

## Moorside High School - Localised Behaviour Policy

2025/2026

CONSIDERATION | ASPIRATION | RESILIENCE | EQUALITY

|                      |                     |
|----------------------|---------------------|
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**Moorside  
High School**  
*Enriching Lives, Inspiring Ambitions*

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1. Introduction

As part of Consilium Academies, this school follows the Trust's overarching behaviour policy, which is in line with the Department for Education (DfE) guidelines on behaviour in schools.

These local arrangements provide further clarity on how the school will implement the Trust-wide policy, outlining the school's core values, behavioural expectations, praise systems, responses to poor behaviour, and strategies to address contributing factors such as Special Educational Needs and Disabilities (SEND).

This policy is also written with reference to Salford City Council's Educational Inclusion Strategy: [Salford Education Inclusion Strategy 2020 to 2023](#) which aims to ensure that our young people are in a school or educational setting which is right for them, supported by trauma informed professionals within and around the school, where their emotional and learning needs are being met, and where they feel included, valued and invested in as an individual.

2. School Culture and Values

We are committed to inclusive practice, removing barriers, and supporting all students in their transition to safe, happy and successful post-16 pathways and adult life. By rewarding and recognising students who consistently demonstrate our CARE values, we promote the development of character and metacognitive skills. This allows students to be more aware of their own thinking, including their strengths and areas to work on.

We strive for every student, regardless of their background, to become courageous, curious, and independent thinkers. Through an academically rigorous curriculum that balances a broad range of knowledge and skills with deeper understanding, we provide a rich educational experience that helps students grow, explore new interests, and develop their character. Ultimately, we aim to prepare students for their next steps.

The aim of the Moorside Way is to ensure that Moorside High School, offers students a happy and caring environment in which they all can achieve the highest educational standards. We actively promote positive behaviour through our Culture of Excellence and CARE values. These values underpin the key aspects of our school's practice.

- Strong leadership and clarity of whole-school vision
- Consistent Quality First Teaching strategies – including the teaching of good behaviour
- Reward and recognition of excellent behaviour
- Clear communication and partnership with parents/carers and other external agencies/professionals
- Support for student transition points
- Staff training and development to promote a trauma-informed approach to behaviour management.

At Moorside High School, students are treated as individuals and the sound relationships between staff and students are based on mutual respect and our core values of **C.A.R.E - Consideration, Aspiration, Resilience, Equality**

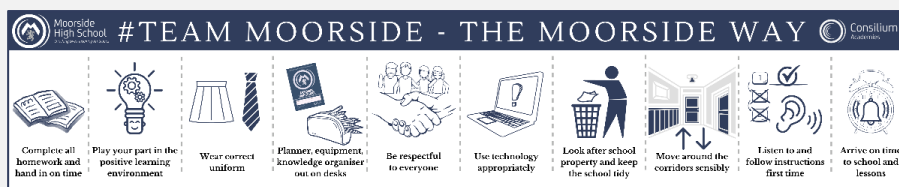


The achievement of high standards is through an emphasis on praise and rewards combined with stimulating and effective Quality of Education. Our core purpose is to ensure every student leaves us ready for their next successful chapter, with students attending college/university or starting a fulfilling career.

### 3. School expectations

The school seeks to create a safe, caring, and orderly environment in which students can best learn, and demonstrate our core values, they will achieve this by:

- Following the Moorside Way expectations (see appendix 1)
- Showing consideration for all. Fostering a sense of belonging, care and enjoyment in learning and school life with Team Moorside. Promoting a sense of responsibility for oneself.
- Aspiring students to be the absolute best in all that they do. Cultivating an ethos, which fosters discipline and mutual respect between students, and between staff and students.
- Resilience - Encouraging students to work hard and never giving up, seeking help, and helping other. Ensuring early support for students where appropriate.
- Valuing diversity and tackling discrimination. Ensuring fairness for all and respect for all types of diversity. Promoting a proper regard for authority and positive relationships based on mutual respect.
- Providing a safe environment for students free from disruption, violence, bullying and any form of harassment or unwanted behaviour.
- Encouraging consistency of response to both positive and negative behaviour.
- Encouraging a mutually supportive and positive relationship with parents and carers to encourage a shared approach in the implementation.
- Encouraging staff to seek opportunities to praise all students in their care and reward where appropriate.



It is the schools view that even with excellent academic learning, unless students understand how to behave impressively and appropriately, they will be disadvantaged. For this reason, we consider the teaching of behaviour to be just as significant as academic learning and readiness. Our behaviour curriculum is centred around the teaching of routines and habits – The Moorside Way.

### 4. Classroom expectations

- Arrive on time, fully equipped and ready to learn for each lesson which includes, having a school bag, their planner, Knowledge Organiser, pens, pencil and ruler in a pencil case.
- On entry, staff will meet and greet students on the door. Students will 'Enter with Excellence'.
- They will complete the retrieval task that will be on the board ready.
- Student will adhere to '3-2-1-SLANT' (Sit Up, Listen, Ask & Answer Questions, Never Speak Over Someone, Track the Speaker)
- Students will take part in the Teaching Cycle – Show, Check Practice and will complete all work in lessons.
- On leaving, students will 'Exit with Excellence' - Standing behind their chairs, checking their uniform and ensuring the room is tidy. They will be dismissed in an orderly fashion and go directly to their next lesson.
- Staff dismiss students from the classroom doors.



