

Behaviour for Learning Policy

2023/2024

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

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Moorside
High School

Enriching Lives, Inspiring Ambitions

Contents

1. Aims	3
2. Roles and Responsibilities.....	3
3. Procedures.....	4
4. Code of Conduct.....	4
5. Rewards.....	5
6. Sanctions	5
7. Banned Items.....	6
8. Prohibited Items.....	6
9. Mobile Phones	7
10. Health and Safety.....	7
11. Use of reasonable force.....	8
12. Internal Reflection and Removal from lesson.....	8
13. External Suspension	8
14. Detention.....	8
15. Off-site Direction.....	8
16. Malicious accusation against staff	9
17. Staff training	9
18. Interrelationship with other school policies.....	9
19. Review	9
Appendix 1 – Behaviour for Learning Objectives	10
Appendix 2 – Behaviour for Learning descriptors.....	11
Appendix 3 – Types of behaviour.....	12
Appendix 4 – Uniform & Appearance	14
Appendix 5 – Off-site Directions and Managed Moves	16
Annex A: Use of Reasonable Force.....	17

1. Aims

The aim of the policy is to ensure that Moorside High School, offers students a happy and caring environment in which they all can achieve the highest educational standards. To this end, the policy sets out measures, which, in accordance with section 89 of the Education and Inspections Act 2006, aim to:

- Promote good behaviour, self-discipline, and respect.
- Promote a proper regard for authority.
- Prevent bullying.
- Secure an acceptable standard of behaviour of students.
- Ensure students' complete assigned work.
- Regulate the conduct of students.
- Support students preparing for life in Modern Britain.

When children are engaged, challenged, actively involved in lessons, know what they must achieve and are rewarded, they behave at their best. Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects. 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.

Moorside High School believes that all teachers should have the right to teach, and students have the right to learn without disruption, in a climate of mutual respect. 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. Moorside High School will not accept any behaviour that does not allow this to happen.

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
- 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.

2. Roles and Responsibilities

The Local Academy Board and Multi Academy Trust is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated are reviewed frequently. They will ensure that the policy

is communicated clearly to all stakeholders, via the website. The Local Academy Board and Multi Academy Trust will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010.

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Local Academy Board and Multi Academy Trust and will determine an acceptable standard of behaviour of all students. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable students, and support for staff when faced with challenging behaviour.

Staff, including teachers, non-teaching staff and volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination. All staff are expected to model the behaviour expected of students and take responsibility for behaviour in any part of the school. With the support of the Headteacher, staff are responsible for providing a positive learning environment that promotes self-discipline. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school. Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness. Staff have a responsibility to ensure that all students are listened to and supported, and that their views are considered. Reasonable adjustments must and will be dependent upon an individual's specific learning needs regarding SEND issues and social/emotional issues.

Parents and carers are expected to take responsibility for the behaviour of their children both inside and outside school. The school regards the relationship with parents and carers to be very important and seeks to foster those relationships positively in order to maximise support for their child. Parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour, and to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour. The policy, procedures and expectations will be clearly communicated to students. Students are encouraged to support their peers in behaving well. They have a responsibility to support the school's stance on bullying, prejudice, harassment; sexual harassment, disruptive and unsafe behaviour by reporting any witnessed or suspected incidents either verbally or through written communication with key members of staff.

Any student who is found to have made malicious accusations against school staff will have a meeting between the parent/carer, the Headteacher, a governor and a member of the academy trust, before a decision is made about the student's future at the school.

The Local Academy Board, Headteacher and Staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all students to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination. This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, culture, disability, religion, or sexuality.

3. Procedures

The school's procedures arising from the policy are intended to foster a culture of self-discipline and personal responsibility for behaviour. It is expected that all staff follow procedures fairly and consistently and seek support from others when necessary. Procedures will be reviewed periodically in consultation with staff and students. The procedures support the safeguarding of students and will be communicated to staff and students to ensure clear understanding. Where appropriate, there are various methods of communication within the school by which the principles of the behaviour policy and procedures will be promoted, and by which behaviour will be monitored and addressed.

