

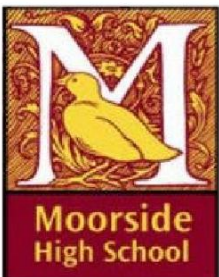


Appendix B

Moorside High School

Behaviour Policy

rev. February 2025



Date of last review: February 2025

Date of next review: February 2026

Committee: Local Governing Body

Aims of the Behaviour Policy

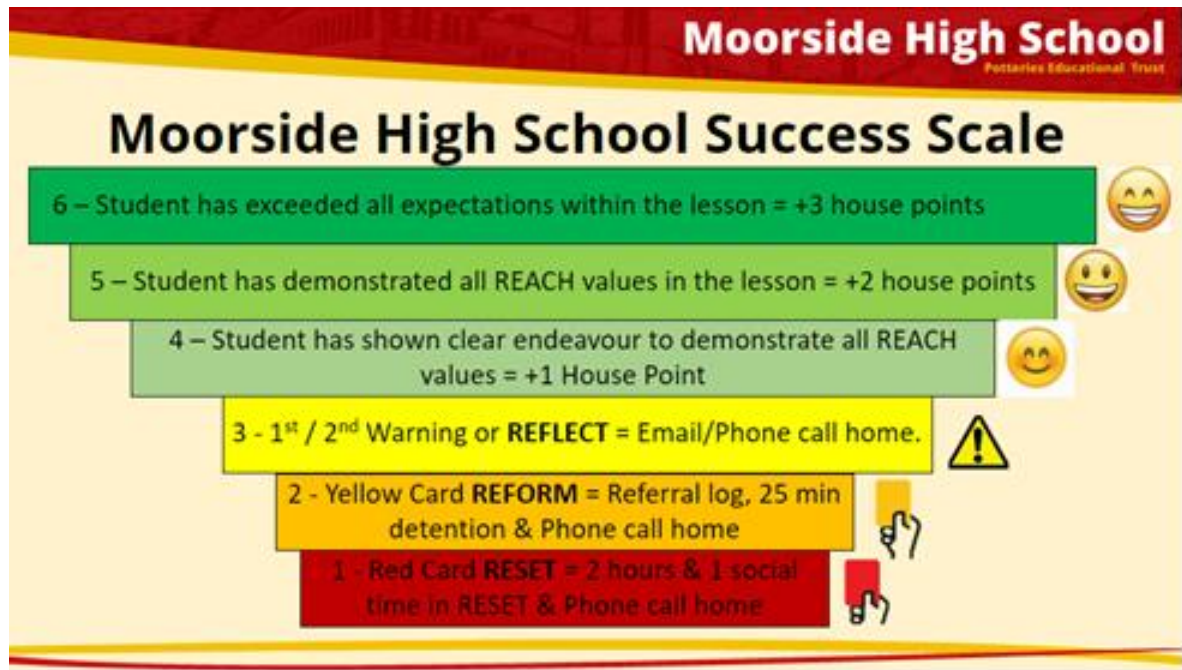
Keeping Children Safe in Education 2024 is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

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 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90121/suspension_and_permanent_exclusion_guidance.pdf)

Moorside Success Scale

All staff will reward pupils using the Moorside Success Scale. Pupils will receive a success scale score between 1-6 dependent on their engagement levels in the lesson.



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

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,
- 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:

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.

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

The Smart System

It is every pupil’s responsibility to arrive to school in the correct uniform, ready to learn. Pupils’ uniform and equipment demonstrates their intent to learn.

Our SMART card system supports our aims in ensuring pupils take responsibility for their own uniform. Pupils have choices at each stage. Pupils must have a Smart card with them at all times.

- If a pupil has incorrect uniform, they will have their Smart Card signed.
- Once a Smart Card has two signatures it is full.
- Pupils are not permitted to be around site with a full Smart Card.
- Smart Resets take place at break and first half of lunch.
- Pupils can attend the main hall for 10 minutes to exchange a full Smart Card for a new one.
- If a pupil is found with a full (or no) Smart Card and has not taken the opportunity to renew it, they will receive a 20-minute lunch time detention the following day.
- An automated email will be sent home to parents/carers to make them aware.
- If a pupil does not attend their 20-minute detention this is escalated to a 1-hour SLT detention.

All Smart Cards will be 'reset' at the start of each term.

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.

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 Exclusion
- Fixed term suspensions
- Pupil Planning Meeting with the Local Authority Inclusion Officer.
- Personalised Support Plan.
- Direct Provision

- Permanent exclusion.

Detention Structure

1. If a pupil takes longer than 5 minutes to get to lesson or is sent to 'reflect' during a lesson, they will receive a 10-minute no notice break time detention in Hut 4.
2. If a pupil fails this break time detention or gets a yellow card, they will have a 20-minute no notice lunch time detention in the Hut 4.
3. If a pupil fails a yellow card detention, they will be issued with a 40-minute DTL afterschool detention in IT4, all parents/carers will be contacted about this.
4. If a pupil fails a DTL detention they will be issued with a 1-hour afterschool detention with the Assistant Headteacher for Behaviour in Hut 4, all parents/carers will be contacted about this.