## 5. Around the school expectations

Students should always:

- Demonstrate our C.A.R.E Values - Consideration, Aspiration, Resilience, Equality.
- Be polite and courteous towards everyone.
- Wear full school uniform and be proud of their appearance.
- Respect the school buildings, equipment, and facilities.
- Respect other people (staff, students, and visitors) and their belongings.
- Move quietly and calmly around school.
- Arrive promptly for school and for each lesson.
- Bring the correct equipment to each lesson.
- Respond promptly to a request from a member of staff or adult.
- Be an ambassador for Moorside High School both inside and outside of school.
- Follow the Moorside Way.

## 6. Promoting positive behaviour

The school's ethos of encouragement is central to the promotion of positive behaviour for learning. Students thrive on positive praise, encouragement and recognition for their hard work and efforts. Staff are encouraged to praise and reward students in line with the Moorside Way expectations. Students are rewarded regularly for meeting the school's basic expectations, centred around punctuality, organisation and attitude to learning. Students are rewarded both in and out of lesson with positive points. There are also opportunities for students to be rewarded on more formal occasions, such as in assemblies, by the Principal or at an Awards Evening. Systems for developing rewards are developed through consultation with staff and students.

All staff are involved in the rewards process and are encouraged to use these as a way of recognising the positive behaviour for learning reflected by the majority of students across the school. Certificates and prizes are presented in year/school assemblies.

They are awarded for:

- Progress and attainment
- Social Responsibility
- Attendance/Punctuality
- Sporting achievements
- Accumulation of positive Class Charts points
- Departmental rewards
- Engagement in extra-curricular activities

## 7. Responding to poor behaviour

Behaviour for learning is our whole school system for reducing disruption in the classroom and on corridors in order to improve the quality of learning and teaching and to create a safe and happy environment for all students, staff and any other person associated with the school.

All members of our community have the right to learn – anyone who disrupts the learning of others or behaves in a way which is disrespectful, stops others being safe, healthy or enjoying school can expect to receive a consequence.

## Objectives of the behaviour for learning grades

- To support the quality of learning
- To reward students for good behaviour
- To ensure a consistent approach to discipline throughout the school that is clearly understood by staff, students and parents
- To help students learn that their behaviour has consequences
- To teach students how to behave appropriately, both in and outside school
- To reduce behaviour that has a negative effect on learning
- To develop personal responsibilities for acceptable behaviour

We believe that providing engaging and purposeful lessons and extended curricular activities in school that are supported by praise and encouragement help prevent unacceptable behaviour.

Any consequence will be implemented consistently and will be proportionate and fair. Clear explanations for the consequence applied will always be given, together with guidance on how to avoid future consequences. Responses to behaviour may vary according to the age of the student and any other special circumstances that may affect the student.

Positive behaviour for learning and a culture of social responsibility and participation is at the heart of the school, however, should students not demonstrate The Moorside Way expectations, this policy is to operate the normal school consequence including detentions, after school and at lunchtime. Students who blatantly disregard the code of behaviour expected of them may be fixed term suspended or permanently excluded from school. In such cases, parents/carers will be kept fully informed and involved. Students who persistently defy the code of behaviour are likely to be referred to the Governors' Student Disciplinary Committee. Occasions may arise when external agency involvement or temporary transfer to another local school may be the most appropriate course of action (Please see off-site direction).

| BFL Grade | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | Outstanding Behaviour – The expectation for all 'Team Moorside' members <ul style="list-style-type: none"><li>• Students make every effort to ensure others can learn.</li><li>• Students actively engage in the lesson, often exceeding expectations.</li><li>• Students self-manage their behaviour and actively support their peers.</li><li>• Students are aware of safety and actively manage the safety of others.</li></ul>                                                      |
| 2         | Good - Minimum Expectation <ul style="list-style-type: none"><li>• Students show respect and dignity to staff and students.</li><li>• Students follow instructions quickly, without question.</li><li>• Students are polite and show responsibility for their own behaviour.</li><li>• Time is used productively within the lesson.</li><li>• Students are aware of the health and safety of others.</li></ul>                                                                          |
| 3         | Class Teacher Detention <ul style="list-style-type: none"><li>• Low level disruption.</li><li>• Minimum behaviour expectations are not met.</li><li>• Time is wasted as a result of being off task.</li><li>• Any warnings given are not acted upon.</li><li>• Students lack attention and focus is easily lost.</li><li>• Students are slow to respond to instructions.</li><li>• Respect towards others is not evident.</li><li>• Homework is not to the required standard.</li></ul> |
| 4         | <ul style="list-style-type: none"><li>• Whole School Detention</li><li>• Student is exited to the Removal Room.</li><li>• Failure to attend class teacher detention</li></ul>                                                                                                                                                                                                                                                                                                           |
| 5         | <ul style="list-style-type: none"><li>• Internal Reflection</li><li>• Refusal to comply – Walkabout</li></ul>                                                                                                                                                                                                                                                                                                                                                                           |

## 8. Additional Support

Some students will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

At Moorside High School, we recognise that behaviour can be the external symptom of a range of underlying factors, and that becoming dysregulated is an involuntary event and require calming before rational decision making or discussion of cause or consequence can happen.

