



# 027 Good Conduct Policy

## Aim of this Policy:

We expect all members of our school community to embrace our core values: Respect, Endeavour and Compassion.

## Principles

- **Our purpose is to inspire excellence in character and scholarship. Through respect, endeavour and compassion, we will achieve success together.**
- As a UNICEF Rights Respecting School we know that actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.
- Every student has the opportunity to learn without being hindered by others.
- Every member of the school community has the right to participate in the life of the school without fear, bullying, threats, harassment, racial or sexual harassment, humiliation or any other action intended to cause harm.
- We aim to promote good conduct through developing positive relationships between all members of the school community based on the values of respect, endeavour and compassion.
- We recognise the need for clear guidelines for rewards and sanctions to promote excellent conduct and to help students to make sensible choices, taking responsibility for their own actions and respecting the rights and beliefs of others.
- We have a responsibility to meet the needs of every student and this will require a wide range of strategies tailored to the needs of individuals.
- We recognise our responsibility to communicate rewards and sanctions to parents and carers.
- We recognise our responsibility in ensuring students' behaviour meets school expectations within the community.

*Purple font in this update is used to draw attention to information specific to the current situation with Covid 19. We must ensure that everyone knows and understands the ways in which we must alter our behaviour to keep everyone safe from the risk of infection; to ensure that where behaviour is unsafe, we are able to challenge that behaviour quickly, effectively and fairly; to help us to understand that our first priority is teaching safe behaviour, and that different approaches may be appropriate when differentiating between inadvertent or forgetful unsafe behaviour and deliberately unsafe behaviour.*

*We recognise as a school that returning after such a long time at home presents a unique and challenging set of circumstances. We accept that students will take time to settle in and establish themselves in a routine and that it will feel strange for them to be back in school and in classrooms with their friends. Some students may feel anxious or nervous about their return to school and so extra pastoral care and support will be provided on students' return to school and will be additionally available on request.*

*There are additions and amendments to school rules for students to follow. These have been made to ensure the safety of students and staff and should be taken very seriously. All other school rules, routines and expectations remain the same, unless advised otherwise.*

## Expectations

Moseley School is a place in which students are encouraged and expected to be the best they can be and to follow the **three Rs: Respectful, Responsible and Ready to learn.**

- **Respectful** – A respectful student is proud to be a member of Moseley School and values their time at school, their education, the environment and the people around them.

- **Responsible** – A responsible student is always very motivated and works well independently and in a team. They contribute to lessons and use their initiative.
- **Ready to learn** – A student who is ready to learn rarely has any time off school. They are well organised and plan their time to ensure that they are not late and that they bring the right equipment and books each day.
- Moseley School students are expected to be responsible for their own behaviour at all times and should aim to be the best they can be.
- The same standards are expected of staff at Moseley School as of our students. All staff at Moseley School are committed to supporting our students to be the best they can be and to modelling the behaviour that we encourage and expect of our students.
- When talking to students about their behaviour we try to use the language of the three Rs and encourage them to consider how well their behaviour reflects the expectations we have. The chart below can support these conversations.
- We expect our students to be the best they can be and follow the three Rs because it is the right thing to do, not because they will be rewarded for doing so. However, it is important to praise and reward students in order to reinforce positive behaviour and our rewards support this aim.
- We expect our upper school and sixth form students to set a good example to younger students and we have high expectations of their behaviour and conduct. This policy applies to all students including those in the sixth form who should be a positive role model for younger students in the school.
- Unfortunately there are times when students do not meet the high standards which we expect and in these instances we try to point this out professionally only ever criticising the behaviour not the child. This will sometimes be accompanied by a sanction and a guide to sanctions is given later in this policy.
- We recognise that the school will not be successful if it works in isolation. We must maintain strong links with the parents and carers of our students. The support of parents and carers and their understanding of any sanction which may be implemented for unacceptable behaviour is crucial.
- House Teams, Form Tutors, Faculty Leaders and the SENCO, working with other staff, have a responsibility on a day-to-day basis for the overall well-being of each student. Each student should be able to develop secure and trusting relationships with members of staff and with each other.

