition of knowledge or skills through study, experience, or being taught"
- Leadership – "the action of leading a group of people or an organisation, or the ability to do this"
- Service – "an act of helpful activity"
- Participation – "the action of taking part in something"

Students maintain a portfolio to recognise their achievements in relation to each Character Pillar – they review and add to this portfolio each week during Form Time and are able to be recognised at 3 different levels for each Character Pillar:

- Apprentice
- Graduate
- Master

Once a student evidences that they have met the criteria for such an award, they will be formally presented with a badge recognising their achievement at that level (for example, Learning – Apprentice) which they can wear on their school blazer.

Achievements in relation to Character will be further recognised and celebrated at our annual Character Rewards Evenings held in the Summer term.

3.4. Student Achievements & Behaviour

In addition to the awarding of PRIDE Points and Character Awards, we will recognise students' achievement and behaviour through:

- Verbal praise by staff
- Written praise in students' exercise books
- Displaying excellent work in the school building
- Recognition in our weekly Newsflash, sent to all parents/carers
- Positive Postcards posted home including for Student of the Week in Faculties
- Celebration assemblies
- Awards at our annual awards evenings including those for sporting excellence, performing excellence and academic progress/excellence.

4. Behaviour and Sanctions

All students at Mossley Hollins High School will be subject to the rules of the school - sanctions will be issued where these rules are broken with the aim of deterring students from these behaviours and steering them towards the many positive behaviours for which they will be rewarded.

Students can be sanctioned for:

- Behaviour in lessons
- Behaviour in the School building outside of lesson time
- Behaviour when offsite on educational visits and when outside of school
- Behaviour on the way to and from the school

4.1. Behaviour

All students have the right to learn, and the sanctions above aim to ensure that they receive this entitlement. Equally, all students have the right to be treated fairly and hence we expect that all staff will:

- Reward students for their good behaviour, issuing more PRIDE points than detentions
- Follow the Mossley Hollins Way in lessons as these routines will make hard work and good behaviour more likely
- Be consistent with issuing sanctions, referring to the Behaviour Tariff as necessary to ensure that sanctions are in line with policy
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour
- Use sanctions and rewards to help the student and others to learn from mistakes and recognise how they can improve their behaviour
- Issue corrections and sanctions with polite authority
- Attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- Take account of unique circumstances which, very occasionally, may need a modified approach (taking advice from SLT and the SENCO on such cases)
- Identify patterns of persistent poor behaviour in class with individuals and groups of students and request support from Heads of Faculty, Heads of Year or SLT where necessary

Students' behaviour data will be reviewed in line with the assessment cycle outlined in the Feedback & Development Cycle (FDC)

It is imperative that students comply with the instructions of all staff and, in exceptional cases where a student has refused to follow the instructions of staff, the Headteacher, Deputy Headteacher or Assistant Headteacher we will give the student 30 seconds in which to comply and follow the instruction. Failure to follow this instruction will be treated as a Red Line and will lead to a suspension

4.2. Behaviour in Lessons

Fundamental to being a great learner is excellent classroom behaviour as this allows hard work to take place – students will be rewarded as above when they behave well and are polite, hardworking and honest and where they show PRIDE; they will be sanctioned if they break our classroom rules or fail to uphold these values.

Students are expected to:

- Be on time to school and to all lessons
- Wear the correct school uniform and present themselves appropriately for school
- Carry the necessary equipment for all lessons with them including an appropriate school bag, stationery, planner, exercise books/resources and kit for practical lessons
- Be polite at all times to staff and fellow students
- Sit in the seat directed by the teacher
- Complete all homework in time to meet the deadline
- Accept the authority of adults and never answer back
- Be on task and work hard throughout each lesson
- Be honest to others and to themselves.

The severity of the sanction will depend on the nature of the student's behaviour – with off task behaviour and answering back, students will be given a verbal correction prior to a sanction being issued in the aim of redirecting the student to their learning but sanctions will escalate in their severity where poor behaviour persists and a student fails to correct their behaviour.

The available sanctions are to be used to promote and develop positive behaviour; all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on students to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing behaviour and in modelling expected behaviours when intervening and interacting with students. Sanctions are more likely to promote positive behaviour if students see them being applied fairly and consistently.

See the Behaviour Tariff for full details of the sanctions which will apply to each type of behaviour.

Where behaviour in lessons is contrary to these expectations, hinders the learning of others and/or opposes our values, sanctions will be issued to correct behaviour and encourage positive choices and learning habits.

For off task behaviour and answering back, the teacher will give a correction prior to issuing a sanction as the aim is to redirect students to their learning without interrupting the lesson – failure to correct the behaviour will lead to a sanction.

4.3. Sanctions - 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 prearranged 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	15 Minute Detention
		Not Ready for Learning - Equipment	15 Minute Detention
E2	-2	Not Ready for Learning- Late	30 Minute Detention
		Not ready for Learning- Failure to complete homework	30 Minute Detention

		<p>Low Level Disruption (Off task)* (talking while the teacher is teaching, talking during a silent task, not working hard on the task set, any behaviour which could distract other students)</p> <p>Unacceptable behaviour out of lesson – e.g. failure to follow instructions</p>	<p>30 Minute Detention</p> <p>30 Minute Detention</p>
E3	-3	<p>Answering Back (not speaking politely to the teacher, making any comment when a sanction or correction is issued, questioning or challenging a correction or sanction)</p> <p>Faculty Withdrawal</p> <p>(Two or more Faculty Withdrawals in one week will result in removal for a full day with HoY/HoF)</p> <p>Truancy (1 lesson)</p>	<p>60 minute detention</p> <p>60 Minute Detention</p> <p>60 Minute Detention</p>
E4	-4	<p>Removal (Faculty/HoY)</p> <p>Bringing the School into Disrepute</p> <p>Truancy (2 or more lessons)</p>	<p>Removal with HoF/HoY</p> <p>(8:45am-4pm)</p>
E5	-5	<p>Pupil chooses to cross the redline</p> <p>Swearing, use of discriminatory language (including racism, homophobia and sexism) Aggression or</p>	<p>Removal from the lesson using the RLR system (90 minute)</p>

		violence Refusal to comply with instructions of member of staff on Red Line Response. (Two or more Redlines in one half term will result in an internal suspension)	detention issued), placed in The Hub pending a decision which could include an extended time in The Hub or suspension from school. Parent/carer contacted by telephone on the same day and invited into school where appropriate
		Poor behaviours in Removal	Removal with SLT
		Internal Suspension (Persistent failure to meet expectations)	Removal onto the Management Corridor (8:45am-4pm)
E6	-6	Suspension/Step Out (Serious Incidents) Poor behaviour in Internal Suspension	Possible off-site direction Behaviour Placement

^ 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 their Head of Year/Form Mentor 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.

If a student misses a detention, the time is doubled for the following evening, with a maximum of 90 minutes in any one afternoon.