For this reason, we have intentionally created emotionally aware environments across school that can support the integral processes of calming, regulation, and reflection for students when they are feeling heightened or triggered.

We believe that a strong partnership forged between parents and teachers can overcome most behavioural challenges, and we hope that standards of behaviour in school are exactly those that are expected from parents/carers in their homes. We expect decisions in school to receive full parental support.

## 9. Early Intervention

Moorside High School is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour. The school has an extensive and carefully evaluated interventions offer (see Appendix 2 – Social Emotional Mental Health Provision Map). We aim to provide early interventions to students when they are needed, rather than as a consequence to poor behaviour at a later time. We recognise that all behaviour is a form of communication and may be a symptom of other needs that a student has. We aim to address these needs as soon as they are identified.

## 10. Special Educational Needs

Moorside High School recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These will be documented on the student's SEND 'passport'.

Strategies to support students with SEND may include:

- Short, planned movement breaks
- Adjusting seating plans
- Training for staff in understanding conditions such as autism

- A rapid response 'on-call' system which means teachers can request a member of the SEND team to attend their lesson to support students with sensory breaks or regulatory intervention as required
- Reasonable adjustments, where necessary, sanction given (for example, reduced time in the Removal/Reflection Room).

## **11. Considering whether a student displaying challenging behaviour may have unidentified SEND**

Moorside High School's special educational needs co-ordinator (SENCO) may assess a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **12. Uniform**

Our high standards and expectations require all students to wear their full uniform correctly. Our policy regarding uniform is based upon the principle that it:

- Promotes pride and responsibility in preparation for adult life.
- Promotes a sense of community and belonging towards Moorside High School.
- Is practical and smart and identifies the students as being part of Moorside High school.
- It makes students feel equal to their peers in terms of appearance and reduces peer pressure to dress in 'designer' fashions.
- Is regarded as suitable wear for school and good value for money.
- Can assist identification of strangers on school premises quickly.

The correct school uniform must therefore be always worn on the school site and when travelling to and from. No hoodies may be worn over or under school blazers, only traditional coats to be worn over the top.

### **Compulsory uniform**

- School blazer with school badge.
- School tie.
- Either - Black school trousers, worn with black socks (encouraged for all students) Or a navy-blue skirt, worn with plain black opaque tights, no less than 40 denier. Skirts must be worn close to the knee and not rolled at the waist.
- White shirt with top button fastened and tucked in.
- Flat plain black sensible school shoes.
- V-neck, navy blue jumper with red stripe on the V-neck (Optional)
- A school bag - A school bag should be functional rather than fashionable: it should have the capacity to hold A4 books, typical school equipment and PE kit. Bags do not have to be of a particular colour, though we discourage anything with obviously expensive designer branding, as this puts additional pressure on other parents to spend more than is necessary for such a basic school item. A backpack is an ideal style of bag because it is comfortable and has a large capacity. 'Manbags' and 'handbags' are not allowed as they are not fit for purpose.

### **PE Kit**

- Plain navy-blue polo shirt (no logos or branding).
- Plain navy-blue sports shorts or skort. (No logos or branding, no hot pant style shorts).
- Plain navy-blue knee length socks.

### **Optional**

- Navy blue polo shirt with white piping.
- ¾ zip training top.
- Reversible sports top.
- Track pants.
- Leggings.

### Uniform expectations:

- Shirts/blouses must be tucked into students' trousers or skirt and buttoned to the neck.
- Only school related badges are to be worn on the blazer lapels.
- Coats are not permitted in the building and will be taken off students until the end of the school day if they are seen wearing them indoors.
- Hoodies and tracksuit tops are not permitted in school and will be taken off students until the end of the school day if they are seen wearing them indoors.
- Jewellery of any description is not encouraged and is not practical for many reasons. If worn, i.e., necklace, it must not be seen.
- Boys and girls are allowed to wear one stud earring, in the lobe of each ear. Large earrings that hang below the ear, bars or hoops are not permitted.
- All Jewellery must be removed for PE activities and is brought into school entirely at the student's own risk.
- Hair: Smart styles, cuts and natural colours are permitted.
- Natural looking make-up is permitted. Students will be requested to remove excess make-up including false eye lashes and nails. Nails must be natural.
- Plain black or plain navy hijab (if required).

THE FINAL DECISION ON THE APPROPRIATENESS OF UNIFORM LIES WITH  
THE PRINCIPAL OR VICE PRINCIPAL

## **13. Punctuality and lateness**

We expect all students to have excellent punctuality to support their life choices after school.

The benefits of being on time:

- It gets the day off to a good start and puts students in a positive frame of mind, so that they can make the most of their learning opportunities.
- Standards time is very important. Lots of information about the school day is given out first thing in a morning and students may miss key information if they are late.
- It sets positive patterns for the future - You can't expect to keep a job if you're always coming in late.
- It leads to better achievement as students attend for the entirety of each lesson.
- It helps students develop a sense of responsibility for themselves and towards others and is a sign of good character.
- It is respectful to teachers and to peers and builds good habits for later in life.