<b>A Moseley Student</b>				
	<b>4: Cause for concern</b>	<b>3: Need for improvement</b>	<b>2: Good</b>	<b>1: Excellent</b>
<b>Respectful</b>	I am not proud to be a member of Moseley School. I do not value my time at school, my education, my environment or the people around me.	I do not show that I am proud to be a member of Moseley School. I need to value my time at school, my education, my environment and the people around me at all times.	I show that I am proud to be a member of Moseley School. I value my time at school, my education, my environment and the people around me.	Everyone can see that I am really proud to be a member of Moseley School. I take pride in my time at school, my education, my environment and the people around me.
<b>Responsible</b>	I do not engage in learning and lack motivation.	I need to be more actively engaged in my learning. I rarely take the opportunities for learning I am given.	I am motivated and like to contribute to lessons and complete tasks set.	I am keen to learn at all times. I work well on my own and when in a team. I willingly contribute to lessons, am motivated and often use my own initiative.
<b>Ready to learn</b>	I do not attend school regularly and am not very punctual. I do not bring the right equipment to support my learning.	My attendance at school is inconsistent and I am not always punctual. I do not always bring the right equipment to support	I attend school regularly and am punctual. I remember to bring the right equipment and books each day to support	I rarely have any time off school. I am well organised and plan my time to ensure that I am not late and that I bring the right

		my learning.	my learning.	equipment and books each day to support my learning.
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## Positive Behaviour

Positive behaviour should be recognised at all times. Positive recognition should be given to students who have been ambassadors for the school and themselves e.g. achievements in a sporting event, school trips, educational visits or competitions. All staff have a responsibility to implement, monitor and evaluate their use of praise and must ensure that there is equality of opportunity for students to achieve rewards regardless of age, ethnicity, gender, special educational needs and disability.

At Moseley we believe in a growth mind-set and good behaviour is positively reinforced through frequent use of encouraging language which we believe fosters positive relationships with students. Strategies to celebrate effort, success and good conduct:

- Specific verbal praise to individuals
- Positive behaviour logs
- Telephone call or text message home
- Praise postcard home
- Assembly praise
- Positive feedback to parents/carers during progress evening
- Responsibility badges for supporting School in key positions, e.g. student leadership
- External awards e.g. Moseley Plus, DofE
- Display of work in faculty areas
- Faculty rewards and certificates
- Rewards trips and events
- Prize giving, certificates and awards presented during house celebration assemblies at the end of each half term
- Whole school awards events
- Meeting with the Headteacher or other member of senior staff
- Headteacher's award

## How we discourage and manage poor behaviour through sanctions and support

School staff have the statutory power to impose sanctions and are responsible for managing the behaviour in their own classroom. Whatever sanctions we use, these will be applied consistently and fairly. In extreme cases help may be called for from 'classroom support'. It is important that Form Tutors and House Teams are kept informed of poor and unacceptable behaviour within subject areas through the use of ATL scores and accurate SIMS logging.

## How to deal with incidents

- Make clear you are addressing the behaviour rather than stigmatising the student.
- Never use overly severe sanctions for minor infringements. This will devalue the sanctions if you need to use them for more serious infringements.
- Never apply whole group sanctions.
- Use sanctions that help students to learn from their mistakes and show how they can improve their behaviour
- Use sanctions in a calm, controlled manner.
- Sanctions should only be mentioned if there is an intention or the facility to carry them out.
- Avoid sanctions becoming cumulative and automatic. Sanctions should take account of individual circumstances and needs.
- Use sanctions that are a logical consequence of the student's inappropriate behaviour.

- Where possible sanctions should demonstrate to the students that they are the result of the choices they make. In this way students will begin to see the connection between their behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour.

### **Moseley School strategies to ensure a positive climate for learning**

- Teaching teams should 'own the zone' - led by the local SLT, year team and post holders.
- Classroom teachers should control the welcome to teaching spaces.
- There will be a seating plan decided by the teacher.
- Teachers will check the SEND and behaviour support profiles and build strategies into seating plans if required.