4. Code of Conduct

Students should always:

- Demonstrate our C.A.R.E Values - Consideration, Aspiration, Resilience, Equality.
- Be polite and courteous towards adults and students.
- Behave in an orderly and self-controlled way and be able to self-regulate.
- Wear full school uniform and be smart in appearance.
- Respect the school buildings, equipment, and facilities.
- Respect other people (staff, students, and visitors) and their belongings.

- Move quietly and sensibly around school.
- Arrive promptly for school and for each lesson.
- Bring the correct equipment to each lesson.
- Respond to a request from a member of staff first time.
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school.

5. Rewards

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 Class Charts points. There are also opportunities for students to be rewarded on more formal occasions, such as in assemblies, by the Headteacher 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

6. Sanctions

We believe that providing engaging and purposeful lessons and extended curricular activities in school that are supported by praise and encouragement help prevents unacceptable behaviour, as set out on page 5 under our rewards section.

We also believe that a strong partnership forged between parents and teachers can overcome most behavioural problems, 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.

There will be clear sanctions in place for those students who do not comply with the school's standards of behaviour. The sanctions will be implemented consistently and will be proportionate and fair. Clear explanations for the sanction applied will always be given, together with guidance on how to avoid future sanctions. 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 Moorside High Schools expectations, this policy is to operate the normal school sanctions 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).

A serious view is taken of any anti-social behaviour beyond the school gate and sanctions will apply. Students are expected to remain on the school premises at all times, during the school day.

7. Banned Items

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 Headteacher 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.

8. Prohibited Items

Power to search without consent for "prohibited items" include:

- perceived weapons, knives, including craft knives, pen knives, razors
- guns of any kind, including replicas and BB guns
- alcohol
- illegal drugs and 'legal highs'
- stolen items
- tobacco and cigarette papers including e-cigarettes/vapes and content
- fire lighting equipment or inflammable liquids
- fireworks or explosives of any kind including party poppers and fun snaps
- offensive material such as pornographic, racist or violent images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules that has been identified in the rules as an item which may be searched for.

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

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.

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.

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", headteachers and members of school staff authorised by the headteacher 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.

9. Mobile Phones

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.

Any confiscated phones will be locked away and then signed for at the end of the school day. If following the first confiscation a student has a mobile phone confiscated a second time, then parents/carers may be required to collect it from reception at the end of the day. After the third confiscation within a half term, parents will be contacted and an appropriate mobile phone plan discussed and implemented. This may involve students having their mobile phone removed at the start of the day and returned at the end of the day. Staff may use their discretion where needed and may search bags or lockers (in line with school policy) considering a concern around a mobile device.

10. Health and Safety

Students should:

- Not bring in, use or supply any illegal drug. This is strictly forbidden and use of or supplying illegal substances will typically mean automatic permanent exclusion.
- Not use vapes, cigarettes or alcohol on the way to, from and whilst on the school premises.
- Not interfere with any school equipment (including fire alarms).
- Not bring on to the school site any dangerous articles (including knives, fireworks, and any sort of firearm or harmful chemical).
- Not climb on to any school buildings or into private premises near the school.
- Not throw rubbish on the school floor, school grounds, neighbouring gardens, pathways or roads, but should deposit rubbish in the refuse containers placed round the school site.
- Not leave the school site without permission from the Head of Year or a member of the Senior Leadership Team.

11. Use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. 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 at the school or among students.

The Headteacher and authorised school staff 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.

12. Internal Reflection and Removal from lesson

If a student displays behaviours that require a higher level of intervention, they will be placed in reflection. The purpose of reflection is to allow students to reflect on their behaviour, identify strategies to repair any harm done and for the students to adopt the right mind-set in preparation for their return to learning.

Removal (Good Neighbour) is where a student, for disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the student's education in a supervised setting.

Removal can be used for the following reasons:

- a) To restore order and calm following an unreasonably high level of disruption
- b) To enable disruptive students to be taken to a place where education can be continued in a managed environment.

The school will add additional approaches to support students who are frequently removed from the classroom such as meeting with mentors and the use of preventative interventions.