All students should arrive at school no later than 8:25am. Students should enter the school building via the pupil entrance at the back of the school. The school building is open from 8am and students can purchase breakfast items from the school canteen.

If your child is late to school:

- Students arriving to school late between 8:25am – 9am must arrive via the student entrance. The school attendance officers will be on duty to meet any late students and support them to attend standards time/lessons promptly. Students marked on the register as arriving late to school ('L' code) will receive a late detention at lunch time the next school day.
- Students arriving to school after 9am when morning registers have close ('U' code) must arrive and sign in via the main school reception. This is classed as an unauthorised absence and will affect your child's school attendance. Students arriving after 9am will receive a late detention at lunch time the next school day. Please be aware that the school can apply to the Local Authority for a fixed penalty notice for any student that receives 10 or more 'U' codes for lateness. This may result in parents/carers receiving a fine

of up to £120 per parent/per child.

- If your child is going to be late for school, where possible we encourage parents/carers to contact the school office to advise us of the reason for your child's lateness. If there is a justifiable reason for their lateness the office will make a note of it and will ensure that your child is not given a 'late detention'.
- If your child has a medical appointment that will cause them to be late, please let us know in advance by either calling the office or sending your child in with a note/appointment card so that we can mark it on our registers. For emergency appointments a phone call in the morning is much appreciated.
- If your child is late, they must sign in at reception.

## **14. Student Planner**

It is an expectation that all students have a school planner with them daily. School planners are handed out to students free of charge at the start of each academic year. The school planner must have an accurate copy of the student's lesson timetable for reference and to support them to arrive to lessons on time.

If a student forgets their school planner, then they should collect a daily planner replacement card from their Form Tutor or Head of Year at the start of the day.

School planners should be placed on the desk and visible to teachers in every lesson. If a student is permitted to leave the lesson, they must carry their school planner with them and have a dated and time stamped note to explain their temporary absence from lesson.

If a student loses their school planner they will be expected to purchase a new one from the school reception. Replacement planners are charged at £3

## **15. CCTV**

Consilium Academies at Moorside High School may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

## **16. Mobile phones and electronic devices**

It is the school's policy that mobile phones should always be kept switched off and in bags throughout the school day. If a mobile phone is brought into school, they must not be kept in blazer pockets or on a student's person. If they are seen or found on a student's person and not in a bag, it will be confiscated. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse.

If a student fails to follow this policy, their device (including earphones) will be confiscated. In the first instance, the item will be returned at the end of the school day. Students who cooperate with staff when their devices are confiscated will receive their phone or device back at the end of the day. If a student does not comply with staff instructions, their device will be taken, and they will be sent to the reflection room.

If there are further incidents of misuse, parents or carers will be required to collect the device in person. Staff may use their discretion where needed and may search bags (in line with school policy) considering a concern around a mobile device.

## **17. Food and drink**

To help maintain a clean and safe environment for all members of the school community, students are encouraged to consume all food and drink in the school canteen on the ground floor. If students wish to take food outside, they must remove all packaging and place this in the bin prior to leaving the building. Food purchased in cardboard pots/trays can not be taken outside.

- Any students found eating in other areas of the school will be redirected back to the ground floor canteen.
- Students are responsible for clearing their own rubbish and any leftovers before leaving the canteen.
- Students are allowed to consume water in classrooms and learning spaces. We encourage students to bring a re-fillable water bottle to school.

## 18. Vandalism and damage to property

Moorside High School is committed to maintaining a safe, clean and respectful environment for all students, staff and visitors. Acts of vandalism and damage to property are considered serious breaches of the school's behaviour expectations and will not be tolerated.

Vandalism refers to the intentional damage, defacement or destruction of school property or the property of others, including but not limited to buildings, furniture, equipment, books, displays and personal belongings.

Examples of vandalism and damage may include:

- Writing on or defacing desks, walls or school furniture
- Breaking windows, equipment or fixtures
- Tampering with fire alarms, security systems or school technology
- Damaging another person's personal belongings intentionally
- Graffiti or other forms of visual defacement

All incidents of vandalism or damage to property will be investigated promptly and thoroughly. Parents/carers may be held financially responsible for the cost of repairs or replacement of damaged property. Consequences will be decided on a case-by-case basis. Depending on the severity of the incident, sanctions may include detentions, suspension, or exclusion in accordance with the school's behaviour policy. In cases of serious and repeated vandalism the school reserves the right to involve the police.

## 19. Bullying and anti-social behaviour

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) and difficult to defend against.

We will always deal with incidents of anti-social behaviour and bullying swiftly. Anti-social behaviour and bullying may include verbal, physical, sexual or cyber bullying. Appropriate staff will deal with all incidents in a swift and robust manner. We will regularly promote students speaking out and create a culture where students are encouraged to talk to a member of staff if they are concerned or worried about such incidents.

**We recognise that:**

- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm
- all people, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

**We will seek to prevent bullying by:**

- developing and embedding the school's culture of Excellence that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with staff, students and families about bullying and how to prevent it
- all types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Secondary School RSE and Health Education Policy
- providing support and training for all staff on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- putting clear and robust anti-bullying procedures in place.

