

Appendix B

Moorside

High School

Behaviour Policy

rev. Oct 2026

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Moorside High School

Potteries Educational Trust

Date of last review: Oct 2026
Date of next review: Oct 2027
Committee: **Local Governing Body**

Aims of the Behaviour Policy

Keeping Children Safe in Education 2026 is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

This policy aims to:

- Enable all pupils at Moorside High School to achieve to their full academic and personal potential
- Provide a consistent approach to behaviour processes
- Define what we consider to be unacceptable behaviour, including bullying, discrimination and Child-on-Child abuse
- Outline how pupils are expected to behave, including self-discipline and respect
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Reinforce staff, parents/carers and pupil understanding of support systems available to develop behaviour management
- Although bespoke and written for the specific purposes of Moorside High School, this policy works alongside and in conjunction with the latest Government guidelines and legislation Suspension and permanent exclusion guidance (publishing.service.gov.uk)

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Positive Behaviours

Moorside High School believes in praise and acknowledging the Moorside values, therefore Moorside High School aims to reward pupils in a variety of ways for a wide range of activities, effort, participation, attainment, and progress.

Rewards are central to the promotion of excellent work and behaviour at Moorside High School and contribute to the creation of a positive learning environment by motivating pupils and recognising success and achievement. Rewards should be for genuine achievement; they should be applied consistently and fairly for them to be valued. Rewards must be recorded systematically so that we are able to monitor and analyse the distribution of rewards given across year groups, faculties, and specific pupil groups. This will also allow us to share information about rewards effectively with parents/carers. Moorside High School does this through the following ways:

- Verbal Praise
- Star of the Week awards
- Letters or phone calls home to parents/carers
- Rewards Assemblies
- Reward trips
- Headteacher Awards
- Rewards Days
- Raffle Rewards
- REACH Rewards
- House System

Positive Behaviour for Learning

As members of the Moorside High School community, we all firmly believe in the following principals:

Respect - be respectful to one another, each other's beliefs and to the property of others at all times.
Engagement - be positive and seek excellence in everything that pupils do; be punctual to their lessons; be prepared for learning with the correct attitude and equipment; be focused and stay on task.
Achievement - aim to achieve their best in every subject and complete all homework. Be supportive - help each other to engage and achieve.
Community - take responsibility for our school surroundings so that we can all enjoy a welcoming and positive learning environment.
Hard work - be determined to do their best: complete all class work and homework set.

The overall ethos of our school is to promote good behaviour using specific strategies underpinned by the Education and Behaviour Consultant Jason Bangbala. All Moorside staff have undergone training in relation to these strategies. All these strategies have been streamlined into the Moorside Method.

All pupils at Moorside High School are explicitly taught throughout the year on the key routines, structures and behaviours that are expected of them. This is achieved through deliberate practice and positive reinforcement throughout the school day from all staff. Staff are expected to follow the Moorside Method:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Use engagement scores effectively to demonstrate behaviour for learning;
- Establish clear routines
- Use strategies to manage negative behaviours including faculty or department detentions,

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- Display guidelines on engagement scores in their classrooms

Develop a positive relationship with pupils, which may include:

- Meeting and greeting pupils in the morning/at the start of lessons;
- Establishing clear routines;
- Communicating expectations of behaviour in ways other than verbally;
- Highlighting and promoting good behaviour;
- Concluding the day positively and starting the next day afresh;
- Having a plan for dealing with low-level disruption;
- Using positive reinforcement.

What a Moorside pupil can do to support behaviour

We place considerable importance on high standards of personal behaviour. We have written guidelines for our pupils outlining what we expect in positive terms. These are made clear to all pupils when they start with us at Moorside and are continuously reinforced through our whole practice.