<i>Detention Time</i>	<i>Escalation</i>
<i>15 minutes</i>	<i>30 minutes</i>
<i>30 minutes</i>	<i>60 minutes</i>

45 minutes	90 minutes
60 minutes	90 minutes
90 minutes	Removal

If a student feels that a sanction has been issued unfairly then they should see the teacher who issued the sanction, the relevant Head of Curriculum Area or their Head of Year in the first instance at break, lunch or after school - students do not have the right to question or comment on a sanction during the lesson – this will be classed as Answering Back. We encourage dialogue between students and staff but time in lessons must be used entirely for dialogue about learning.

If a student is removed from their lesson because they have continued to be off task despite reaching an E2 detention or have continued to answer back despite being issued with an E3 detention, then the teacher will contact the heads Executive Assistant and request that the member of staff on RLR/patrol attends the lesson. This member of staff RLR/patrol will remove the student from the lesson (faculty withdrawal) and take them to work in another lesson as directed by the Curriculum Area Leader of the area in which this incident has occurred or with another member of staff who will supervise the student for the remainder of the lesson.

A member of staff from the relevant Curriculum Area will contact home after any instance of faculty withdrawal and the Curriculum Leader will organise the reintegration of the student to lessons in that faculty, facilitating mediation between students and staff where necessary. The Curriculum Leader will resolve any issues before the next lesson in that subject.

If the student’s behaviour crosses a Red Line, including refusal to comply with instructions from the member of staff on RLR/patrol, then treat as below in 3.6.

4.4. Redline Response

In instances of Red Line Behaviour, a member of the RLR team will remove the student from the lesson and take them to The Hub until a decision is reached on the sanction for this behaviour which is likely to be a Suspension (see the Behaviour Tariff for full details). A member of staff from the relevant Curriculum Area will contact home after any instance of Red Line Behaviour and the Curriculum Leader will organise the reintegration of the student to lessons in that Curriculum Area, facilitating mediation between students and staff where necessary.

Please see the Behaviour Tariff for full details on the sanctions issued for all behaviour in the classroom and beyond.

4.5. Homework

All homework must be completed to meet the deadline set by the teacher – students must record a summary of the task and its deadline in their planner and the teacher will also record the same details on TEAMS which is accessible to all students and their parents/carers. It is the responsibility of the teacher and the Curriculum Leader to ensure that the homework set is appropriate to the student's ability, stage of education and developmental needs.

If homework is not completed in time for the deadline, then, as stated above, the student will be issued with an E2 detention. If a student fails to meet the deadline of more than 1 homework task due that day, then they will receive a E2 detention for each piece – Heads of Year will monitor this on a daily basis and make reasonable adjustments as necessary to the duration of detentions.

During the detention, the student will be given the opportunity to complete the missing pieces(s) of homework, and they must show the completed piece to the member of staff leading the detention upon completion of the allotted detention time. Where possible, the member of staff who issued the E2 detention will visit the detention room to provide assistance, but this will not always be feasible.

If a student fails to complete 10 pieces of homework in 1 half term, then they will be put on a Homework Support Sheet requiring them to report to their Form Tutor each day and they will be required to attend 2 compulsory Homework Support Sessions per week for the remainder of the term – these will be run by Curriculum Area staff. Failure to attend these sessions will lead to further sanctions. Where issues with homework persist over time, students will be invited to further sessions to support them in the completion of homework and this will include, for some, an extended day where they are required to stay until 3:30pm.

4.6. Behaviour in the School Building Outside of Lesson Time

Students are expected to behave in a polite and civilised manner when they are outside of lessons before and after school and at break and lunchtime. Students are expected to carry their Good Manners Card with them at all times, and this allows staff to recognise their good manners around the building or point out which manners they are failing to show.

Students are encouraged to partake in a civilised dining experience at lunchtime, and this means that they will need to be seated when eating and that they will need to take collective responsibility for ensuring that tables are left clean and tidy, with all waste put in the bin. All students are trained how to behave during civilized dining in Food and Nutrition lessons.

They will be expected to follow all instructions given by staff at lunchtime and failure to do so will lead to sanctions, including reparation whereby students will be required to carry out cleaning and tidying duties in school.

More serious behaviour taking place outside of lessons will be dealt with accordingly and in line with our Behaviour Tariff.

4.7. Behaviour on Educational Visits & When Outside of School

Mossley Hollins High School, as all schools, has a statutory power to regulate the behaviour of students when off the premises such as when students are on Educational Visits – they will be subject to the same rules as they would be in school and the expectations of behaviour are no different.

Students must also behave in a civilised and sensible manner at any time they are wearing the Mossley Hollins High School uniform and when they are travelling to and from school – the school has the statutory power to discipline students for their behaviour at these times and we will sanction students accordingly if necessary, including the use of Suspension if necessary for serious incidents of behaviour. Inappropriate behaviour would include smoking, behaviour which could intimidate members of the public, rudeness to members of the public and disruptive behaviour on public transport - see the Behaviour Tariff for further details on this.

Mossley Hollins High School will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school.

Staff who feel that they have been subject to abuse or intimidation by students outside of the school should refer the issue in the first instance to the Headteacher or Deputy Headteacher (s). The school will apply disciplinary sanctions (and restorative justice procedures) as appropriate at a suitable time when the student is in school or makes representations to the police.

4.8. Detentions

Detentions will be used as sanctions as outlined above – parental consent is not required for any detentions and students' attendance at detention is compulsory and must take precedence over activities the student might be partaking in at that time either in or outside of school.

The school will inform parents/carers by text message (stating the reason the detention was issued and the duration of the detention) on the day the detention takes place

(detentions given during periods 1-4 will be sat the same day, detentions issued during period 5 will be sat the following day).

Students will be reminded of a detention they are sitting that evening by the teacher they have period 5. The name of the student will appear in red on the register. The Attendance Team and Heads of Year will display a list of students due in detention for that day.

The relevant Head of Year will make reasonable arrangements with parents/carers while insisting on the detention being completed if:

- A student is a primary carer, a looked after child or vulnerable in other ways
- The student has an EHCP which indicates another approach is necessary
- There is a requirement to take medication at specific times
- There is a need for time and space for religious observance

As noted above, attendance at detention is compulsory and failure to attend detention will lead to further action:

- 1st missed detention – the detention is reset for the following afternoon. The detention is now doubled; this must be completed the following afternoon.

<i>Detention Time</i>	<i>Escalation</i>
<i>15 minutes</i>	<i>30 minutes</i>
<i>30 minutes</i>	<i>60 minutes</i>
<i>45 minutes</i>	<i>90 minutes</i>
<i>60 minutes</i>	<i>90 minutes</i>
<i>90 minutes</i>	<i>Removal</i>

Failure to attend the reset detention – the student will be placed in removal from 8:45am-4pm. Refusal to comply will lead to one of the following:

- Removal in the Hub for a longer period of time
- Suspension
- Short-term Off-Site Direction

It is our strong belief that all time in school is precious and should be used to benefit students and their learning; hence students will be expected to complete work during detention. The nature of this work will be determined by the stage of the student's education, their current academic progress and the nature of the behaviour which triggered the detention – the staff leading the detention will specify what work the student will need to complete.