Our regular discussions with staff, students and families will focus on:

- group members' responsibilities to look after one another and uphold our culture of Excellence
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our school.

We promote and instil the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in all its forms through our curriculum. We make use of our curriculum and assemblies to reiterate clear anti-bullying messages. Direct sanctions can range from a formal warning to detentions or exclusions. Suspension and restorative approaches are used to serve as a clear message that we will not tolerate any form of bullying.

As appropriate, we will encourage students to:

- Tell an adult whenever they have concerns
- Walk confidently away from confrontation
- Surround themselves with supportive friends
- Be vigilant, keep watch and be supportive of one another
- Report any incidents of bullying
- Delete or block any unwanted messages or friends who leave inappropriate comments on social media
- Never respond to harassing or rude texts, emails, blogs
- Use privacy settings properly.

All incidents of bullying should be reported to the victim's Head of Year, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the Assistant Vice Principal (via our online safeguarding system, CPOMS) of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses will be interviewed separately
- Details of the incident will be written down / recorded; this may need prompting with questions from a member of staff to obtain the full picture
- The Head of Year will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc provided by the victim
- Members of staff will listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All students involved are informed that they must not discuss the interview with other students.
- Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for further safeguarding processes to be implemented.

Students can report concerns to their Head of Year, Form Tutor or any member of staff. If they do not feel comfortable doing this, they can report it via our 'Speak Up, Speak Out' platform. Parents and students can also report any concerns anonymously via our SHARP platform which can be accessed via the school website.

- If the Head of Year is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Inclusion Leader will inform the perpetrator of the type of sanction to be issued.
- If appropriate, the Inclusion Leader will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.
- Parents/Carers will be informed of bullying incidents and what action is being taken.
- The Head of Year will informally monitor the students involved over the next half term.
- Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences and referred to the Police:
  - Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
  - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
  - Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
  - Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the appropriate member of staff
- Liaison with parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- In the event of cyberbullying, advice on aspects of online safety to prevent re-occurrence. Including, where appropriate, discussion with parents/carers to evaluate online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with parent/carer on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)
- Signposted to our Student Anti-Bullying Ambassadors
- Perpetrators will be required to attend a mandatory reflective session with their Head of Year to assist with any underlying emotional wellbeing issues.

Follow up support:

- The progress of both the perpetrator and the victim will be monitored by their Head of Year. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate
- If appropriate, follow-up correspondence will be arranged with parents/carers one month after the incident
- Students who have been bullied will be offered continuous support. The Head of Year will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the Head of Year and victim are confident the bullying has stopped
- The victim will be encouraged to tell a trusted adult in school if bullying is repeated

## 20. Behaviour beyond the school gate

Staff will remain aware that bullying can happen both inside and outside of the school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Safeguarding Policy. The Principal has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate students' conduct when they are not on school

premises, and therefore, not under the lawful charge of a school staff member. Teachers also have the power to discipline students for misbehaving outside of the school's premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, or in a town centre. Where bullying outside the school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the student on school premises.

Students within Consilium Academies are expected to represent our values and uphold the high standards of behaviour both on their way to and from school, and while wearing our school uniform. We believe that our expectations extend beyond the school gates, and we expect students to conduct themselves with the same respect and responsibility in the wider community as they do within the school.

If a student's behaviour falls short of these expectations, the same behaviour procedures outlined in our policy will be followed.

## **21. Weapons and banned items**

Banned items include:

- Aerosol or other 'atomising' sprays
- Chewing Gum
- Cigarettes, e-cigarettes, vapes, matches and lighters
- Energy drinks
- Large bottles of fizzy drink
- Marker pens or indelible markers
- Laser pens
- Mobile phones if seen, heard or used on school premises (during school hours) and should be switched off and out of sight
- Electronic equipment
- Any device or media that is reasonably suspected of being used to access pornographic images
- Any item brought into the school with the intention of being sold or passed on to other students which, in the principal's opinion, will cause disruption or be detrimental to students' safety, wellbeing, the learning environment or the operations of the school.

This list is not exhaustive, and the school reserves the right to ban other items over time.

In addition to the above list, the DfE gives Principals the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

"Prohibited items", which may also be searched for and confiscated, may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images (also see Child Protection Safeguarding policy here)
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for (i.e. 'banned items' above).

The school has determined that, in addition to legislative guidance, any knife (irrespective of length) constitutes an offensive weapon and should not be brought into the school. In addition to knives, axes, BB guns, air guns, catapults, slings, will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged to be carried with the intention to inflict injury on another individual, for instance blades removed from pencil sharpeners.

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought into school. Students suspected of bringing in or concealing any item in the banned items under 'Prohibited items' may be searched, including their belongings, by the Principal or other staff who are authorised to do so.