- Pupils need to organise themselves to arrive at school, at registration, and at all lessons on time. Late arrival will cause a disturbance and hold up others.
- Come to lessons with all books and equipment required. This must include all equipment listed (Black pen, pencil, ruler, rubber, green pen, calculator, school bag, water bottle, highlighter, laptop 85% charged Y7/8, earphones, reading book) it is the pupil's responsibility to ensure they have the correct equipment.
- Concentrate, think about what they are meant to do, and ask sensibly if they are not sure about it. Do not distract other people from their work.
- Talking about the right things at the right time can be a very good way of learning. Idle chatter is not. We expect pupils to know the difference.
- Pupils must behave with respect to fellow pupils, teachers and other adults. Avoid rudeness, shouting, swearing and interrupting people who are already talking.
- Act with self-control. Never use physical violence.
- Always try to produce work, which is the best they can do, and to present it well.
- Respond to teachers' comments about their work. Pupils may be able to do better than they think.
- Know the rules of movement about the school buildings and the surrounding areas. Do not run or make a lot of noise. Open doors for others.
- Pupils must ensure that they are dressed properly according to the school Uniform Policy.
- Looking after the building, its furniture and equipment costs a great deal of money raised by the government taxes pupil's parents/carers pay. Think about how they treat school property and that of others, if pupils damage something it has to be paid for.
- Litter is unpleasant; always put litter in the bins. If pupils see litter around the school, pick it up and put it in the bin.
- Pupils should eat at lunchtimes, and in appropriate places, not in lesson time. Chewing gum is not allowed anywhere on site.
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school.

To support students at Moorside High School the school delivers a rigorous intervention programme led by our inclusion support lead. Interventions are essential because they help address and support various academic, behavioural, social, and emotional challenges that pupils may face during their time at school. For example:

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1. Academic Support

- Addressing Learning Gaps: Interventions provide focused support for pupils. Interventions can help pupils develop the skills necessary for their futures.

2. Behavioural Interventions

- Reducing Disruptive Behaviour: Behavioural interventions, such as counselling, mentoring, or behavioural plans, help pupils develop better self-control, communication, and problem-solving skills.
- Promoting Positive Social Skills: School is a key time for developing social and emotional intelligence. Interventions like peer mentoring and social skills can guide pupils in making responsible decisions and fostering positive relationships.

3. Mental Health and Emotional Well-being

- Addressing Mental Health Issues: Following the pandemic we are very aware of the mental health challenges, that children and young people face. The school offers various support with this.
- Building Resilience: Emotional and mental health interventions build resilience, teaching pupils coping mechanisms and stress management strategies that can help them with life skills.

In summary, interventions at Moorside High School play a vital role in ensuring that pupils receive the support they need to succeed academically, socially, and emotionally, setting them up for long-term success.

Toilet Use

Students are expected to use toilet facilities before school, at break and lunch. Toilet use during lessons should be exceptional rather than routine. Students must seek permission from their teacher and carry an approved toilet pass. Students with medical or identified needs will be supported through individual arrangements and/or a toilet pass. Staff should exercise professional judgement and ensure that no student is unreasonably denied access to toilet facilities, patterns of routine use of toilet use will be monitored through our alert system.

The Moorside Method

Moorside staff will do the following to support behaviour and create positive relationships with students. At Moorside we believe in two key principles, prevent and deescalate. All staff will use the following strategies to prevent negative behaviour, to deescalate negative behaviour and finally ensure all pupils are educated, staff will do this by using the strategies listed below.

Praise in public
Reprimand in private
Smile, Happy, Positive – Don't let the student get under your skin
Follow systems consistently
Eye contact
"Thank you" all the time instead of a choice ("Please")
Meet and Greet
End and Send
All use the 3, 2, 1 countdown to gain attention
Non-Verbal cues
Get around the corridors and sweep the building.
Teach from your feet
Catch them in not out

Use humour
Make eye contact
Scan, move, interact, learn and encourage
Remind students of detentions
Connect with parents
Call parents
Meet with parents
Find a common ground/subject area they enjoy
Positive phone calls home
Restorative conversations
Clear routines in lessons
Starter on arrival
Move on and don't hold grudges
Specific praise
High intensity teaching
No hands up teaching
Tone of voice
Offer leadership opportunities
Rewarding students every lesson – House Points
Get to know the child
Follow through on promises
Directive instruction
Giving the students time to take in the information
Eating lunch with students
Email parents
Join in social time activities with students
Make teaching competitive
Rewards that are competitive
Differentiate the learning
Make the activities enjoyable where possible
1:1 conversation about why they are disengaged
Seating plans
Use student names
Having high expectations
Positioning in the room
Assertive and confident
Being perseverant
Communication as a team to ensure desired outcome
Model and demonstrate the correct behaviours
Interventions and reasonable adjustment

Behaviour in Examinations

Internal Examinations are an important tool in assessing progress. All years will have school examinations during the year. Pupils will be advised of the timings of the examination and issued with an examination timetable. Pupils must:

- arrive at the correct location at the published time;
- enter the examination room in silence;
- remain in silence throughout the examination and until all papers are collected;
- wait to be dismissed by the invigilators in silence;
- bring the correct equipment to the examination;
- not take mobile telephones or other such devices into the examination room.