If a student receives a detention for not completing homework, then they will be expected to have completed this homework by the end of the detention.

Students may be asked to complete tasks relating to their behaviour which will encourage them to reflect on their behaviour, its consequences and how better choices could be made in the future.

Lunchtime detentions will be issued as another sanction, and these can be issued by all staff. Students who have reached Stage 1 or above may receive a lunchtime detention if they do not meet the conditions of their report.

Students who have missed detentions may also receive lunchtime detentions. If a student is in lunchtime detention, they will still be able to eat their lunch (and will have the opportunity to visit the toilet).

4.9. The Use of Suspension

Where serious incidents of behaviour occur, such as the Red Line Behaviour outlined above, or where behaviour is persistently disruptive, it may be necessary to issue a Suspension for a student. This decision will be made by the Headteacher or a Deputy Headteacher (s).

On return from Suspension, the student and a parent/carer will meet with a member of SLT and the successful completion of this meeting will be a condition of their re-entry to the school.

For serious one-off incidents or where behaviour continues to be persistently disruptive despite extensive support having been put in place, it may be necessary for a student to be permanently excluded. This will always be a last resort and the decision to permanently exclude will be reviewed by Governors to ensure that it is proportionate and lawful.

With all Suspensions, we will review the available evidence to ensure that:

- The decision to suspend is lawful (we will refer to the DfE's guidance on suspensions in establishing this)
- The decision is rational - guided by reason and not emotion
- The decision is reasonable - appropriate in the given set of circumstance
- The decision is fair - there is an absence of prejudice or discrimination
- The decision is proportionate - 'the punishment fits the crime'

5. Truancy Management:

Truancy refers to when a student deliberately misses a specific class or lesson without permission, even though they are present at school for the rest of the day. Unlike full-day truancy, where a student is absent from school entirely, truancy means the student is on school premises but chooses to skip a particular subject or period.

This behaviour is often seen as a warning sign of deeper issues, such as disengagement from certain subjects, difficulties with teachers or peers, or broader emotional or behavioural challenges. Truancy can negatively impact a student's academic progress, disrupt classroom learning, and lead to disciplinary action.

Schools in the UK closely monitor lesson-by-lesson attendance using electronic registration systems, and patterns of missed classes are usually followed up by teachers, pastoral staff, or attendance officers. Addressing lesson truancy often involves understanding the underlying reasons and providing targeted support to help students re-engage with their learning.

Truancy and Lesson Attendance

Pupils are expected to attend all lessons promptly and without unauthorised absence. The following procedures apply:

- **Late Arrival**
 - Up to 10 minutes late without a valid reason: **E2 (30-minute detention)**.
 - More than 10 minutes late: **E3 (1-hour truancy detention)**.

- **Missing a Lesson (while in school)**
 - If a pupil is present earlier in the day but fails to attend a lesson, the teacher will notify the Attendance Team and issue an **E3 (1-hour detention)**.
 - The Attendance Team, Head of Year (HoY), and Red Line Response (RLR) will investigate and confirm next steps.

- **Repeat Offenders**
 - Pupils missing **2 or more lessons in one day** will be placed in **HUB removal the following day (E4)**.
 - HoY will contact parents and initiate a **Truancy Behaviour Contract** for persistent cases.

6. Behaviour Data Analysis

6.1. Students Experiencing Difficulty with Behaviour

The aim of the rewards and sanctions outlined in sections 3&4 is to ensure that all students are able to work hard and learn – where the behaviour of 1 or more students continually fails to meet our expectations, there is likely to be a significant impact on learning and progress (theirs and that of others) and this cannot be allowed to continue.

There are 3 main ways in which we will aim to prevent and address this:

- Early identification of issues through tracking of behaviour data
- Bespoke support for students, chosen from an extensive menu, who are struggling to meet the school's expectations
- Escalation of sanctions to deter students from continued misbehaviour

6.2. Behaviour Data analysis

Behaviour data will be analysed frequently to ensure early identification of behavioural issues:

- The Head of Upper/Lower School (Assistant Headteachers) are in charge of reducing Off Task and Answering Back (the behaviours most likely to routinely impact on learning) will provide a half termly report to SLT with recommended actions to reduce these further in each Year Group and Curriculum Area.
- The Heads of Year and Heads of Upper/Lower School (Assistant Headteachers) will analyse expectation data weekly to identify any such patterns and this will lead to actions outlined below. The SENCO will analyse expectation data for all students on the SEND register to identify further support and intervention which is necessary

As part of this tracking and analysis, the Heads of Year and the Heads of Upper/Lower School (Assistant Headteachers) will identify where students are accumulating a concerning number of negative points and this will lead to further support and/or sanctions to prevent further escalation of behaviour and to address issues identified.

Where students receive 20 or more negative points* in a half term, further sanctions and support follow as below:

**Homework points do not count in this calculation – see section 4.5 on homework points accumulation and related sanctions/support*

No. of negative points in 1 Half Term	Stage	Support
20	1 WHITE REPORT	Form Tutor Support Sheet with review after 2 weeks leading to 1 more week if necessary. Letter home to parents to seek their support including reference to action which will follow if 30 breaches are recorded. Strategies from the menu of support to be put in place. (see 4.4)
30	2 WHITE REPORT	Form Tutor Report continues as per STAGE 1 but a further letter sent to seek further support from parents/carers. Form Tutor or Head of Year will meet with the student to identify further strategies from the menu of support to be used in order to prevent escalation to STAGE 3.
40	3 GREEN REPORT	Student placed on Head of Year Report with review after 2 weeks leading to 1 more week if necessary. Letter to parents/carers inviting them to Parent Panel Meeting in school with Head of Year (and SENCO where appropriate) to discuss concerns, seek their support and select further strategies from the menu of support for the student.
50	4 BLUE REPORT	Re-orientation work completed in The Hub and/or OBC room. Student now on report to a senior member of staff (Assistant Headteacher (Head of lower School/Head of upper school)) for 2 weeks, with 1 more week if necessary. Parents/carers to attend senior member of staff panel to discuss serious concerns and determine further strategies from the menu of support to be used and identify what can be done at home to support.
60	5 RED REPORT	Student now on report to Deputy Headteacher with review after 2 weeks. Parents are invited in to discuss the student's future at the school and an urgent plan of support agreed at a Governors Disciplinary Panel.. Failure to complete this stage will mean students must complete an Off-Site Direction at a different setting.
70	6	Off Site Direction . Students will be provided with the opportunity to make the correct behaviour choices by starting at a different secondary school. This measure will be regularly reviewed with the host school, parents/carers and the school. This is a supportive measure to allow a student a new environment so that they can implement positive behaviour patterns.