Before any search the member of staff conducting the search will explain to the student why they are being searched, how and where the search is going to take place and give the student opportunities to ask any questions. The authorized member of staff should always seek the co-operation of the student before conducting the search. If a student refuses to co-operate with the search the member of staff should consider why this is and may sanction the student in line with the school's behaviour policy. If the student still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited item listed in paragraph 3 of the DFE Searching, Screening and confiscations advice document July 2023. The decision to use reasonable force should be made on case-by case basis. The member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

#### Other banned items:

- Any form of liquid based correction fluid. Note: students may use correction tape and correction tape devices
- Laser pens or LED torches
- Fidget Spinners or any concentration aid not provided or authorised by the school.
- Chewing gum
- Cans, energy drinks or fizzy drinks
- Helium Balloons
- Any aerosol (other than essential medication) Note: students should use non-aerosol deodorants.
- Cameras: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff.

## 22. Screening, searching and confiscation

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any student found in possession or concealing of any banned item or any item that the school deems to be unsuitable and dangerous. Students may be excluded in extreme cases, or when students have received previous warnings about banned items.

Weapons and knives, illegal drugs/ 'legal highs' and extreme or child pornography must always be handed over to the police.

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

School staff can search a student for any item if the student agrees. Schools are not required to have formal written agreement from the student. For example, a teacher may ask a student to turn out their pockets or ask if they can look in their bag. If a student refuses to cooperate with such a search, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.

If they have reasonable grounds for suspecting the student is in possession of a "prohibited item", Principal and members

of school staff authorised by the Principal can search the student without their agreement. The member of staff may not require the student being searched to remove clothing other than outer clothing. The teacher conducting the search must be of the same sex as the student being searched and there must be another member of staff present as a witness. The limited exception to this rule is that a staff member can search a student of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not conducted immediately, and in the time available, it is not reasonably practicable to summon another member of staff.

## **23. Modified timetables**

In exceptional cases, where it is in the best interest of a student, a temporary part-time (Build-Up) timetable may be implemented to address their specific needs. This might be necessary, for instance, if a medical condition prevents a student from attending full-time education, and a part-time timetable is part of their reintegration plan.

Any modified timetable will be reviewed every two weeks or in line with any reintegration package to ensure it remains appropriate. The aim is for these arrangements to be in place only for the shortest time possible, and they should not be considered a long-term solution.

## **24. Off-site Directions and Managed Moves**

### **Rationale and Principles**

Moorside High School works in collaboration with other Salford secondary schools and the local authority to arrange off-site directions and managed moves between schools. This approach is intended to be inclusive and safe; to respond to the needs of young people and maintain continuity of education. It is essential that all movement of young people between schools is carefully managed and fair - these principles underpin our approach and that of all schools in Salford. Our school follows the Salford City Council Offsite Direction and Managed Move Protocol (2022). This section explains in detail how offsite directions and managed moves should be facilitated and scrutinised.

We use off-site directions and managed moves as part of our graduated response and, where possible, as an early intervention. Off-site direction is a positive strategy to be used when other interventions have proven ineffective.

Our school is a 'home' school (meaning that we send students on offsite directions and managed moves) and a 'receiving' school (we take in students from other schools on such moves). All decisions to undertake arrangements for such moves are informed by our capacity, the safety and needs of students and a spirit of collaboration with other schools in Salford. These moves are discussed each month at the In Year Fair Access Panel (IYFAP).

### **Off-site Direction**

An off-site direction is the temporary placement of a child or young person in another school, academy or Alternative Provision school, intended to improve their behaviour. Our approach is guided by Salford City Council's protocol and Department for Education advice. Parent or carer agreement is not required for an Off-Site Direction.

### **Managed Moves**

A managed move can only be offered as a permanent transfer to another school and may be the outcome of an off-site direction. Parent or carer agreement is required for a managed move.

### **Off-site directions and Managed Moves for Vulnerable Students**

Where a child has an EHCP, is on a Child Protection Plan, is Cared for or has a social worker, we will try to avoid off-site direction or a managed move where possible. In particular, moves for Cared For children are strongly discouraged.

### **Timescales**

An off-site direction will usually last for 12 weeks or one school term but may be shorter. It is the responsibility of the child's home school to ensure regular reviews are undertaken at least every six weeks. These reviews may lead to the off-site direction being ended early, but it is expected that the receiving school will allow a reasonable period of time before concluding the move.

### Ending an Off-site Direction

At the end of the off-site direction the student will either return to their home school or take up a permanent place at the receiving school.

## 25. Restorative practices

At Moorside High School, we recognise that school systems work best when restorative practices support us to focus on repairing harms caused and meeting the needs of all parties. For this reason, we use logical consequences to help children recognise the effect of their actions and develop internal control. Where sanctions are used, we recognise that these are symbolic, and that it is the consequences that address the needs caused by harm and so make the difference.

Logical consequences and symbolic sanctions: We ensure that any sanctions issued adhere to these key restorative principles:

- We don't humiliate
- Our sanctions are linked to the harm
- The length should not be excessive
- We minimise exclusion from learning
- One sanction is enough
- We use a graduated system – we don't jump to severe sanctions

With this in mind, we design our school behaviour systems to ensure that restorative approaches are used wherever possible to support pupils to repair the harms they have caused and learn from their mistakes.