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The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found on the JCQ website. The rules for conduct of examinations are available from the Examinations or Data Officer.

What could happen if pupil does not follow the behaviour policy?

We attempt to make all our dealings with pupils positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary, we will use sanctions because maintaining an ordered working environment for all pupils must be our first priority.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning – This is a pupil's first warning for low level disruption.
- Asking the pupil to move seats – This will be part of the second warning.
- Sending the pupil out to REFLECT – This is a chance for the pupil to reflect on their behaviours outside of the classroom for a few minutes and will result in a break time detention.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school - social isolation.
- Referring the pupil to a senior member of staff.
- Letters, phone calls home to parents/carers, followed up by meetings where needed.
- Agreeing a behaviour contract.
- Risk assessment.
- Internal suspension
- Fixed term suspensions
- Pupil Planning Meeting with the Local Authority Inclusion Officer.
- Personalised Support Plan.
- Direct Provision
- Permanent exclusion.

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Detention Structure

Late to Lesson Detention
Duration: 10 minutes (break time)
Location: Hut 7/8
Led by: Head of Year (HOY)
Reason: Issued when a student is late to a lesson.

Yellow Card / Removal Detention
Duration: 20 minutes (lunchtime)
Location: Hut 7/8
Led by: Miss Law
Reason: Issued when a student is removed from a lesson.

Late to School Detention
Duration: 30 minutes (after school on Mondays and Tuesdays)
Location: Room 27
Led by: Mrs Ball and Mr Gething
Reason: Issued when a student has been late to school on three occasions.

RESET After-School Detention
Duration: 40 minutes (after school on Wednesdays and Thursdays)
Location: Main Hall
Led by: Miss Marquis
Reason: Issued when a student fails to attend either a Yellow Card/Removal Detention or a Late to School Detention. Referrals must be escalated by the detention lead.

SLT After-School Detention
Duration: 70 minutes (after school on Thursdays)
Location: Main Hall
Led by: Senior Leadership Team (SLT)

Teacher Detention
Duration: At the teacher's discretion (break, lunchtime or after school)
Led by: The class teacher
Reason: Issued at the teacher's discretion. Teachers are responsible for informing students and supervising the detention.

No-Notice Form Tutor Detention
Duration: 5 minutes after school
Led by: Form Tutor
Reason: Students who have a full ready card, students that are late to form, students that don't complete form time in line with standards and any student that has repeated (two or more referrals) in one day.

Students will remain with their form tutor for five minutes at the end of the day. This detention does not require notice as all students will still have sufficient time to catch school buses, which depart site at 3:20pm.

Parental Notification

Any after-school detention lasting longer than five minutes will be recorded on Arbor, and parents/carers will receive notification via the Arbor app.

We shall always aim to give a minimum of 24 hours' notice of after school detentions to parents where possible.

The school has a specific legal power to impose detentions outside of school hours. Parent/carers are informed as one of our duties is to allow home arrangements to be put into place to ensure a pupil can reach home safely. It is not shared to gain permission for a detention, and this is not required by law. All detention will be logged on the Arbor app.

We may use Internal Exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to Internal Exclusion during lessons if they are disruptive, and they will be expected to complete relevant work set by staff.

If you require further narrative of what has happened for the detention to be issued, please contact the member of staff who issued the detention or Head of Year.

Off-site Direction for Behaviour

Off-site direction is a temporary placement of pupil to an alternative educational setting, outside of the main school premises to address and support with behavioural issues. This strategy is employed to provide the pupil with a focused environment for behavioural improvement while minimising disruptions to the learning environment of other pupils. The alternative setting often includes tailored support and intervention programs aimed at addressing the root causes of the pupil's behaviour, promoting positive change, and facilitating their eventual reintegration into the regular school

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setting. The location and length of this placement will be communicated with parents/carers, prior to the placement taking place.

1. Purpose

In line with the Education Act 2002 and DfE guidance (Behaviour in Schools, 2026), the school may use short-term off-site direction to help improve a student's behaviour while maintaining continuity of learning. This includes the use of partner-school isolation as an alternative to a suspension where appropriate.