The Menu of Support Students Experiencing Difficulties with Behaviour:

- Teacher/parent meeting
- Early Help referral to be offered and recorded
- Bespoke support provided in lessons

- Class change
- Compulsory Homework Support Sessions
- Assessment/referral where evidence suggests possible SEND status
 - Support Sheet/Report (see details above and below in relation to Stages 1-4)
- Social group support through On Board Centre
- Peer mentoring* (using Yr10/11 Prefects)
- Staff Mentoring* (using Mossley Hollins teachers and support staff)
- External mentoring* (using trained mentors from beyond the school)
 - Behaviour modification programmes provided by the On-Board Centre (OBC) or The Hub
- Reparation
 - Small group behaviour programmes (for example for students accumulating negative points for Off Task)
- Support from external agencies
- Counselling sessions
- Careers advice and goal setting work

The following support will be considered where the pattern of misbehaviour extends beyond 1 Half Term and/or where a student is deemed at risk of Permanent Exclusion:

- Governors Panel
- Reduced school day
- Intensive support in the OBC and/or The Hub provisions
- Off-Site Direction or Respite Placement to another local school or the PRU
- Off Site Direction (typically 12 weeks – consent from parents/carers needed – consent from student not needed) to another school which could lead to a permanent transfer
- Directive Off Site Direction (typically up to 12 weeks – consent from parents/carers not needed)
- Alternative Provision – where a student remains on roll at the school but off-site provision (for example at a local college) is put in place
- Support from the Pupil Referral Service

6.3. Reparation

Reparation refers to the process of making amends for wrongdoing, helping pupils take responsibility for their actions by restoring relationships, repairing harm, and demonstrating accountability. Reparation is an important part of a restorative approach to behaviour management.

Rather than focusing solely on punishment, reparation encourages pupils to reflect on their behaviour, understand its impact on others, and take steps to put things right. It

supports character development, emotional intelligence, and a positive school culture.

Examples of Reparation in Schools:

- **Verbal or Written Apology**
Pupils may be asked to apologise directly to the person affected, such as a teacher or peer, either verbally or through a written note or letter.
- **Restorative Conversations or Meetings**
A structured discussion between the pupil and the affected party (facilitated by a staff member) to discuss the incident, its impact, and how to move forward.
- **Helping Repair or Clean Up**
If damage has been caused (e.g., graffiti or mess), pupils may assist in cleaning or restoring the space under supervision.
- **Community Contribution**
In response to disrupting a school environment or breaking rules, a pupil may be asked to contribute positively, such as helping in a classroom, supporting a school event, or completing a helpful task around school.
- **Behaviour Reflection Sheets or Tasks**
Completing written reflection tasks that encourage pupils to think about their choices, the consequences, and how they will act differently in the future.
- **Rebuilding Trust with Staff**
This might involve checking in with a teacher daily, attending restorative sessions, or agreeing on conduct expectations moving forward.

6.4. Support Sheet/Reporting System

A student is placed on Report for 2 weeks in the first instance. If a student receives another 10 behaviour points during the 2 weeks, they move to the next stage. If this is not necessary, students will be monitored for a further week after being on report.

Stage 1 Report to Form Mentor	White tick or cross
Stage 2 Report to Form Mentor	White tick or cross
Stage 3 Report to Head of Year	Green tick or cross
Stage 4 Report to Assistant Headteacher	Blue tick or cross + comments
Stage 5 Report to Deputy Headteacher	Red tick or cross + comments

Points calculation for this system returns to 0 at the end of each half term but students on report at the end of a half term/term may carry over to the start of the next and resume until the report period has been successfully completed.

When a report stage is successfully completed, Heads of Year will decide whether a student needs to return to an earlier Stage or whether they can be taken off report.

If the same or a similar pattern emerges in the next half term, Heads of Year will decide on the next steps for the student which may include some of the strategies from the Menu of Support for students at risk of Permanent Exclusion (see above).

7. Banned Items & Confiscation

At Mossley Hollins High School, as at all schools, adults have the authority to confiscate the following items which will be disposed of:

- Chewing gum
- Tippex
- Aerosols
- Objects used as missiles
- Sharp objects (pencil sharpener blades etc)
- Fizzy drinks and any kind of energy drink as these are not allowed on site
- Food items brought with the intent to sell
- Share size bags of crisps and/or confectionary

Adults also have the authority to confiscate the following items (for a maximum of 3 weeks) which will be stored securely and returned to the student:

- Mobile Phones
- Music devices such as an MP3/4 Player
- Smart Watches which connect directly to a mobile phone
- Jewellery
- Incorrect uniform items (see *Uniform Policy*)

We will not return an item to a student where it is not safe or appropriate for them to possess it – for example, tobacco or e-cigarettes. The school will dispose of all smoking/e-cigarette's paraphernalia in school. The school reserves the right to pass any banned material or items to the Police.

As with other sanctions, the sanction of confiscation will be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform, violation, the ethos of the school.

The following are examples of when items will be confiscated:

- An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff.
- An item poses a threat to good order for learning: for example, a student uses a personal music player or mobile phone on the premises.
- An item is against School uniform rules: for example, a student refuses to take off a baseball cap on entering the building.

- An item poses a health or safety threat: for example, a student wearing earrings or body piercings may present a safety threat to other students in practical lessons.
- An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another.
- An item which is illegal or inappropriate for a child to have: for example, racist or pornographic material.
- students are not permitted to bring solvent-based products onto the premises including, but not limited to aerosol deodorants, compressed air, and aerosol hairspray. These will be confiscated
- The school will ensure that potentially hazardous solvents are stored safely, and students will be supervised if they are required to come into contact with them.

Where a student refuses to comply with a reasonable request from a member of staff they will be deemed to be in breach of the behaviour policy and reasonable sanctions will be applied.

7.1. Powers to Search (DFE guidance 2022: Searching, Screening and Confiscation)

The law allows authorised School staff to search suspected students and confiscate items without consent for “prohibited items” including knives and weapons, alcohol, illegal drugs, stolen items, pornographic images, fireworks, cigarettes (including e-cigarettes) or other tobacco and cigarette paper, any article that has been or likely to be used to commit an offence, cause personal injury or damage to property.

At Mossley Hollins High School the following adults are authorised to search for prohibited items without consent, using agreed methods:

- Any member of the Senior Leadership Team
- Pastoral Leaders (Heads of Year)
- 2 adults should be present when a search takes place (preferably at least one of the searchers should be the same gender as the student being searched). Parents will be contacted when a search has taken place. A record of the search should be recorded on CPOMS

No other adult should attempt to carry out a search of a student’s property or clothing for any reason. Suspected students should be referred to the adults named above who then will decide on the most appropriate action to take.

Any searches will be carried out with professionalism and sensitivity.