### **Starting all lessons teachers should (tutor time is a lesson) ensure:**

- There is a 'Do Now' lesson starter as soon as students arrive.
- Students enter quietly and make a start immediately.
- Do not keep students queuing/blocking corridors
- Equipment and planners are on desks.
- Students have correct uniform.
- Praise 'First 5!'
- Challenge late comers.
- Complete the SIMS register in first 5 minutes of the lesson while students complete silent 'Do Now'.
- Update ATL scores on the SIMS register during the lesson if required.
- If a student absent, but present earlier in the day? Email [classroomsupport@moseley.bham.sch.uk](mailto:classroomsupport@moseley.bham.sch.uk)

### **Attitude to Learning (ATL) Scores**

- It is assumed that all students arrive to lessons wanting to do the right thing and learn, so will receive a 3 on arrival.
- Late to lesson is now separate from ATL 2 – students can be a few minutes late and still achieve a 3.
- Formal warning must be given if students are at risk of ATL 2 – 'if you continue to ... you will be demonstrating ATL 2, which will result in a detention'.
- It is the teacher judgement which lesson score best describes a student's ATL. They are not open to negotiation. ATL lesson scores and detentions should be used as 'levers' to ensure good conduct rather than a weapon.
- ATL scores should be entered accurately and provide a true reflection of student performance.
- Year Teams will be checking lesson scores during P2 – Students with 2xATL 1-2 to be picked up for a conversation to correct behaviour before moving on to the rest of their day.

Lesson Score	What It Means	Outcome
4	<p>You have met all of the criteria for a lesson score of a 3 and have also demonstrated an <b>excellent</b> attitude to learning. This might include:</p> <ul style="list-style-type: none"> <li>• Demonstrating <b>resilience</b></li> <li>• <b>Bouncing back</b> from <b>failure or mistakes</b></li> <li>• <b>Supporting</b> and/or positively encouraging <b>other students</b> with their learning</li> <li>• Completing more, or spending more time, on <b>homework</b> than was expected</li> </ul>	Classroom teacher adds a positive behaviour log to SIMS.
3	<p>You have shown that you have a <b>good</b> attitude to learning <b>throughout the lesson</b> and at home by:</p> <ul style="list-style-type: none"> <li>• Showing <b>respect</b> to others so that teachers can teach, and students can learn.</li> <li>• Arriving to the lesson <b>on time</b>.</li> <li>• Demonstrating a <b>commitment to learning</b></li> <li>• Having the <b>correct equipment and uniform</b></li> <li>• Completing <b>homework</b> on time and to a good standard</li> </ul>	<b>Learning is able to progress unhindered. This is our basic expectation.</b>
<b>Formal warning if students are at risk of ATL 2 – ‘if you continue to ... you will be demonstrating ATL 2, which will result in a detention’.</b>		
2	<p>Your attitude to learning needs to improve as you have failed to meet expectations in the lesson and at home. This might include:</p> <ul style="list-style-type: none"> <li>• Being disrespectful to others, which may have affected teaching and learning at some point in the lesson</li> <li>• Not demonstrating enough commitment to learning</li> <li>• Not having the correct equipment and uniform</li> <li>• Not completing homework on time and/or to a good standard</li> </ul>	Classroom teacher to add a negative behaviour log on SIMS making it clear what behaviour has led to the log. 30 minute detention.
1	<p>You need to make major changes to your conduct in lessons as your attitude to learning is unacceptable. You might have shown this by:</p> <ul style="list-style-type: none"> <li>• Persistently showing disrespect to staff, students and/or the environment</li> <li>• Preventing the teacher from teaching and the students from learning at repeated points in the lesson</li> </ul>	Classroom teacher call for classroom support. 60 minute detention.
0	Not in lesson/absent	

## **Prior to sanctions teachers should use a range of techniques and strategies to promote good conduct**

- Review seating plans – use progress and behaviour data.
- Check SEN and behaviour one page profiles for guidance.
- Review teaching strategies with HOF/HOD.
- Request in-lesson coaching or support from HOF/HOD to identify potential strategies to employ.
- Speak to the house or year team for further guidance and support with individual students.
- Observe the student(s) in another lesson. Are there strategies that could be employed?
- Return to classroom routines to ensure they are they still consistent.
- Organisation – ‘Do Now’ task to hook students on entry.
- Praise – PIP and RIP (Praise in Public, Reprimand in Private).
- Use positive language and promote a growth mindset.
- Phone home to share positives and well as negatives. Use a positive interaction (phone call or postcard home) to frame a conversation when things are going less well.
- Circulate the classroom – consider the best teacher position for each phase of the lesson.
- Allow take up time – give an instruction, then move away to allow a student time to process. Deal with the primary behaviour rather than the secondary behaviour that might be demonstrated in reaction to your interventions.
- Don’t be afraid to go back to the beginning and reset/re-teach your routines if you feel students are slipping into poor habits.