The purpose is to:

- Provide a meaningful consequence for significant misbehaviour
- Prevent repeat suspensions
- Ensure students continue their education in a supervised, structured environment
- Provide a change of setting that supports reflection and behaviour improvement

2. When Off-Site Direction May Be Used

A short-term off-site placement may be considered when:

- A student's behaviour meets the threshold for a suspension, but the school judges that a more constructive intervention is appropriate
- The behaviour is serious enough to warrant removal from social circulation
- A neutral environment would support de-escalation and reflection
- There is a reciprocal agreement with another local school or trust partner

This measure will not be used informally or without parental knowledge.

3. Safeguarding and Notification

Before any off-site direction takes place, the school will:

- Inform parents/carers of the reason for the placement
- Provide the date(s), location, and start/finish times
- Ensure the receiving school has relevant safeguarding and medical information
- Record the placement formally on the school's behaviour system

Transport arrangements will be communicated clearly; parents may be required to support travel.

4. Expectations During Off-Site Isolation

Students are expected to:

- Follow all rules and routines of the host school
- Complete work provided by their home school or set by the host school
- Maintain high standards of behaviour, effort, and respect

Failure to meet expectations during the placement may result in further sanctions, including suspension.

5. Duration and Review

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The duration and review will be decided by the school and the partner school and communicated to parents in advance.

Internal Suspension (RESET)

A pupil will be removed from some or all normal lessons and social times for a short period. This is a serious step, and parents/carers will be informed. The Internal Suspension/RESET room (IS) allows us to remove pupils from mainstream school whilst allowing them to be safely supervised and able to continue with their studies. Pupils have access to lesson materials from the members of staff who teach them. Work is emailed, set through Teams, delivered through SENECA Learning or delivered directly to the staff managing the room. IS sessions can be for part or whole days. Where a pupil has been placed into IE for a full day that will end at 3.10pm. While in the room students will need to follow the 5 warning policy, students that disrupt the room will be given warnings 1, 2 and 3. Once a student's gets 3 warning parents will be contacted if a student reaches warning number 4 a senior member of staff will attempt to intervene and finally if a student's reaches warning 5 the head of school may look at alternative steps in line with policy.

Suspension

Purpose

At Moorside High School, we are committed to maintaining a safe, calm and purposeful environment where all pupils can learn and all staff can work free from disruption, abuse or violence.
Suspension is a serious sanction and will only be used when other appropriate strategies have not secured acceptable behaviour, or where a serious breach of the school's Behaviour Policy has occurred.
The Headteacher has the statutory power to suspend a pupil for a fixed period in accordance with the Department for Education (DfE) guidance *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026)*.
The school recognises that suspension should be used proportionately, fairly and lawfully, taking account of the individual circumstances of each case.

Legal Basis

Suspensions are issued under the Education Act 2002 and in accordance with current DfE statutory guidance.
The decision to suspend a pupil will be lawful, reasonable, fair and proportionate.
When considering suspension, the school will take into account:

- The seriousness of the incident.
- The impact on the safety, wellbeing and education of others.
- The pupil's behaviour record.
- Any relevant mitigating circumstances.
- Whether the pupil has Special Educational Needs and Disabilities (SEND).
- Any safeguarding concerns.
- Any duties under the Equality Act 2010.

A suspension will never be used informally, unofficially or as a means of sending a pupil home to "cool off".

Circumstances That May Result in Suspension

Examples of behaviour that may result in suspension include, but are not limited to:

- Physical assault against a pupil.
- Physical assault against a member of staff.
- Serious verbal abuse or threatening behaviour.
- Bullying, including online bullying.
- Discriminatory behaviour, including racist, sexist, homophobic, biphobic or transphobic abuse.
- Possession, use or supply of prohibited items.

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- Drug- or alcohol-related incidents.
- Sexual harassment or sexual violence.
- Serious damage to property.
- Persistent defiance or repeated breaches of the Behaviour Policy.
- Behaviour that significantly disrupts the education or safety of others.