When retaining a confiscated item, adults are expected to:

- Write a note in the student's planner (or inform parents via telephone call) to inform the student's parent that an item has been confiscated, and ensure the note is countersigned on return and if time permits contact the student's parents by phone to inform them of the confiscation.
- For items of obvious value or illegal nature, place the item in an appropriate secure storage place - in a safe in the Office and attempt to contact parents.
- Take care to ensure that they are clear which item belongs to which student by clearly labelling the envelope or package with the student's name and form.

7.2. Selling any item to students

Selling any item to students on the school on the school site contravenes the school rules. It frequently leads to bullying issues and puts students in danger. If a member of staff has reasonable cause to suspect that a student is selling such items, he/she should report this to a member of SLT or a Head of Year and should ask him/her to escort the student to the office.

The items will be confiscated and disposed of – they will not be returned. If the student refuses to comply with this request, it will then be treated as Red Line Behaviour. This type of incident could also lead the school to contacting the police.

7.3. Mobile Phones and Other Media (such as smart watches, internet sites and chat rooms)

Students' mobile phones must not be visible on the school site at any time – if they are seen or heard for any reason then they will be confiscated and stored securely – parents will be contacted. The student is able to collect the mobile phone 3 weeks later (or at the end of the half term if that date is sooner than 3 weeks).

Technology cannot be exploited by students in order to bully or embarrass fellow students or members of staff. The use of defamatory or intimidating messages/images inside or outside of the school will not be tolerated and confiscation, disciplinary sanctions/restorative justice procedures will be applied to perpetrators as appropriate.

Similarly, the setting up of defamatory groups on Social Networking sites or on mobile phone devices, or contribution to such a group, will be treated as a serious incident and sanctions applied accordingly. *(See also Antibullying policy and ICT Acceptable Use Policy).*

Where evidence comes to light of students making inappropriate use of mobile phones, social media, the internet and other technology outside of school then parents will be informed, and we may need to share concerns with other agencies and/or the police.

7.4. CCTV

CCTV and School cameras can be used to record behaviour incidents and to assist in the identification of culprits, it is available to be shown only and not to be taken away. Any viewing of CCTV imaged must be done in a private area or room. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents, and will be deleted from the CCTV once their purpose has been served.

7.5. POWER TO USE REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school.

The Headteacher and authorised school staff (SLT/Pastoral Leaders KS3/KS4) may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Any incident requiring 'reasonable force' will be recorded and held by the Office.

8. Students with SEND

TAKING ACCOUNT OF INDIVIDUAL STUDENTS' NEEDS (*SEND, vulnerability, race, religion, culture and all protected groups under the Equality Act 2010*)

At Mossley Hollins High School we are keen to ensure that we do not discriminate – through application of the behaviour policy - against students whose apparent inappropriate behaviour may be a function of their SEND, disability, racial and/or cultural background or protected group status.

There will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions. (*See also Policy on Special Educational Needs.*)

If behaviour leading to repeated sanctions is related to a diagnosed learning need, the school will implement strategies and make reasonable adjustments with the aim of allowing the student to meet our expectations.

Training will be provided to staff where necessary to better equip them to meet such students' needs and staff who are RLR/patrol will be provided with a list of any such students so that they are aware of any adjustments to be made. If, after these reasonable adjustments have been made, a student's behaviour still fails to improve then they can be subject to serious sanctions including the use of Permanent Exclusion.

If the behaviour of a student gives cause to suspect that he/she is suffering, or likely to suffer, significant harm, this should be reported to the designated staff (*See Safeguarding Policy*).

Role of the responsible adult

A responsible adult from school will accompany students, at all times, to any Police meetings on site if parents/carers are not available.

9. Mossley Hollins High School – Behaviour Tariff 2025/26:

Unacceptable behaviour in lessons:	Sanctions/Strategies/Behaviour Management Dialogue
Incorrect Uniform	E1 detention (15 minutes)
Missing Equipment	E1 detention (15 minutes)
Late to Class	E2 detention (30 minutes)
Homework Not Completed	E2 detention (30 minutes) (see section above on homework for details on how repeated non-completion will be managed)
Off Task (talking while the teacher is teaching, talking during a silent task, not working hard on the task set, any behaviour which could distract other students)	1 st time – Correction “NAME, you are off task – correct this by...” 2 nd time – E2 detention (30 minutes) Move student to a different seat in the classroom. “If you cannot correct your behaviour then you will be removed from this lesson. “Now it is time to work hard by... (redirect the student to the task)” 3 rd time – Faculty Withdrawal and E3 detention issued (60 minute detention).
Answering Back (not speaking politely to the teacher, making any comment when a sanction or correction is issued, questioning or challenging a correction or sanction)	1 st time – Correction “Correction – do not answer back.” 2 nd time – E3 detention (1 hour) 3 rd time – Faculty Withdrawal- removal from the lesson. *CONTINUING TO ANSWER BACK AFTER A CORRECTION IS SERIOUS AND CAN ESCALATE FURTHER.
RED LINE BEHAVIOUR Swearing Use of discriminatory language (including racism, homophobia and sexism) Aggression or violence	RED LINE RESPONSE – removal from the lesson by SLT, placed in The Hub pending a decision which could include an extended time in The Hub (removal), internal suspension or a suspension from school. Parent/carer contacted by telephone on the same day and invited into school where appropriate. Failing removal by not following our high expectations will lead to a suspension. E5 issued plus 90 minute detention.
Rudeness to staff in the classroom	Verbal correction Class teacher to remove student’s social time

Persistent rudeness to staff in the classroom	Faculty Removal Red Line Response (use of the script) Parents informed
Refusal to comply with a request in the classroom	Verbal correction E2 detention (30 minutes) Class teacher to remove student's social time Faculty Removal Parents informed Reparation
Swearing indirectly within earshot of a member of staff	Verbal correction
Swearing directly to a member of staff	Suspension- at least one day
Swearing directly to a pupil	Faculty removal Internal suspension in serious cases Removal of social time Parents informed
Eating in lessons Repeated eating in lesson	Verbal reprimand Faculty detention Reparation Parents informed

Type of Behaviour		Sanctions
Failure to follow instructions <u>outside of lessons</u>	Bag in the drum, eating in areas out of bounds etc	Verbal reprimand E2 Detention (30 minutes) if repeated