### ***Additional rules under the current circumstances***

*To keep one another safe we will:*

- *Travel to and from school on foot, bicycle or in a private car, avoiding public transport wherever possible.*
- *Travel directly between home and school.*
- *Try our best to stay 2m from teachers (who will be working across bubbles) at all times.*
- *Not mix with students or staff from other groups or ‘bubbles’ to prevent the passing of infection.*
- *Move around school following markings or directions and avoiding other people.*
- *Follow government advice on hygiene:*
- *Never cough or sneeze towards another person*
- *Catch all coughs and sneezes in a tissue and throw it away (catch it, bin it, kill it), then wash our hands*

***Behaviour that wilfully undermines the safety measures that the school has put in place or risks the safety of students or staff will not be tolerated. If incidents occur then they will be treated as high level behavioural incidents and sanctioned accordingly.***

*Examples might include:*

- *Deliberately ignoring the social distancing measures put in place by the school.*
- *Truancy or walking away from a member of staff will be considered potentially dangerous behaviour and sanctioned as such.*
- *Spitting at another student or member of staff.*
- *Deliberately coughing at a student or member of staff.*
- *Behaviour or language that is intended to cause alarm or distress to students or staff about the current situation.*

### ***For students learning from home***

- *Staff and students will continue to implement safe use of the internet as laid out in the guidance for ‘Responsible internet use for staff and students’ explained in the student planner.*
- *Use of inappropriate language within any IT platform affiliated with the school is not acceptable and will trigger a phone call to parents and an appropriate sanction.*

- *Use of threatening, aggressive language or behaviour within any IT platform affiliated to the school, towards staff or students, from either students or family, may result in the immediate removal of access and a requirement to collect and return paper-based work on a weekly basis.*

## **Pastoral Team key roles**

**The year team** (local HOH and HPM) will pick up any immediate issues in the year zone, de-escalate incidents, investigate where needed (using CCTV footage if required) and sanction accordingly at levels 1-3 (see consequence levels table). SIMS logging will be used to keep house teams informed. The year team will consult with HOJ/BOI if the situation is more complex to ensure consistency between year group bubbles. The local HOH and HPM will support the attendance team to ensure registers are completed by staff in the year zone. The local team will provide first aid support if required.

The HOY will provide support with planning for teachers if requested for specific groups or individuals within the year zone. If the HOY has concerns about the grouping of students in the year zone, or the need for additional support for teachers, these will be raised with HOJ/BOI for further discussion with EDS/WIJ.

**The house team** will become involved in behaviour and attendance issues at the point there is a need for contact with families and home, either through telephone calls or parental meetings. More serious behaviour issues will be sanctioned accordingly at levels 4-6. HOH and HPM will work with HOY to gather good practices to complete and update one page behaviour profiles and lead teacher conferences in year zones to support teachers locally in working with more challenging students in their house.

Initially on our return to school in the autumn term **Assistant Heads of House (AHOH)** will focus their support for the house team on student attendance.

**RAR and CON** will continue to support their cohorts of students across all year groups as required. Students will not be able to come out of their zones for support. Specialist staff will need to move across the zones to meet with students where required. **HAK and ZAA** will continue to provide mentoring support and workshops, but again, these will take place within student bubbles and vertical groupings will not be possible.

## **The role of the Form Tutor**

The Form Tutor (FT) plays a central role in the ensuring the wellbeing of the student. The FT is also responsible for checking the effective use of student planners and is first port of call for home-school liaison. The FT also has the ability to use the ATL system in tutor time as previously described.

Tutor time each week will follow the structure:

<i>Monday</i>	Assembly (most likely delivered remotely to form rooms)
<i>Tuesday</i>	Guided reading
<i>Wednesday</i>	Guided reading
<i>Thursday</i>	Guided reading
<i>Friday</i>	FT review of the week

## **Student Report System**

### **Green Report (Form Tutor)**

To further monitor ongoing behavioural issues students can be placed on FT report for a two week period, whereby their behaviour can be monitored using set targets to help them to focus and monitor progress in all lessons. These reports should be logged on SIMS as an intervention. Parents/carers will be informed through a FT phone call to ask for support and for someone at home to check the report daily.

Each day the student will report to their FT to monitor performance against the targets set. If the student achieves their targets they will continue in lessons following normal rewards and sanctions. However, if the report is not completed to a satisfactory standard the report will escalate.