These examples are not exhaustive and it is not possible to identify every circumstance that may warrant a suspension. Each incident will be considered on its individual merits and within the context in which it occurred.
The examples above do not create an automatic entitlement to suspension, nor do they limit the school's ability to consider suspension for other serious breaches of the Behaviour Policy.
The decision to suspend ultimately rests with the Headteacher, who will exercise professional judgement in determining whether suspension is an appropriate response. In doing so, the Headteacher will consider all relevant circumstances and ensure that any decision is lawful, reasonable, fair and proportionate.

Decision-Making Process

Before issuing a suspension, the Headteacher, or an authorised senior leader acting on behalf of the Headteacher, will undertake an investigation proportionate to the circumstances.
This may include:

- Taking written statements.
- Reviewing CCTV footage where available.
- Speaking with staff and pupil witnesses.
- Considering previous behaviour records.
- Seeking SEND, safeguarding or pastoral information.

The standard of proof used is the civil standard, namely whether, on the balance of probabilities, it is more likely than not that the pupil committed the alleged behaviour.
The school is not required to prove allegations beyond reasonable doubt.

Consideration of Vulnerability and SEND

Before any suspension is issued, the school will consider whether:

- The behaviour may be linked to a recognised SEND need.
- Reasonable adjustments have been implemented where appropriate.
- Additional support or intervention is required.
- Safeguarding concerns may be influencing behaviour.

The existence of SEND does not prevent a suspension where a serious breach of the Behaviour Policy has occurred. However, SEND, vulnerability and individual circumstances will always be considered as part of the decision-making process.

Notification to Parents and Carers

Where a suspension is issued, parents/carers will be informed without delay.
The school will provide written confirmation setting out:

- The reason for the suspension.
- The duration of the suspension.
- The start and end dates.
- Arrangements for education during the suspension.
- Parents' rights to make representations.
- Information regarding the governing board's role where relevant.

The school will make reasonable attempts to discuss the suspension with parents/carers by telephone before, or shortly after, the written notification is issued.

Education During Suspension

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For suspensions of five school days or fewer, the school will provide work for the pupil to complete at home.
Where a suspension exceeds five school days, suitable full-time education will be arranged from the sixth school day in accordance with statutory requirements.
The school will seek to minimise disruption to learning and support pupils to remain engaged with their education wherever possible.

Reintegration Following Suspension

Following every suspension, the school will arrange a reintegration meeting with the pupil and parent/carer whenever practicable.
The purpose of this meeting is to:

- Reflect on the incident.
- Re-establish expectations.
- Identify any support required.
- Agree strategies to reduce the likelihood of future incidents.
- Support the pupil's successful return to school.

The school recognises that effective reintegration is an important part of improving behaviour and preventing further incidents. A pupil's return to education should be supportive, restorative and focused on future success.

Headteacher's Discretion

While this policy provides guidance on the factors that may be considered when determining whether a suspension is appropriate, it cannot cover every possible circumstance that may arise.
The Headteacher retains the discretion to consider the specific facts of each case and may determine that suspension is appropriate in circumstances not expressly referenced within this policy where behaviour is sufficiently serious or where suspension is necessary to maintain the safety, welfare and good order of the school.
All decisions will be made in accordance with the principles of natural justice, relevant legislation, statutory guidance and the school's Behaviour Policy, and will be reasonable, fair and proportionate in the circumstances.

Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, emotional, relational, or online and can have significant impact on child's wellbeing, safety and educational experience.

Bullying can include:

Emotional bullying – being unfriendly, excluding, tormenting
Physical bullying – Hitting, Kicking, pushing, taking another's belongings, any use of violence
Racial bullying – Racial taunts, graffiti, gestures
Sexual bullying – Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect bullying – Name calling, sarcasm, spreading rumours, teasing.
Cyber bullying – Bullying that takes place online, such as through social media networking sites, messaging apps or gaming sites
Child-on-child abuse - Child-on-child abuse, also known as "peer-on-peer abuse," occurs when one child or young person harms another. This can take various forms, including physical, emotional, and sexual abuse, as well as bullying or harassment, either in person or online. It differs from adult-to-child abuse in that it involves peers, and the power dynamics may be more subtle, though it can still have serious and lasting impacts on both the victim and the perpetrator.

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We are proud of being an inclusive school. Any behaviour that makes others feel uncomfortable because of decisions they make around their gender or sexual orientation will be considered as bullying behaviour.