13. External Suspension

A fixed term suspension may be issued for an isolated incident or where a student's behaviour has not improved over a period of time, despite support and other sanctions. Students typically may also receive a fixed term suspension for a failed internal reflection. For fixed term suspensions of 6 days or longer, alternative educational provision will be made via the school on day 6. This provision may be at another educational establishment or via home tutoring. The decision to exclude will be made by the Headteacher, or person acting with the Headteacher's authority, such as the Deputy Headteacher. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a student that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a student, the headteacher will consider whether suspension alone is an effective sanction for the student and whether appropriate strategies need to be put in place to address behaviour. The school will ensure that work is set and marked for students during the first five school days of a suspension. This can include utilising any online pathways such as Teams or Oak Academy

14. Detention

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to break. Parental consent is not required for detentions. Detentions form part of the school's sanction system. Most detentions are conducted during school hours, but there may be occasions when students are required to attend detention after school. In this case parents/carers will be notified via the ClassCharts app before the detention. Staff will consider whether the detention is reasonable on the grounds that it does not compromise the safety of the student or any caring responsibilities s/he may have outside school, or whether suitable travel arrangements can be made (not whether it is inconvenient for the parent/carer).

15. Off-site Direction

An off-site direction is the temporary placement of a student in another school, academy or AP school, intended to improve their behaviour. These will only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay. Off-site direction

may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

An off-site direction should be used as a positive strategy and applied where in-school interventions and/or outreach has been unsuccessful or deemed inappropriate. Although parental agreement for an off-site direction is not required, the school will always look to gain parental consent, in order for the placement to be successful and ensure attendance at the placement school. If the student is on a placement for up to twelve weeks a review meeting will be held at least half termly (six weeks) and attended by a representative from both schools, student, parents, social worker and/or other agencies if relevant. All meetings to be minuted and minutes shared with relevant agencies. The off-site direction will be reported to the local authority.

Ending the Off-Site Direction

There are two ways in which an off-site direction can cease:

- 1) Return to the home school
- 2) Be accepted onto the placement school roll on a permanent basis, via a Managed Move

A managed move should only be offered as a permanent transfer, and only when the student has been attending the proposed new school under an off-site direction and a review of the direction has established that the student has settled well into the school and should remain there on a permanent basis. Under exceptional circumstances, such as a safeguarding concern, it may be appropriate for a student at any mainstream school to transfer to another mainstream school as a managed move, but this should only happen when it is in the student's best interest.

If the conclusion of an off-site direction review meeting is that the young person has settled well into the placement school and all parties agree that they should remain there on a permanent basis as a Managed Move, this should be facilitated as soon as practical following the review meeting.

16. Malicious accusation against staff

We aim to build strong and positive relationships with students. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student which could result in exclusion.

17. Staff training

The school is committed to providing appropriate high-quality training for staff on all aspects of behaviour management to ensure successful implementation of the policy. Such as Rewards based Training, Stop, Search & Cease, De-escalation, and Restraint.

18. Interrelationship with other school policies

In order for the behaviour policy to be effective clear links with other school policies, such as Anti-bullying Policy, E-safety and Acceptable Use Policy, Safeguarding and SEND policy have been established.

19. Review

In consultation with staff, the policy and its procedures are regularly reviewed and updated in conjunction with statutory requirements and DfE guidance. The behaviour policy is published to parents annually.

Appendix 1 – Behaviour for Learning Objectives

Behaviour for Learning Objectives

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 other 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

Students need to be made aware that they make a choice when deciding how to behave; positive behaviour will lead to rewards, negative behaviour will lead to sanctions. All students will receive positive Class Charts reward points for meeting or exceeding the Moorside Way expectations.