## 26. Staff Training

As part of the induction process and the schools ongoing CPD offer, our staff are provided with compulsory and repeated training relating to the following:

- The Moorside Way – Framework for Excellence
- Positive Praise – reward and recognition
- Contextual information regarding the needs of students at Moorside High School
- How SEND and mental health can impact behaviour
- De-escalation strategies
- Trauma informed approaches to managing behaviour
- Safeguarding briefings and statutory updates

Staff may also electively attend further non-compulsory training relating to a wide range of further topics to support student's behaviour and wellbeing.

## 27. Monitoring and Evaluating Moorside High School's Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil referral units (PRU), off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school's behaviour culture

The data will be analysed weekly by identified members of the Senior Leadership Team and the Heads of Year.

The data will be analysed from a variety of perspectives including:

- At school level
- By year group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

## **28. Monitoring this Policy**

This behaviour policy will be reviewed by the Principal and Local Academy Board at least annually, or more frequently, if needed.

## Appendix 1 – The Moorside Way – Social, Emotional & Mental Health (SEMH) Provision

| Wave 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Wave 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Wave 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Universal Offer / QFT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Targeted / Small group intervention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Individual / Personalised Provision.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Useful links</b><br>Emotional Health Service Directory - Partners in Salford<br>Emotional health and wellbeing • Salford City Council                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Useful links</b><br>HOME CAMHS Resources (camhs-resources.co.uk)<br>Mental health tips and coping strategies for parents - BBC Tiny Happy People                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Useful Links</b><br>SDQ The strengths and difficulties questionnaire (SDQ) : Mentally Healthy Schools<br>Boxall Profile The Boxall Profile® - NurtureUK<br>SNAP Profiling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• Daily R time and Standards Time</li> <li>• Non-teaching Pastoral Support Officer x3</li> <li>• Non-teaching Heads of Year x3</li> <li>• Teaching Heads of Year x2</li> <li>• Intervention Lead x1</li> <li>• Intervention Manager x1</li> <li>• DSL, DDSL &amp; safeguarding/welfare officers x6</li> <li>• PSHE / RSE curriculum</li> <li>• Weekly assemblies (whole school &amp; targeted)</li> <li>• Mental Health First Aid trained staff</li> <li>• Student Anti-Bullying Ambassadors</li> <li>• Student Wellbeing Ambassadors</li> <li>• Peer Mentors</li> <li>• Extra-Curricular Activities</li> <li>• Leadership Pathways</li> <li>• Weekly LGBTQ+ club / drop in</li> <li>• Weekly school nurse drop in</li> <li>• Emotionally Friendly Schools Setting (working alongside Salford Educational Psychology Service and Thrive)</li> </ul> <b>Quality First Teaching</b><br>Allow use of fidget toys / anxiety management tools<br>Use of individual rewards system. | <b>Access to the Link, ERP, Hive</b> <ul style="list-style-type: none"> <li>• Tutor Time &amp; Social Time Support</li> </ul> <b>Peer Mentor Champions</b> <ul style="list-style-type: none"> <li>• Year 10 students assigned to Year 7 students.</li> </ul> <b>Small group school-based interventions:</b> <ul style="list-style-type: none"> <li>• Anger management (weekly x6)</li> <li>• Anxiety management (weekly x6)</li> <li>• Risky Behaviours (weekly x6)</li> <li>• Healthy Relationships (weekly x6)</li> <li>• Escape from Exclusion (weekly x6)</li> <li>• Stress (weekly x6)</li> <li>• Online Safety</li> <li>• Ithrive in-school worker</li> <li>• Year 10 &amp; 11 exam stress workshops</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil passport (IEP)</li> <li>• Individual Behaviour Plan (IBP)</li> <li>• Pastoral Support Plan (PSP)</li> <li>• Identified Trusted Adult.</li> </ul> <b>School Based Passes</b> <ul style="list-style-type: none"> <li>• Time out / wellbeing pass</li> <li>• Early exit pass</li> </ul> <b>Reports</b> <ul style="list-style-type: none"> <li>• Tutor</li> <li>• Head of Year</li> <li>• SLT</li> <li>• Positive Praise</li> </ul> <b>1:1 Mentor</b> <ul style="list-style-type: none"> <li>• School-based</li> <li>• Youth Service</li> </ul> Triage by Pastoral Team during ABC meetings. Students can then be referred to: <ul style="list-style-type: none"> <li>• School counsellor</li> <li>• Gaddum - bereavement support</li> <li>• Young Carers support</li> <li>• (EBSA) Emotional Based School Avoidance Pathway</li> <li>• Internal Interventions</li> </ul> Educations Psychologist Input <ul style="list-style-type: none"> <li>• Joint Objectives Planning (school, child, parent/carer)</li> <li>• Cognitive assessment</li> <li>• EHCP Referral</li> </ul> Early Help Assessment (which will include multiagency working) <ul style="list-style-type: none"> <li>• Early Break</li> <li>• Harbour</li> <li>• Human Kind</li> <li>• Youth Offending Team</li> <li>• STEER</li> </ul> Pastoral Support Plan<br>Bespoke timetable<br>Offsite Direction<br>PIP Placement<br><br>Referral to Arbour Academy (nee: Canterbury Centre) - Specialist PRU supporting students mental & physical health needs |