If a particular situation escalates or repeats, it is the role of the Assistant/Deputy Headteacher to ensure that the actions outlined above have been carried out, as appropriate to each case. It is important that, with the majority of cases, a balanced and staged approach is adopted (although some cases may have an immediate need for stage 2/3 from the outset). This may be typified by the following guidance points:

- Stage 1 – verbal reprimand; logged in bullying file; parents informed; after school detention; mediation offered
- Stage 2 – Parents of perpetrator invited into school to discuss their child's behaviour; internal suspension; mediation offered
- Stage 3 - Parents of perpetrator invited into school to discuss and agree a behaviour contract; suspension; mediation offered

More serious incidents will be characterised by their physical or persistent nature, and the emotional effect on the victim will be an important consideration in judging the seriousness of the bullying. Serious incidents will generally involve some malicious intent, and their physical aspect may affect person, property or 'space'. In these cases, the Head of Year will take the following steps.

- Both the perpetrator and the victim will be asked to write his/her version of the incident or series of incidents, but the victim will not be asked to confront the perpetrator or argue their case in front of the perpetrator. (Any witnesses will also be asked for their version of events).
- In the case of a serious physical assault on another pupil, the Assistant Headteacher (Behaviour) or the Headteacher must be notified without delay.
- Telephone the parents of the perpetrator and, if appropriate, invite them into the school to discuss the matter fully.

- The school will support parents of a victim who wish to take the matter forward with the Police.
- Telephone the parents of the victim, inform them of the situation, and invite them into school if appropriate.
- In all cases, appropriate action will be taken, up to and including permanent exclusion.
- Incidents falling into this more serious category will be recorded on the school's log of bullying incidents, by the Head of Year and reviewed in their line management meetings with Assistant/Deputy Headteacher.
- The Head of Year will ensure that all staff are aware of any serious incident (through the pastoral bulletin) so that staff can continue to be vigilant for any continuation of the problem.
- The Head of Year will follow up the incident by checking with the victim that there has been no repetition and the Form Tutor will also monitor the situation. A follow up contact with the parents can also help to resolve any remaining concerns.
- All records, written reports and copies of letters to parents will be filed appropriately.
- If students or parents feel as if they are being bullied that can call the school to speak to staff or email our anti-bullying email: antibullying@mhs.potteries.ac.uk

Communication Timeline

All initial queries should be directed to your child's form tutor by email. If there is a specific subject query this is to be directed to your child's class teacher.

1. First Point of Contact: Form Tutors/ Class Teachers

Contact your child's form tutor/ class teacher via email for any initial queries or concerns.

You will receive an acknowledgement email within two working days and a detailed response within three working days.

2. Escalation Process

If no response or the issue remains unresolved within three working days, escalate the issue to the head of year or Director of Teaching and Learning via email.
You will receive an acknowledgement email within two working days and a detailed response within three working days.
3. Further Escalation

If the issue remains unresolved, escalate to the administration office via email. (office@mhs.potteries.ac.uk)
The administration office will acknowledge emails within two working days and provide a timeline for resolution.

Expectations For Staff and Parents

Staff Expectations:
Acknowledge emails within two working days.
Provide a detailed response within three working days
Maintain professionalism and courtesy in all communications.
Track all communications to ensure timely resolution.

Parent Expectations:
Use email as the primary mode of communication.
Allow the specified response time before escalating issues.
Maintain a respectful and positive tone in all communications.

Off-site behaviour

Bringing the school into disrepute (Behaviour of pupils beyond the school grounds)

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The school has a statutory power to challenge pupils for misbehaving outside of the school's premises where the behaviour could have repercussions for the orderly running of the school or poses a threat and or safety issue to another pupil or member of the public and could adversely affect the reputation of the school.

Physical Contact

Physical contact means using no more force than is needed. Physical contact should be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

The decision on whether or not to intervene in a situation is down to the professional judgement of the member of staff and should always reflect the individual circumstances and any adjustments for Special Educational Needs and Disability pupils.

Incidents of reasonable force must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment; and
- be recorded and reported to parents/carers.

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There are numerous staff that are trained in CPI restraint, where possible it will be those staff that have to make physical contact as a last resort.

CPI Restraint Policy Statement

Physical restraint is only used as a last resort in situations where a child poses an immediate risk of harm to themselves or others and all other de-escalation techniques have been exhausted. Restraints should always be safe, respectful, and minimal in duration and force. All staff must be trained and certified in Crisis Prevention Intervention (CPI) techniques, prioritizing de-escalation and positive behaviour support to reduce the need for restraint.