‘Students determine the consequences by their choice of actions’

Behaviour for learning descriptors

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

Appendix 3 – Types of behaviour

Type of behaviour	Typical Consequences	Notes
<p>In class, low level behaviour issues</p> <p><u>For example:</u></p> <ul style="list-style-type: none"> • Lateness to lesson • Off Task • Uncooperative • Low Level disruption • Late to school 	<p>BFL Grade 3. Class Teacher sanction e.g. break/lunch time detention</p> <p>Afterschool late detention</p>	<p>Minutes late to be recorded on the register</p>
<p>In class, persistent low-level behaviour issues</p> <p><u>For example:</u> Behaviour which prevents the teacher from being able to deliver the lesson</p>	<p>BFL Grade 4. Student exited to 'Good Neighbour'</p> <p>Whole school detention – 3015 minutes</p>	<p>Failure to attend whole school detention will result in an escalation in sanctions to 30 minutes after school detention</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 reflection for one period or when staff consider the student is ready to return to the school community.</p>	
<p>Verbal abuse towards teacher, about a teacher or within earshot</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"> • Dropping litter • Over boisterous behaviour • Eating on the corridor • Uniform worn inappropriately <p>i.e. Rolled skirts, untucked shirts</p>	<p>Whole school lunch detention – 15 minutes</p>	<p>Behaviour logged on Class Charts and detentions automatically generated for the next day.</p>
<p>Racial, violent or dangerous behaviour</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 - 60 minutes. Reflection for multiple truancy.</p>	
<p>Mobile communication technologies</p>	<p>Phones must be switched off and not visible when on site. Typical consequence - confiscation until the end of the day.</p>	<p>Refusal to hand over a phone - On Call, with phone confiscated.</p>
<p>Bullying (all forms including cyber)</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>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</p>	

	school.	
Refusal to follow instructions from, or walking away from, a member of SLT	Internal reflection/fixed term suspension.	
Smoking/possession of Cigarettes/E- Cigarettes or being in the presence of others smoking	School detention/internal reflection/fixed term suspension. Each case will be dealt with separately.	
Possession of illegal substances/legal highs	Internal reflection/external suspension/permanent exclusion. Each case will be individually investigated.	
Use of illegal substances on the school premises	Fixed term suspension/Permanent Exclusion. Each case will be individually investigated.	
Dealing in illegal substances on the school premises	Fixed term suspension/Permanent Exclusion. Each case will be individually investigated.	
Possession of an offensive weapon or bladed article	Fixed term suspension/Permanent Exclusion. Each case will be individually investigated.	

Appendix 4 – Uniform & Appearance

We take great pride in our uniform and appearance. Our high standards and expectations require all students to always wear their full uniform correctly.

The intention of the uniform policy is to promote pride and responsibility in preparation for adult life. 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 logo to breast pocket.
- School tie.
- White shirt.
- Either black tailored trousers or navy knee-length skirt.
- Black polished shoes
- Outdoor coat - dark colour without large logos
- Black tights or white plain ankle socks with a skirt.
- Black ankle socks with trousers.

Optional

- V-neck, navy blue jumper with red stripe on the V-neck.

PE Kit

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

Optional

- Navy blue polo shirt with white piping.
- ¼ zip training top.
- Reversible sports top.
- Track pants.
- Leggings.

Uniform expectations:

- Skirts must be a modest length; they should be no shorter than 3" above the knee.
- No over-knee socks, socks with bows or ribbons or legwarmers are to be worn.
- 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.
- A dark coat with no large logos may be worn over the school blazer. 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.
- Piercings: Boys and girls are allowed to wear one stud earring, in the lobe of each ear. For more information regarding piercings please see the Behaviour Policy.
- 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. For more information, please see the school's behaviour policy.

- Natural looking make-up is permitted. Students will be requested to remove excess make-up.
- Nails must be natural.
- Plain black or plain navy hijab (if required).

THE FINAL DECISION ON THE APPROPRIATENESS OF UNIFORM LIES WITH THE HEADTEACHER OR DEPUTY HEADTEACHER

It is the Form Tutor's/Teachers responsibility to check uniform:

- every day in registration time
- before an assembly
- start and end of the lesson
- when on duty and moving around school.

Most uniform issues can be dealt with immediately (e.g. removal of bracelets, skirts rolled up, shirts untucked) and should be resolved straight away, offenders can expect to be placed in a lunch detention.

Where uniform cannot be corrected immediately (e.g. wrong trousers or inappropriate haircuts) students should be referred to the relevant Head of Year. If possible, they will be given the opportunity to wear spare items of uniform (e.g. shoes or trousers)

The typical consequence for a breach of uniform policy will be a lunch detention or for a student refusing to correct it will be isolation from lessons and free time.