We shall always aim to give a minimum of 24 hours' notice of after school detentions to parents. Where a detention is felt to be needed on the day, this will be done in agreement with parents and carers via a personal call.

The school has a specific legal power to impose detentions outside of school hours – including after school, on Professional Development days and on a Saturday. 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.

- Pupils who do not attend a given detention may be sent to Internal Exclusion.

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

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

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 Exclusion/RESET room (IE) 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 Edclass or delivered directly to the staff managing the room. IE 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.

Fixed term suspension:

This means a pupil is not allowed to attend school. Usually, suspensions are for a fixed term. Suspended pupils can be readmitted only following an interview between parents/carers and a member of the Leadership Team. Guarantees about future behaviour will form part of this meeting. Sometimes we ask for these guarantees in the form of a written contract. Systems to manage a pupil on their return to school may also be put into place at these meetings. These could include social isolation, risk assessments highlighting the need for a pupil to be out of school at lunch, or personalised timetables. Suspension periods will increase incrementally with the number of suspensions, meaning that number of days served for repeat suspensions will normally be greater than the first suspension. This will normally be capped at 5 days, however the Headteacher does have the right to make reasonable adjustments and may use a 6-day provision where it is deemed necessary.

Staff will provide appropriate work for suspended pupils to complete at home during the period of their suspension. Suspended pupils are expected to remain in their home completing work and not to be seen in a public place, which includes coming near or onto the school site.

Reintegration from suspension

Any pupil returning from a fixed term suspension will need to complete a reintegration meeting where clear targets and intervention will be set to help prevent repeat suspensions.

A meeting with members of the Local Governing Body and (where appropriate) with senior members of the Behaviour team to discuss and offer support for the pupil's futures may be held if there is a significant number of suspensions within a given period of time.

Permanent Exclusions

Only the headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A pupil 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 pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Bullying

Bullying is behaviour by an individual or a group over a period of time that hurts another either physically or emotionally. All members of our community are responsible for challenging bullying and reporting it when they see it.

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.

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 exclusion; 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.

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.

Searching and confiscation

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Searching with consent:

- A search of a pupil is restricted to outer clothing, pockets, possessions, desks or lockers. Only the police have the right to a strip search, and this would be with the involvement of a parent.
- A search should where possible be done away from other pupils, on school premises or where the member of staff has lawful control or charge of a pupil for example a school trip.
- The Headteacher will decide which staff have the authority to conduct searches of pupils and training provided.
- The Law states that the member of staff conducting the search must be of the same sex as the pupil being searched and there must be another member of staff to witness.
- The only exception to this would be if the member of staff carrying out the search reasonably believes there is risk of serious harm to a person if the search is not carried out as a matter of urgency and in the time available it is not reasonably practicable for the search to be carried out by a member of same sex staff.
- If a search has to happen without another member of staff this should be immediately reported to the Headteacher.
- Staff may search with pupil consent for any item if the pupil agrees. It is enough for a member of staff to ask the pupil to, for example, turn out their pockets, or ask to look in a bag.
- We will inform families if a search has been completed outlining the reason why and the outcome of the search.

- All searches must be logged in school.
- If a pupil refuses to allow a search, their parent/guardian will be contacted.

Searching without consent:

Staff, authorised by the Headteacher, have a statutory power to search pupils or their possessions without consent where they have a reasonable ground for suspecting that pupil may have a prohibited item.

Prohibited items include:

- knives, items that could be used as a weapon;
 - alcohol;
 - tobacco products and cigarette papers;
 - illegal drugs;
 - stolen items;
 - fireworks;
 - pornographic images;
 - any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- This list is not exhaustive and the head teacher will have the ultimate say on what is prohibited in the school.

It is sufficient to have reasonable grounds for conducting such a search, for example, where a conversation has been overheard. The member of staff searching the pupil must be of the same gender as the pupil and a witness must also be present, also of the same gender, where possible.

An exception to this rule can allow for a member of the opposite gender to search alone, but only when there is a responsible belief that there is a risk that serious harm will be caused by a pupil if a search is not conducted immediately, and it is not reasonably practicable to summon another member of staff.

Where a member of the police conducts a search, it must be done in the presence of the DSL or the Senior Leadership Team.

No clothing, other than a coat or blazer should be removed.

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

Mobile phones should be switched off and kept out of sight during classroom lessons and while in the school building. Exceptions may be permitted only in exceptional circumstances if the parent/carer specifically requests it. Such requests will be handled on a case-by-case basis and should be directed to Assistant Head teacher for Behaviour. Parents/carers are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure their child is reached quickly and assisted in any appropriate way.

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.