Uniform	<p>Uniform issue(s) that can be immediately rectified - for example wearing coat, tucking shirt in, adjusting length of tie, skirt etc.</p> <p>Incorrect uniform that cannot be immediately rectified. e.g. wearing trainers or other non-regulation</p>	<p>Correction – if addressed immediately then no further action.</p> <p>Lack of response or repeat offence, HOY informed and E1 detention issued. Refusal to Comply leads to Red Line Response.</p> <p>Student to remain with Form Mentor/in the Hub. HoY contacts parents to ask them to bring in the item(s) or permission to send student home to collect.</p> <p>If parent is not available /not authorising student to go home, we will then issue a temporary replacement, for which some kind of deposit must be left to ensure this item is returned to us at the end of the day. If this is not possible then the student will remain with their Form Mentor for the rest of the day. Students to attend the detention logged for incorrect uniform.</p>
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	footwear, no blazer, no tie	If student refuses to wear school item(s) he / she will be in removal with their Form Mentor for the remainder of the day. Parents must be updated.
Hair Styles	No extreme hair styles – e.g. no shaved lines, no unnatural hair colours. Hair bands/clips must be black or purple with nothing extra attached e.g. bows	<p>Correction - hair bands removed if inappropriate.</p> <p>If hair has lines shaved in, then home contacted to remove them, removal with Form Mentor/in the Hub until compliant.</p> <p>If hair is coloured inappropriately, then removal with Form Mentor/in the Hub, contact home and then the student must dye to an appropriate colour for the next school day.</p> <p>If not corrected appropriately, then remains in removal until rectified.</p>
Jewellery	No jewellery to be worn including religious jewellery such as rosary beads (<i>except watches</i>)	<p>Item(s) confiscated and stored at the Office, item returned after 3 weeks (or until the end of half term) – E1 detention (15 minutes)</p> <p>Refusal to comply – removal with Form Mentor/in the Hub until rectified. Update parents.</p>

	– no watches which link to a phone are permitted)	
Make up	Make up (including henna) and nail varnish MUST NOT be visible in the school. No false nails or eyelashes permitted.	Must be removed immediately. Students will be placed in removal with their Form Mentor/in the Hub if this cannot be rectified immediately. E1 detention issued (15 minutes) Treat refusal to comply as Red Line Response Repeat offence – parents contacted.
Mobile Phones, iPods, iWatches, earphones, etc.	Mobile phones MUST NOT be used by students on the school premises. (If any student brings a mobile to Mossley Hollins High School, then it MUST be in their school bag at all times and switched off ALL DAY).	If seen or heard, mobile phones will be confiscated and handed in to the Office where it will be stored in a labelled envelope and locked in the safe for 3 weeks (or until the end of the half term/term). Mobile phone(s) to be passed to staff on first request without disagreement from the student. Student(s) must go to the Office at the end of the school day to collect their phone after 3 weeks). Treat refusal to comply as Red Line Response. Student will remain in removal in the Hub until the phone is handed over. Parents called. If students need to contact home in an ‘emergency’, then they can use a phone at the Office.
Equipment	Students must arrive to school and every lesson with their planner and basic equipment of a blue, black & red pen, pencil, rubber, ruler, scientific calculator, exercise book and their good manners card.	Lack of any equipment issue an E1 detention (15 minutes). Students will be able to purchase stationary from student reception in a morning or from the library at break/lunchtime/after school If no planner, student issued with a planner replacement sheet. An E1 detention will be issued (15 minutes). If they have lost their planner then they can purchase a new planner from the main office at a price of £5.

	Planners and equipment should be on the desk at the start of <u>EVERY</u> lesson.	<i>All staff will have access to an electronic copy of the Planner Replacement Sheet</i>
Food/chewing gum	Students must only eat in designated spaces outside of lessons and chewing gum is not <i>permitted anywhere in or out of the building.</i>	Eating at a time or place (outside of lessons) which breaches the rules will lead to an instant E2 detention (30 minutes) (no correction) and this is the same for chewing gum. Large unhealthy snacks e.g. share size bags of crisps, sweets, fizzy or sports drinks are not permitted. The item(s) will be disposed of.
Smoking – in or out of the building including e-cigarettes, vape-sticks or pens.		Decision will be made by the Headteacher/SLT on action to be taken which could include: <ol style="list-style-type: none"> 1. Internal suspension 2. Suspension Parents must be informed. Permanent exclusion could also be used due to the serious nature of this issue and particularly if the safety of others has been put at risk. All e-cigarettes, vape sticks, pens and smoking paraphernalia will be disposed of by the school in all circumstances. At any point a referral can be made to the school nurse or external agency. Referral to Branching Out via OBC
Smoking cigarettes/E-cigarettes (Vapes) around the school grounds		Parents informed Removal Reparation Referral to Branching Out via OBC – All smoking cessation removed Item confiscated Suspension

Smoking or using e-cigarettes whilst engaged in school activities outside the school or whilst in school uniform on the way to and from school	Parents informed Item confiscated E2 Detention Reparation
Possession of cigarettes, matches, lighters, e-cigarettes in school, in the school grounds or engaged in school activities outside school	Parents informed Item confiscated E2 Detention Reparation
Selling cigarettes/e-cigarettes in school or on the school site	Internal suspension (2 days) Possible Suspension
Setting materials alight e.g. paper on the school site	Suspension (fixed term) Permanent Suspension (dependent on case) Parents involved Possible referral to fire support services
Drugs/Alcohol/Illicit Substances	Possible sanctions (one or more may apply): <ul style="list-style-type: none"> • Suspension (length depending on the nature of the offence) • Behaviour Placement • Off-Site Direction • Report to the Police as a crime • Referral to Branching Out or other external agencies • Permanent Exclusion (for possession/use of illegal drugs on the school)
Legal drugs Unauthorised possession or use of medicine	Confiscation Parents informed Refer to school nurse/counselling if this is repeated.
Distributing illegal drugs in school /school grounds or engaged in school activities outside school	Permanent exclusion or fixed term suspension (depending on the individual case) Counselling from 'Branching Out' Police involvement Item confiscated
Bringing or using illegal drugs in school or on school grounds or whilst engaged in school activities outside school	Period of Suspension (1 – 15 days depending on circumstances and history) Counselling from 'Branching Out' Police involvement

Buying illegal drugs in school/ school grounds or whilst engaged in school activities outside school	Period of Suspension (1 – 15 days depending on circumstances and history) Counselling from ‘Branching Out’ Police involvement Item confiscated
Arranging for drugs to be bought whilst in school	Period of Suspension (depending on the individual case) Counselling from ‘Branching Out’ Police involvement Dependant on student and scenario permanent exclusion
Under the influence of drugs or alcohol, or in possession of drugs/alcohol	Parents informed immediately Internal suspension or fixed term suspension (depending on circumstances)
Bringing the school into disrepute	Removal, Internal Suspension, Fixed Term Suspension up to and including permanent exclusion
Misuse of Fire Alarm 1 st offence 2 nd offence	Suspension. Referral to GM Fire and Safety Police Panel. Further misuse of fire alarms and/or behaviour which puts the safety of others at risk could result in Permanent Exclusion.