**Yellow Report (House Pastoral Manager)**

Unsatisfactory completion of a FT report results in a student being placed on a House Pastoral Manager report (HPM). This will be logged on SIMS as an intervention. Parents/carers will be informed through a HPM phone call to ask for support and for someone at home to check the report daily.

Each day the student will report to the zoned/local HPM to monitor performance against the targets set. If the student achieves their targets they will continue in lessons following normal rewards and sanctions. However, if the report is not completed to a satisfactory standard the report will continue to escalate.

**Red Report (Head of House)**

Unsatisfactory completion of a House Pastoral Manager report results in a student being placed on Head of House (HOH) report. The student will report to the zoned/local HOH daily. A parent meeting will be arranged with the student's own HOH. This will be logged on SIMS as an intervention. Parents/carers will be asked to come into school for a meeting with the HOH to discuss possible next steps if attitude and conduct does not improve.

**White Report (SLT)**

In the unlikely event that a student is unsuccessful on HOH report they may find themselves on SLT report. Any poor attitude or conduct demonstrated while on SLT report will result in immediate internal isolation in the year group zone.

**Consequences for poor conduct**

Actions have consequences. Whatever sanctions we use, these will be applied consistently and fairly. The following table is designed to be used for guidance to provide consistency across houses and year groups.

Consequence Levels	Teacher supported by local Year Team			Head of House and House Pastoral Manager			Leadership Team		
	1	2	3	4	5	6	7	8	9
First instance of: Incorrect uniform Lack of equipment	Verbal warning from tutor								
First instance of: Lack of classwork Disruption of learning		Verbal warning from teacher							
Repeated instances of: incorrect uniform, lack of equipment, or lack of classwork Or: persistent disruption, defiance, failure to complete homework, littering/chewing gum			30 minute detention and text message home						
Verbal aggression towards peers, failure to attend 30 minute detention, removal from a lesson to a parking space/classroom, graffiti/vandalism, possession of smoking materials				60 minute detention and text message home					
Physical aggression towards peers, bullying, truancy, smoking, failure to attend 60 minute detention, persistent defiance <i>Under current circumstances: deliberately ignoring the social distancing truancy or walking away from a member of staff, spitting, deliberately coughing at others or behaviour or language intended to cause distress about the current situation.</i>					Internal Isolation (5 step internal isolation ladder) and parent meeting with HPM before returning to lessons				
Repeated instances of above behaviours						Unit Placement (off-site inclusion unit) and reintegration meeting with HOH. Support from the Behaviour Support Service			
Failed unit placement or on-going poor behaviour in school							South Network passport placement and reintegration meeting with DHT		
Verbal abuse or aggression against an adult, assault of a peer, false allegation against a member of staff, inappropriate behaviour in off-site isolation								Fixed term exclusion and reintegration meeting with HT	
Serious assault, possession of illegal drugs, possession of a weapon									FTE pending permanent exclusion and South Network managed move, or permanent exclusion

This table is for guidance only and lists are not exhaustive. Student history will also be considered and repeated poor conduct will carry higher sanctions.

## Detentions

### Issuing of Detentions

In the event that a detention is issued, it should be logged as a negative event on SIMS. The SIMS log will add the student to the detention list. Pastoral Admin will ensure that parents or carers are notified through text messaging during P5. For a detention to be on the same day, SIMS logs need to be made by 2.00 at the very latest. Detentions logged after 2.00 will be added to the following days list. For information an e-mail is sent out to all staff during P5 with a list of students who are expected to be in detention. Detentions will be completed at the end of the school day with the year/local HPM/HOH/SLT, supported daily (not except Thursdays) by the year team FTs for the first 30 minutes. The FT or HPM will walk students off site at the end of the first 30 minute detention while the other member of staff remains with the 60 minute detention students.

Detentions should be used to address the issue which has arisen. The time could be used to complete work or independent learning tasks, if unfinished. Alternatively, the time could be used for revision or review of work. If a detention has been set for poor behaviour, time should be used to discuss the reasons for this behaviour and the setting of targets to ensure good behaviour in future. During this time students will work in silence.

While parental consent is not required for detentions it is our policy to notify parents by text or phone call that students will be detained after school. If the detention is at lunchtime, staff should allow reasonable time for the student to eat, drink and use the toilet.

### Detentions and Punctuality

Students who are late to school (i.e. after 8.45) will be marked late on the register and be issued with a same day 30 minute late detention. Arrival after 9.15 will result in a 60 minute late detention. In addition, arrival after the end of P1 will be marked as unauthorised absence.