If there is a medical reason for a student wearing trainers or other non-uniform items, this should be agreed with the Head of Year in the first instance and a uniform card will be issued.

In exceptional circumstances, Heads of Year or student services may issue a note to give a student permission to wear non- uniform items for a short period of time whilst the situation is being resolved.

Please note that a judgement about what is or is not ultimately acceptable as regards appearance, uniform, make-up or haircuts are left to the discretion of the Headteacher (who may delegate the power to a member of the Senior Leadership team)

Students wearing excessive make up/nail varnish will be given wipes to take it off. Students will be required to take piercings out and remove false nails.

Appendix 5 – Off-site Directions and Managed Moves

1. *Rationale and Principles*

Our 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 document 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).

2. *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.

3. *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.

4. *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.

5. *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.

6. *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.

Annex A: Use of Reasonable Force

Introduction

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school.

Force is usually used to either control or restrain. 'Reasonable in the circumstances' means using no more force than is needed. 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, for example, when two students are fighting. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. (DfE 'Use of reasonable force' guidance, July 2013).

The use of restraint

In Consilium Academies, the use of force to restrain students should only be undertaken as a last resort when a student has lost control and is in danger of hurting themselves or another person. In such a situation, members of staff may need to use non-violent physical intervention. Before intervening physically, a member of staff should, wherever possible:

- tell the student to stop what they are doing
- explain what will happen if he or she does not
- continue to communicate with the student throughout
- not give the impression that they have lost their temper
- make it clear that physical contact will stop as soon as it ceases to be necessary.

There are times when a member of staff should not intervene in an incident without help, unless it is an emergency. Such times may be when the incident involves a group of students or when the adult considers he or she may be at risk of injury. In those circumstances the member of staff should move away other students who may be at risk and summon assistance from a colleague. Until assistance arrives, the member of staff should continue to attempt to calm the situation orally.

Where restraint is necessary

Staff should always try to deal with a situation through other strategies before using restraint. In all situations, restraint should only be used when other methods have failed and only where there is a significant risk of injury to the student, other students or anyone else. Also, it should be undertaken as an act of care and control, not as a punishment.

Where restraint is considered necessary, physical intervention may include a member of staff:

- interposing themselves between students
- blocking a student's path
- holding
- pulling
- pushing
- leading a student by the arm or hand
- shepherding a student away by placing a hand in the centre of the back.

In exceptional circumstances, where there is a real risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. Such circumstances may include the need to prevent a student running onto a busy road, or to prevent a student hitting someone or throwing something.

Staff should not act in a way that might reasonably be expected to cause serious injury, for example by:

- slapping, punching or kicking a student
- holding a student around the neck or in any other way that might restrict the student's ability to breathe
- tripping up a student
- holding a student by the hair or ear

- holding a student face down on the ground.

Members of staff should also avoid touching or holding a student in a way that might be considered indecent.

Any use of reasonable force acknowledges the legal duty to make reasonable adjustments for students with disabilities and students with special education needs.

Recording an incident involving restraint

1. There must be a detailed written report of any occasion where restraint is used. It may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful if there is a complaint. The school will keep a record of all such incidents.
2. Immediately following any such incident, the member of staff concerned should inform the Headteacher or a member of the Leadership Team. This should be followed as soon as possible by a written statement. This statement should include:
 - the name(s) of the student(s) involved and when and where the incident took place
 - the names of any other member of staff or students who witnessed the incident
 - the reason that restraint was necessary (for example, to prevent injury to the student, another student or a member of staff)
 - how the incident began and progressed, including details of the student's behaviour, what was said by those involved, the steps taken to calm the situation, the degree of force used, how that was applied and for how long
 - the student's response and the outcome of the incident
 - details of any injury suffered by the student, another student, or a member of staff and of any damage to property.
 - The member of staff may wish to seek advice from a member of the Leadership Team when compiling this report. They should also keep a copy of the report.
3. The Headteacher, or Deputy Headteacher, will inform the parent(s) or carer/s of the student(s) involved by the end of the day where possible, either orally or in writing. They may be invited to the school to discuss the incident.