Community issues 1 st offence	These issues will be dealt with in partnership with local police through Mossley Hollins Police Panels – sanctions could include detention, community payback or an apology, reparation, removal in the Hub and Suspension.
2 nd and subsequent offences	Discussion will take place with SLT/ Headteacher regarding appropriate sanction in conjunction with Police involvement. Sanction may include Suspension or Permanent Exclusion.
Bullying Homophobia Disability discrimination	Sanction will depend on the nature of the offence but could include: <ul style="list-style-type: none"> • Fixed Term Suspension • Internal Suspension • Reparation • Isolated lunch • Detention • Removal in the Hub • Restorative meeting with the victim where appropriate and with consent of victim and their parents/carers • Parents informed • HoY to log on TEAMS centralised tracker

	Serious or persistent bullying may lead to Permanent Exclusion
Direct Racism	Suspension
Fighting (including any form of physical aggression whether provoked or unprovoked*) 1 st offence 2 nd offence 3 rd offence *If deemed to be an assault then report as a crime and treat as 2 nd or 3 rd offence	Suspension – length to be determined by the nature of the offence, Police informed. Removal may be necessary on return to school Extended Suspension followed by Off-Site Direction Extended Suspension - consider whether Off -Site Direction or Permanent Exclusion is necessary
Scuffle	Verbal reprimand Loss of social time Parental contact Reparation
Spontaneous attack. No injuries.	Internal suspension Suspension for one day Reparation
Spontaneous attack. Minor injuries not requiring further medical treatment.	Suspension up to 5 days (depending on the circumstances and previous history)
Spontaneous attack. Significant injuries requiring medical treatment.	Suspension up to 15 days (depending on the circumstances and previous history)
Serious pre-meditated attack on a pupil sustaining injuries.	Suspension for at least 5 days or longer if threat continues. Permanent Exclusion in extreme cases Behaviour placement at another school Extended Off -Site Direction
Physical attack on a student by more than one	Suspension for at least 5 days or longer if the threat continues

Physical assault on a member of staff	Immediate suspension Permanent Exclusion (depending on circumstances or previous history)
Carrying knives or other offensive weapons	Suspension-length depending on individual case Police informed Confiscation of items
Use of knives or offensive weapons	Permanent Exclusion Police informed
Threatening, aggressive behaviour/inciting violence (including via social media)	This type of behaviour will have varying degrees of severity – sanction to be determined by the nature of offence but could include: Removal in the Hub Internal Suspension Suspension with possible Off-Site Direction Reparation
Inappropriately touching another student	Sanction will depend on the nature of event but could include: Internal suspension Fixed Term Suspension Behaviour Placement Referral to external agency team (YOU THINK) Police Referral- report as a crime as necessary.
Performing inappropriate sexual acts on the school premises	Sanction will depend on the nature of event but could include: Internal suspension Fixed Term Suspension Behaviour Placement Referral to external agency team (YOU THINK) Police Referral- report as a crime as necessary.
Indecent exposure on the school premises	Sanction will depend on the nature of event but could include: Internal suspension Fixed Term Suspension Behaviour Placement Referral to external agency team (YOU THINK) Police Referral- report as a crime as necessary.
Selling items (such as confectionery, crisps and drinks) to other students on the Academy site 1 st offence	Parental contact, loss of break and lunchtime, items confiscated (parents can collect or will be disposed of)

2 nd offence	Parental meeting with Head of Upper/Lower School, Removal in the Hub for a minimum of 2 days, items confiscated (parents can collect or will be disposed of)
3 rd offence	Suspension, items confiscated (parents can collect or will be disposed of)
Misuse of the internet (including in school use and use out of school including school email system)	Sanction will depend on the nature of the offence but could include: <ul style="list-style-type: none"> • Reparation • Removal of internet access • Detention • Removal in the Hub • Suspension
Using or carrying a mobile phone for bullying, peer on peer abuse, sexual harassment whilst travelling to school, whilst in school uniform or whilst on a school trip/visit	Parents contacted Removal with HoY/HoF Internal Suspension or period of fixed term Suspension – dependant on the case Police involvement – depending on the case
Using smart watches in school	Watch confiscated until the end of half term/term or three weeks.
Downloading or viewing materials which do not relate to studies	Warning Incident logged on cyber safety incident form. Ban on using computers put in place for up to one week May have legal implications in Prevent Duty Parents contacted
Repeated downloading or viewing materials which do not relate to studies	1 hour school detention Reparation Incident logged on cyber safety incident form Ban on using computers put in place for one week Parents informed Removal with HoF/HoY
Using someone else's password	Warning Ban from using school technologies – dependant on impact Incident logged Reparation depending on case
Plagiarism	Warning Incident logged Complete work again Skills training Removal with HoY/HoF depending on case

<p>Transmitting harassment/hate material</p>	<p>Internal Suspension Possible Suspension (dependent on case) Reparation Incident logged May have legal implications in Prevent Duty Possible police involvement</p>
<p>Downloading soft-core pornography, drug or bomb-making recipes or materials that others may find offensive such as sexist or racist jokes</p>	<p>Reparation Removal HoY/HoF Report to police Incident logged Parents informed May have legal implications in Prevent Duty Internal Suspension or period of fixed term Suspension – dependant on the case</p>
<p>Showing age-restricted materials to pupils under the specified age</p>	<p>This is illegal - report to police Incident logged Parents informed Removal Internal Suspension or period of fixed term Suspension – dependant on the case</p>
<p>Making, viewing, distributing indecent images of children</p>	<p>Report this to the police, do not download, print or send by email – this is an offence in itself. Parents informed. Internal suspension/suspension</p>
<p>Lunchtime Behaviour (including collective/individual failure to leave a dining space tidy, disruptive or anti-social behaviour)</p>	<p>E2 detention issued (30 minutes) Parents informed</p> <p>Sanction will depend on the nature of the offence but could include:</p> <ul style="list-style-type: none"> • Reparation (including tidying/cleaning the dining space and other community service sanctions) <ul style="list-style-type: none"> • Loss of social time • Removal in the Hub • Suspension
<p>Damage to the school site or equipment*</p>	<p>Parental contact. School based community service (reparation) such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti and/or removal in the hub/ loss of break and lunchtime. Depending on the incident it could lead to an internal suspension or a fixed term suspension. *The school will always attempt to recoup losses by invoicing parent(s)/guardian(s).</p>

Misuse of Homebase	Reparation for individuals Individual homebase ban Closure of homebase for set period of time Lunchtime detentions Removal with HoY if necessary
Throwing of any missile from central stairs	Dependent on the case Parents informed Removal Internal Suspension Suspension Reparation
Use of school lifts without permission	Reparation/Loss of break/and/or lunch
In an out of bounds area	Verbal warning Referred to HoY
Unacceptable behaviour out of school whilst wearing school uniform (e.g. on bus etc)	Removal Internal Suspension Possible Suspension (dependent on the incident) Reparation Written letter of apology where appropriate
More than 1 student using the toilets together	Loss of break/lunch time with HOY Removal with HOY Searched by two members of staff Suspension if necessary
Anti-Social Behaviour – spitting	Verbal reprimand/warning Reparation Removal with HOY/HOF Internal suspension Possible fixed term suspension
Graffiti on desks	Verbal reprimand. Student to remove graffiti Pay for repairs if graffiti cannot be removed Reparation Apology to site staff