Those who arrive persistently late should be challenged and sanctioned accordingly. This may take the form of:

- Letter home
- Parental meeting
- Punctuality report

Families of students arriving persistently late after the end of P1 will be challenged through the Fast Track process and could be subject to fines through the Local Authority.

### Failure to Attend Detentions

Staff will clearly inform students when they are issued with a detention. The following actions will be followed if students miss detention:

- 1<sup>st</sup> detention missed – Conversation between student and HOH/HPM, 1 hour detention set.
- 2<sup>nd</sup> detention missed – Phone call home. 1 hour detention reset. (During phone call, HPM shares following protocol for any further missed detentions and requests parental support). Picked up by HPM for detention P5.
- 3<sup>rd</sup> detention missed – Parents attend meeting with HOH/HPM/AHOH. Student placed in internal isolation for 1 day. 1 hour detention reset. Picked up by HPM for detention P5.

### Classroom Support

- Email [classroomsupport@moseley.bham.sch.uk](mailto:classroomsupport@moseley.bham.sch.uk) if assistance is required.
- This is for Issues beyond teacher control.
- The email should make it clear what support is needed and the room number.
- Classroom support will assess the situation and determine the next steps – HPM/timeout/return to lesson
- If a student is removed – **teacher to make a follow up call to family before the end of the day and log on SIMS. Lesson score should be recorded as ATL 1.**

- If a student is removed the teacher is expected to visit them in detention for a **restorative conversation** (with HOF/HOH/HPM support if required).

### **Internal Isolation**

Internal isolation will take place in year group zones as an alternative to the previous vertical provision in the Rod Ling Centre (RLC). Internal isolation will be used for: Physical aggression towards peers, bullying, truancy, smoking, failure to attend 60 minute detention, persistent defiance.

*In addition, under current circumstances: deliberately ignoring the social distancing truancy or walking away from a member of staff, spitting, deliberately coughing at others or behaviour or language intended to cause r distress about the current situation.*

Internal isolation will operate on a 5 step ladder. Usually for a first instance of poor behaviour the student will serve 1 day in isolation. More serious behaviour will immediately trigger 2 day isolation, e.g. swearing at a member of staff. Isolation will be completed with the local/year leadership team – HOH/HPM/SLT – arranged in the year group zone. Parents or carers will attend for a reintegration meeting with the student’s own HOH prior to return to mainstream lessons.

### **Fixed Term Exclusion**

If a student continues to break the rules after other intervention has been put in place, fixed term exclusion (FTE) can be issued by the Headteacher. Fixed term exclusions can also be issued for one off serious incidents, but again only by the Headteacher. On return to school the student and parents will meet with the Headteacher and Head of House for a reintegration meeting to discuss next steps. To summarise:

- Only the Headteacher can exclude students from school
- Exclusions should be sequential wherever possible. Previous incidents and length of exclusions should be taken into account when making a decision on the period of exclusion
- Parents should be informed about the decision regarding the exclusion as soon as possible after the investigation has finished, by telephone and then formally by letter, in the post.
- A meeting with parents and the student should be held before they return to school from the exclusion.
- Reintegration procedures will be agreed at the Headteacher reintegration meeting. Normally this will involve reintegration through the RLC to complete work to prevent a repeat of the behaviour that led to the FTE.

### **Permanent Exclusion - Governors Discipline Panel**

Section 3.16 of the exclusions guidance (September 2017) provided by the Department for Education on factors that a Headteacher should take into account before taking the decision to exclude, states that “*a decision to exclude a student permanently should only be taken: in response to a serious breach, or persistent breaches, of the school behaviour policy; and where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school*”. Students who persistently break the school contract or who commit a significantly serious misdemeanour can expect to find themselves at the final stage. The Headteacher may recommend Permanent Exclusion to the Governors’ Discipline Panel who will hear a review of the individual case and make a final decision.

### **Student Search and Confiscation**

DFE guidance for ‘Searching, screening and confiscation, January 2018’ states that:

*School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:*

- *knives or weapons*
- *alcohol*
- *illegal drugs*
- *stolen items*
- *tobacco and cigarette papers*
- *fireworks*
- *pornographic images*
- *any article that the 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).*
- *Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.*

Weapons and knives, illegal drugs and extreme or child pornography must always be handed over to the Police; otherwise it is for the teacher to decide if and when to return a confiscated item. When confiscating an item staff should avoid any physical contact. If a student refuses to hand over an item, staff should avoid confrontation but be very clear about the consequences of failing to follow instructions. Wherever possible confiscated items should be labelled and passed to Student Services at the first available opportunity. Parents or carers will be able to collect items from Reception on the first Thursday afternoon following confiscation.