Screening, Wanding, Searching and Confiscation

Purpose

Moorside High School is committed to maintaining a safe, calm and disruption-free environment in which all students can learn successfully. The school recognises its duty to safeguard pupils, maintain good order and discipline, and protect all members of the school community from harm.
In accordance with the Department for Education's *Searching, Screening and Confiscation* guidance 2026, the school may use screening, wanding, searching and confiscation procedures where necessary to safeguard students, enforce school rules, investigate concerns regarding prohibited items, or maintain high standards of behaviour. These powers form part of the school's wider safeguarding and behaviour systems.

Screening and Wanding

The school may use handheld metal-detecting wands or other screening devices as a preventative measure to promote safety and discourage students from bringing prohibited items onto the school site.
Screening or wanding may take place:

- Randomly.
- As part of planned behaviour or safeguarding initiatives.
- Following intelligence or concerns regarding prohibited items.
- During arrival to school, lessons, social times or educational visits.
- To support compliance with the school's rules regarding mobile phones and other banned items.

Students may be selected individually, in groups, by year group or at random.
Parental consent is not required for screening or wanding. The school's use of screening procedures is communicated through this Behaviour Policy and other school communications. Students, staff and parents are therefore considered to be aware that screening and wanding may be used as part of the school's approach to safeguarding, behaviour management and enforcement of school rules.
The school recognises that some students, particularly those with SEND, sensory needs, communication difficulties, anxiety, autism or a history of trauma, may find screening procedures distressing. Staff will exercise professional judgement, act sensitively and make reasonable adjustments where appropriate, whilst maintaining the safety and welfare of all members of the school community.
Where a student refuses to participate in screening or wanding, this may be treated as a failure to follow a reasonable instruction. Refusal may increase the level of concern, leading to further investigation, supervision or a search where lawful and appropriate.

Searches

Authorised members of staff may search a student or their possessions where there are reasonable grounds to suspect that the student is carrying:

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- A prohibited item under legislation.
- An item banned under the school's Behaviour Policy.
- An item that presents a risk to safety, welfare, discipline or the efficient running of the school.

The school may search for prohibited items including, but not limited to:

- Knives and weapons.
- Illegal drugs.
- Alcohol.
- Stolen items.
- Tobacco products, cigarettes, vapes and nicotine products.
- Fireworks and explosives.
- Pornographic images.
- Any item likely to be used to commit an offence or cause personal injury.

The school may also search for items banned under school rules, including:

- Mobile phones.
- Smart watches where prohibited.
- Earbuds, headphones and similar devices where not authorised.
- Electronic devices capable of communication, recording or internet access where prohibited.
- Any other item identified within the school's Behaviour Policy as not permitted on site.

Conducting Searches

Searches will always be carried out respectfully, proportionately and with due regard to safeguarding responsibilities, the age and understanding of the student, any known vulnerabilities, and any SEND needs.

Wherever possible:

- Searches will take place away from other students.
- Searches will be conducted by a member of staff authorised by the Headteacher.
- A witness will be present during the search.
- The staff member conducting the search and the witness will be of the same sex as the student being searched.

In exceptional circumstances, where there is a risk of serious harm if a search is not conducted immediately, a search may be carried out by a member of staff of the opposite sex and/or without a witness, where this is lawful and proportionate.

Staff will explain the reason for the search and seek the student's cooperation wherever possible. However, authorised staff may search a student without consent where permitted by law and where there are reasonable grounds to suspect that the student possesses a prohibited item or an item banned under school rules.

Searches may include:

- Bags.
- Coats and blazers.
- Outer clothing.
- Pockets.
- Lockers.
- Desks.
- Other possessions under the student's control.

Students will not be required to remove clothing other than outer clothing. Staff will never search clothing that is in direct contact with the skin and will not undertake strip searches. Any strip search can only be conducted by police officers in accordance with relevant legislation and statutory guidance.

Confiscation

Any prohibited or banned item found during a screening or search may be confiscated.

The school may:

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- Retain the item.
- Return the item to a parent or carer.
- Dispose of the item where permitted by law.
- Pass the item to the police or other appropriate authority where required.

Mobile phones, vapes and other banned items will be managed in accordance with the school's Behaviour Policy and sanctions framework.