Graffiti on walls	Removal with HoY/HoF Internal Suspension Fixed term suspension in extreme cases Pupil to remove graffiti Reparation Pay for damage incurred Parents informed Apology to site staff
Vandalism	Pay for damage Reparation Internal Suspension Fixed term suspension in extreme cases Parents informed
Accidental damage due to inappropriate (silly) behaviour	Removal Suspension – depending on the case Parents contacted Pay for damage incurred
Verbal abuse of staff (direct swearing at staff or racism, pupil will be suspended)	<p>Any direct swearing at staff or use of discriminatory language to staff will lead to a suspension.</p> <p>Where abuse is less severe, the sanction is likely to be internal suspension/removal in the Hub.</p> <p>Repeated verbal abuse of staff may lead to a fixed term suspension, Behaviour Placement, Off Site Direction and ultimately Permanent Exclusion.</p>
Repeated lateness	E2 Detention sanction (30 minutes) Meeting with Attendance Officer & parents/carers Referral to HOY / Behaviour Manager/SLT Punctuality support sheet Parents involved
Truancy: selected lessons	<p>Late Arrival to lesson:</p> <ul style="list-style-type: none"> ○ Up to 10 minutes late without a valid reason: E2 (30-minute detention). ○ More than 10 minutes late: E3 (1-hour truancy detention). <p>Missing a Lesson (while in school)</p> <ul style="list-style-type: none"> ○ If a pupil is present earlier in the day but fails to attend a lesson, the teacher will notify the Attendance Team and issue an E3 (1-hour detention).

	<ul style="list-style-type: none"> ○ The Attendance Team, Head of Year (HoY), and Red Line Response (RLR) will investigate and confirm next steps.
Truancy: full or half day	<p>Students missing 2 or more lessons in one day will be placed in HUB removal the following day (E4).</p> <p>HoY will contact parents and initiate a Truancy Behaviour Contract for persistent cases.</p>
Repeated Truancy	<p>Extended removal time in the Hub</p> <p>Parents informed</p> <p>Internal suspension</p> <p>Suspension</p>
Leaving the school site during the school day without permission	<p>Removal with HoY/HoF</p> <p>Parents informed</p> <p>Internal suspension</p> <p>Reparation</p> <p>Possible suspension depending on the circumstances</p>
Theft	<p>Reparation depending on case</p> <p>Removal with HoY</p> <p>Internal Suspension</p> <p>Items returned/replaced</p> <p>Suspension – depending on case</p> <p>Parents involved</p> <p>Possible police involvement</p>
Refusal to comply with the instructions of the Headteacher, Deputy Headteachers or Assistant Headteachers	<p>Students will be given 30 seconds to comply with the instruction – failure to comply at this point will lead to suspension.</p> <p>Persistent refusal to comply with the instructions of senior staff may lead to Permanent Exclusion.</p>

The Headteacher reserves the right to administer discipline to all students in the school based upon the evidence in relation to the incident available at that time, including information about the student’s previous record. The Headteacher /Deputy Headteachers/Assistant Headteachers reserves the right to refer any incident to the Police where a crime may have been committed.

10. Appendix

10.1. Appendix 1: Physical Restraint

10.1.1. Rationale

At Mossley Hollins High School it is our mission to have high expectations and excellence in all that we do including student behaviour. We also recognise our responsibility and duty to care for and support one another as adults and students. In general it is important that adults working in school avoid inappropriate physical contact with students but it is neither desirable nor possible to have a total 'no contact' policy as there are a variety of situations where this would not be responsible (e.g. providing first aid, demonstrating use of a musical instrument, demonstrating sports techniques). One such occasion where contact may be necessary is where there is a need for appropriate physical restraint or the use of reasonable force, both of which are permitted in law (DFE Use of Reasonable Force July 2013) to prevent students from hurting themselves or others, from damaging property in such a way that it could cause serious injury to themselves or others or from causing disorder. It is recognised that in practice the use of reasonable force will be a rare event. This policy should be seen in conjunction with the right to search students.

10.1.2. Purpose

The purpose of this document is to:

- Explain the rights of staff to use reasonable force when necessary;
- Explain the nature of reasonable force;
- Set out the circumstances in which reasonable force may be justified;
- Explain the reporting and recording procedure;
- Set out the complaints process;

10.1.3. Guidelines

The rights of Staff

All members of staff have a legal power to use reasonable force within the limitations of this policy and there may be occasions when failure to do so could breach the duty of care towards students. The school will support staff where a member of staff uses reasonable force within the context of this policy. Key staff are trained via Team Teach on positive handling methods.

10.1.4. What is reasonable force?

Force can be used to either control or restrain. Control means either passive physical contact such as standing between students or blocking a student's path or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control and is typically used in more extreme circumstances. Regarding both control and restraint, 'reasonable force' means using no more force than is needed. Staff should always try to avoid acting in a way that might cause injury but it may not always be possible to avoid injury to a student. Our guiding principles at Mossley Hollins High School are 'reasonable, proportionate and necessary'.

10.1.5. When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property in such a way that it could cause serious injury to themselves or others or from causing disorder. The decision on whether or not to use reasonable force is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. There is no need for parental consent prior to using reasonable force. In using reasonable force, reasonable adjustments need to be made for disabled students and students with a statement of special educational need.

It is not possible to provide a comprehensive list of all the situations in which it might be appropriate to use reasonable force and they will in practice be rare but some examples of where reasonable force may be necessary to use are to:

- Remove disruptive students from a classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that seriously disrupts a school event;
- Prevent a student leaving a classroom where allowing them to leave would seriously risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student;
- Restrain a student at risk of harming themselves through physical outbursts;
- Physically separate students found fighting;

10.1.6. Reporting and Recording

Any incident involving the use of physical force with students **MUST** be reported to Headteacher and the Deputy Headteacher responsible for pastoral care as soon as practically possible (or to another senior member of staff in the Deputy's absence).

All incidents must be recorded on the school proforma **as soon as possible** with **as much detail as possible including statements from any witnesses**.

The Headteacher/Deputy Headteacher will decide on how best to report the incident to parents/carers.

10.1.7. Complaints

All complaints about the use of force will be investigated thoroughly, speedily and appropriately by a person appointed by the Headteacher.

When a complaint is made the onus is on the person making the complaint to prove that the allegations are true.

Where there is an allegation against a member of staff of using excessive force the school will use the Staff Disciplinary Policy but suspension will not be an automatic consequence of the allegation.

The school will ensure that appropriate pastoral care is made available to any member of staff who is subject to a formal allegation following a use of force incident.

Where the decision is taken to suspend a member of staff, the Governing Body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action.

Where a member of staff has acted within the law – to use reasonable force in order to prevent injury, damage or disorder – this will provide a defence to any potential criminal prosecution or civil action.

10.2. Appendix 2: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students 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 students and staff
- The Behaviour Policy explains that suspensions/exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions

- Families are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

The Local Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.