In confiscating illegal or dangerous items staff should be aware that when challenging a student over the possible possession of an illegal and/or dangerous item they should always seek the support of a member of the Pastoral Team.

**Mobile phones** must not be used on site. They cause a distraction from learning, allow for the photographing or filming of other students and are not safe to be used while moving around buildings, on stairs and in narrow corridors. If they are seen in school they will be confiscated by a member of staff. The phone will then be signed in at Student Services, where it will be locked away. The mobile phone will be returned to parents or carers at Reception on the first Thursday afternoon following confiscation. In the case of repeat instances, parents will be contacted and asked that the phone is not brought into school in future.

Section 15 of DFE guidance for 'Searching, screening and confiscation, January 2018' states that:

***Statutory guidance for dealing with electronic devices***

*Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.*

**Core Roles and Responsibilities**

**Deputy Headteacher Achievement and Student Welfare**

The Deputy Headteacher will ensure the effective implementation of this policy across the school including driving rewards and sanctions and developing effective strategies for improving student conduct.

**Assistant Head Teacher Student Support and Standards and Deputy Headteacher Achievement and Student Welfare**

The Assistant Headteacher and Deputy Headteacher will work proactively with Heads of House in order to promote excellent attitudes to learning and ensure that good conduct is adhered to in all aspects of school life. Standards will be continually assessed in ensuring that consistency in dealing with conduct issues are adhered to. Where individual student's standards are consistently below the expectations of Moseley School, constructive strategies will be implemented to ensure all students are supported.

### **Heads of House and House Pastoral Managers**

Heads of House will work with the House Pastoral Managers to continually challenge the conduct of students within their house/year in the pursuit of consistent excellence. They will liaise with form tutors, coaches and other support agents to promote good conduct and to support students who are consistently failing to meet expectation with regards to conduct. HOH and HPM will proactively intervene to support the promotion of good conduct, ensuring the triangulated support mechanism of staff, parents and students is in place to maintain high standards of conduct.

### **Form Tutors**

Form Tutors will closely challenge and direct the conduct of the students in their direct care, liaising with the Head of House, House Pastoral Manager, SLT and parents/carers as appropriate to promote good conduct and to support students who are consistently failing to meet expectations with regards to conduct.

### **Staff/Faculty Teams led by HOF**

- All staff will model exemplary conduct at all times.
- All staff will share the responsibility for communicating expectations to students.
- Staff will work in partnership with students and parents/carers to create a mutually supportive, caring and purposeful environment in which to learn.
- Staff will promote good conduct through the use of rewards and the application of sanctions in accordance with the current school procedure.
- Staff will deal fairly and consistently with all students at all times, recognising and paying due regard to their individual requirements.
- Staff will work with parents to encourage good conduct by communicating reasons for rewards and sanctions, where appropriate.

### **Students**

All students will adhere to the current school expectations for good conduct, recognising that good conduct will be rewarded and poor conduct will be met with appropriate sanctions. Students are expected to behave as ambassadors for the school at all times, irrespective of whether it is during the school day or on the school premises. On admission to the school, students will be expected to adhere to the home school agreement. Students will be expected to uphold the reputation of the school in the local community by conducting themselves in the appropriate manner and acting as good citizens.

### **Parents / Carers**

Parents/carers agree to work in partnership with staff and students to encourage good conduct and to support the school where necessary in securing high standards of conduct. On admission to the school, parents/carers will be expected to support the home school agreement. Parents/carers will be made aware of the conduct policy and of any significant changes which may affect them or their children. Parents/carers will support the school in celebrating the successes of our students.

### **Governors**

The Governors will ensure that all members of the Governing body are aware of the good conduct policy. They will monitor the effective implementation of this policy and form a committee for any relevant permanent exclusion.

*This policy operates in accordance with the schools published Equality, Home School Agreement and Safeguarding Policies.*

<b>Reviewed by:</b>	Governing Body
<b>Date:</b>	August 2020
<b>Date of next review:</b>	July 2021