## Appendix 2 – The Moorside Way – Typical Consequences

To ensure consequences are consistent, leaders will aim to adopt the following typical consequences to support decision making.

| Type of behaviour                                                                                                                                                                                                                                                                | Typical Consequences                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In class, low level behaviour issues</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> <li>• Lateness to lesson</li> <li>• Off Task</li> <li>• Uncooperative</li> <li>• Low Level disruption</li> <li>• Late to school</li> </ul>                             | <p>BFL Grade 3. Class Teacher sanction</p> <p>e.g. break/lunch time detention</p>                                                                                                                                                                                                                            |
| <p>In class, persistent low-level behaviour issues</p> <p>For example: Behaviour which prevents the teacher from being able to deliver the lesson</p>                                                                                                                            | <p>BFL Grade 4. Student exited to 'Removal Room</p> <p>Whole school detention.</p> <p>Two removals in a day, the student will be required to spend the full day in Reflection.</p>                                                                                                                           |
| <p>Refusal to comply with instruction to be exited or not co-operating fully with staff once classroom is left</p>                                                                                                                                                               | <p>BFL Grade 5. Walkabout staff alerted, student taken to the Reflection Room. Referral to the Assistant Principal</p>                                                                                                                                                                                       |
| <p>Verbal abuse towards teacher, about a teacher or within earshot</p>                                                                                                                                                                                                           | <p>BFL Grade 5. Walkabout staff alerted, student taken to the Reflection Room until the end of the day. Referral to the Assistant Principal</p> <p>Each incident is considered on a case-by-case basis with consequences ranging from after school detention to internal reflection/external suspension.</p> |
| <p>Low level misbehaviour out of class - corridors/break/lunch</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> <li>• Dropping litter</li> <li>• Over boisterous behaviour</li> <li>• Eating on the corridor</li> <li>• Uniform worn inappropriately</li> </ul> | <p>Whole school lunch detention</p>                                                                                                                                                                                                                                                                          |
| <p>Racial, violent or dangerous behaviour</p>                                                                                                                                                                                                                                    | <p>Referral to the Assistant Principal</p> <p>Internal Reflection/External suspension. Each case will be individually investigated.</p>                                                                                                                                                                      |
| <p>Truancy</p>                                                                                                                                                                                                                                                                   | <p>After school detention for one off lesson truancy.</p> <p>Reflection for multiple truancy.</p>                                                                                                                                                                                                            |
| <p>Mobile communication technologies</p>                                                                                                                                                                                                                                         | <p>Phones must be switched off and not visible when on site.</p> <p>Typical consequence - confiscation until the end of the day.</p>                                                                                                                                                                         |
| <p>Bullying (all forms including cyber)</p>                                                                                                                                                                                                                                      | <p>Referral to the Assistant Principal</p> <p>Consequences will vary from mediation to suspension; each case will be individually investigated.</p>                                                                                                                                                          |
| <p>Non-compliance with expectations in the Reflection Room</p>                                                                                                                                                                                                                   | <p>Referral to the Assistant Principal</p> <p>If the school's expectations in the Reflection Room are not met, it is very likely to lead to a fixed term suspension with the time in the Reflection Room served on return to school.</p>                                                                     |
| <p>Refusal to follow instructions from, or walking away from, a member of SLT</p>                                                                                                                                                                                                | <p>Referral to the Assistant Principal</p> <p>Internal reflection/fixed term suspension.</p>                                                                                                                                                                                                                 |

|                                                                                           |                                                                                                                                                |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Smoking/possession of Cigarettes/E- Cigarettes or being in the presence of others smoking | Referral to the Assistant Principal<br>School detention/internal reflection/fixed term suspension.<br>Each case will be dealt with separately. |
| Possession of illegal substances/legal highs                                              | Referral to the Vice Principal<br>Internal reflection/external suspension/permanent exclusion.<br>Each case will be individually investigated. |
| Use of illegal substances on the school premises                                          | Referral to the Vice Principal<br>Fixed term suspension/Permanent Exclusion.<br>Each case will be individually investigated.                   |
| Dealing in illegal substances on the school premises                                      | Referral to the Vice Principal<br>Fixed term suspension/Permanent Exclusion.<br>Each case will be individually investigated.                   |
| Possession of an offensive weapon or bladed article                                       | Referral to the Vice Principal<br>Fixed term suspension/Permanent Exclusion.<br>Each case will be individually investigated.                   |

#### School contacts for behaviour

|                                                                 |                   |                                                                                                                                |
|-----------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Principal</b>                                                | Mrs H Ryles-Dean  | Send to<br>FAO: Mrs H Ryles-Dean<br><a href="mailto:MHSinfo@consilium-at.com">MHSinfo@consilium-at.com</a><br><br>016 804 4022 |
| <b>Senior leader responsible for behaviour – Vice Principal</b> | Mr M Thompson     |                                                                                                                                |
| <b>Assistant Principal - Designated Safeguarding Lead</b>       | Miss L Drinkwater |                                                                                                                                |
| <b>Assistant Principal - SENDCo</b>                             | Mrs L O’Kane      |                                                                                                                                |
| <b>Designated Mental Health Lead</b>                            | Mrs F Henn        |                                                                                                                                |