Recording and Communication

Where a search has taken place, staff will make an appropriate record of the incident in line with school procedures.
A record may include:

- The reason for the search.
- The staff involved.
- Any witnesses present.
- Items located and confiscated.
- Actions taken.
- Any safeguarding concerns identified.

Parents or carers will normally be informed following a search, particularly where prohibited items are found, confiscated or sanctions are issued.
The school is not required to inform parents every time routine screening or wanding takes place. The school's use of screening procedures is communicated through this policy and forms part of the school's published behaviour and safeguarding arrangements.

Refusal to Cooperate

Students are expected to comply with reasonable instructions relating to screening, wanding and searching.
Refusal to cooperate with screening, wanding or a lawful search may result in:

- Removal from lessons.
- Internal sanctions.
- Suspension.
- Increased supervision.
- Safeguarding intervention.
- Further disciplinary investigation.

Any response will be proportionate to the circumstances, the level of risk presented and the student's individual needs. The welfare, dignity and safeguarding of the student will remain a primary consideration throughout any screening or search process.

Confiscation

The school may confiscate, retain or dispose of anything they reasonably suspect to be a prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school policy. The law protects staff from liability for any loss or damage to items confiscated, provided they have acted lawfully. Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Mobile Phones

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Policy Overview

Moorside High School is committed to providing a safe, focused and supportive learning environment that promotes academic success and student wellbeing. In line with this commitment, and following extensive research and consultation, the school will operate as a mobile phone-free environment from September 2026.

Policy Rationale

This policy reflects:

- National expectations outlined in the Department for Education (DfE) guidance (February 2026), which states that mobile phone-free schools should be the norm.
- Evidence demonstrating the negative impact of mobile phone use on learning, behaviour and mental health.
- Feedback from parents and carers gathered through consultation.

Research indicates that mobile phones can:

- Cause distraction and reduce academic performance
- Interrupt teaching and learning
- Negatively affect students' mental health and wellbeing
- Limit opportunities for positive, face-to-face social interaction

The school therefore has a responsibility to remove unnecessary distractions and safeguard students during the school day.

Policy Expectations

From September 2026:

- Mobile phones must not be used or carried by students during the school day.
- All students are required to hand in their mobile phones at the start of the day.
- Phones will be stored securely by the school and returned at the end of the day.

Operational Procedures

Daily Routine

- Students will switch off and hand in mobile phones during morning tutor time
- Phones will be placed in allocated, numbered storage units
- Devices will be stored in a secure, locked location
- Phones will be returned during afternoon tutor time

Late Arrivals

- Students arriving late must hand phones in at Main Reception or the Late Room
- Devices handed in late will be returned after the main distribution period

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Detentions

- Phones will be returned at the end of any detention period

Appointments and Early Departure

- Students leaving or returning during the day must hand in and collect phones via Main Reception

Compliance and Sanctions

Failure to follow this policy will result in sanctions in line with the school's Behaviour Policy. This includes, but is not limited to:

- Failure to hand in a mobile phone
- Attempting to use or conceal a mobile phone during the school day
- Refusal to comply with staff instructions regarding mobile phone procedures

Sanctions will be applied consistently and proportionately, reflecting the school's commitment to maintaining high standards of behaviour and ensuring fairness for all students. If a student is found with a mobile phone it will be confiscated and handed into main reception. Parents will be informed and must collect the phone before 4pm. Students will not be allwoed to take the phone with them. Refusal to engage with the process could result in further sanctions at the descression of the Head of School.

We operate a robust system for the collection and secure storage of mobile phones during the school day.

While this system is carefully managed, parents and students should be aware that bringing a mobile phone into school is at the owner's own risk. The school cannot accept liability for any loss, theft, or damage to mobile devices.

Mobile Phones - Moorside High School

Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use his discretion to help pupils at Moorside High School make better choices and to ensure that all pupils' rights to a high-quality education are not compromised.

Damage to Property

If a student is found responsible for causing damage or engaging in vandalism, parents or caregivers will be held liable for the cost of repairs or replacements. This policy is intended to encourage accountability and ensure that our facilities remain in excellent condition for all students.

Monitoring arrangements

This behaviour policy will be reviewed by the Local Governing Board, Potteries Educational Trust in conjunction with the Headteacher every year. At each review, the policy will be approved by the Local Governing Board.

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