



MOULSHAM HIGH SCHOOL

SPECIALISING IN ENGLISH AND THE HUMANITIES

STUDENT BEHAVIOUR POLICY

September 2026

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PRINCIPLES

Good self discipline and behaviour is essential for effective learning.

- 1.1. Every child has a right:
 - 1.1.1. to come to school and feel safe - without fear of bullying, racist, homophobic, transphobic or sexist abuse;
 - 1.1.2. to work and learn in an environment which is calm and purposeful;
 - 1.1.3. to be confident that they can contribute to lessons without fear of embarrassment, ridicule or unfair criticism;
 - 1.1.4. to expect that the disruptive behaviour of others will not be allowed to affect their own learning;
 - 1.1.5. to be treated with respect and courtesy.
- 1.2. Every member of staff has a right:
 - 1.2.1. to expect that they will be treated with respect and courtesy by all members of our community;
 - 1.2.2. to manage their classes without challenge;
 - 1.2.3. to be supported in their attempts to implement the school's behavioural policy;
 - 1.2.4. to be confident that they will be protected from the threat of verbal or physical abuse, online or offline, and digital abuse.

STATEMENT OF PRACTICE

- 2.1. To create the calm, purposeful atmosphere necessary for high achievement, staff will need to lead by example, setting themselves the highest professional standards. Students must learn self-discipline and respond to the codes of behaviour displayed around the school. Good discipline is achieved through clear routines and expectations, which are implemented firmly, fairly and consistently.
- 2.2. Rewards and sanctions both play a part in developing a sense of responsibility amongst students.
- 2.3. Behaviour is recognised as often being a form of communication that can be both positive and negative. The student will always be kept at the centre of any decision-making process and any action will always be made with their best interests in mind. The individual's needs are only ever second to the needs of the wider school community if it's wellbeing and safety are put at risk.
- 2.4. When dealing with behaviour the individual responsible will receive support and where appropriate a sanction.
- 2.5. Above all else, adults should seek the help and support of more senior colleagues when they encounter difficulty, confident in the knowledge that this will not be perceived as failure but instead an opportunity to share best practice.

EXPECTATIONS

- 3.1. Behaviour within the school is firmly based around the principles of courtesy and respect for each individual and for the school. It focuses on the right that every student has to learn in an environment that is safe and conducive to learning and the right of every member of staff to be able to teach in such an environment. Fundamental to the success of each student at Moulsham High School is the fact that every member of our community has a clear responsibility to conduct themselves in a manner that allows effective teaching and learning to take place.
- 3.2. Cooperation, support and respect are the foundations of our community, and we work hard to provide a safe school where students feel included in every aspect of school life and comfortable to voice their opinions.
- 3.3. This policy outlines what we expect from all our students in terms of their behaviour and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community including our sixth form. Our student behaviour policy is implemented and written in line with our local governing committee's 'Statement Of Behaviour Principles'.
- 3.4. We work hard to ensure that our student behaviour policy is implemented consistently across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination, taking into account Special Educational Needs and Disabilities (SEND) as well as the additional challenges that some vulnerable students may face. Staff are trained in behavioural strategies as part of their continual professional development.
- 3.5. We work with parents and carers to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise and rewards for good behaviour are an important part of building an effective learning community. The school reports behaviour, good or bad, to parents and carers regularly. We encourage parents and carers to communicate with the school if they have a concern about their child's behaviour and we will do as much as is possible to support them as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms, situated around the school and reinforced in assemblies.
- 3.6. Staff are a constant presence around the school in between classes, during breaks in the school day and at lunch times to check that students are using the school grounds respectfully and behaving appropriately.
- 3.7. We recognise that where individual students are engaging in persistent disruptive behaviour this can be because of unmet needs. If such needs are identified, we will do all we can to ensure that the student receives appropriate support.
- 3.8. The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

STUDENTS

- 3.9. To ensure that each student upholds the Home School Agreement.
- 3.10. To ensure that each student tries their best in every lesson and behaves in a manner that allows every member of the class to learn free from disruption.
- 3.11. To ensure that they do not involve themselves in any violent or threatening behaviour towards other members of the school community on or offline (see section below on Anti-Bullying) or any digital abuse.
- 3.12. To ensure that they do not involve themselves in anything relating to possessing, using or supplying any form of banned or illegal item or substance.
- 3.13. To ensure that they arrive at school with the necessary equipment for the school day.
- 3.14. To ensure that they dress in accordance with the school's uniform policy at all times.
- 3.15. To attend school regularly and arrive punctually to school and to lessons (see the school's Attendance Policy).
- 3.16. To represent themselves and the school in an appropriate manner outside of the school environment.

STAFF

- 3.17. To treat students with dignity, building relationships rooted in mutual respect.
- 3.18. To promote positive behaviour from students by applying the expectations of the school regarding behaviour in a fair and consistent manner.
- 3.19. To reward students who work hard or show exceptional levels of effort using the rewards system.
- 3.20. To liaise with parents, if necessary, to discuss concerns regarding their child's progress.

PARENTS

- 3.21. Ensure that the Home School Agreement is upheld.
- 3.22. Ensure that students are dressed correctly for school, in accordance with the published uniform requirements.

- 3.23.a Discuss with their children the expectations that the school has regarding behaviour to ensure that they understand what is expected from them.
- 3.23.b Ensure that students do not involve themselves in anything relating to possessing, using or supplying any form of banned or illegal item or substance, in the knowledge that this may lead to permanent exclusion.
- 3.24. Support the school in applying rewards and, if necessary, any sanctions.
- 3.25. Inform the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour.
- 3.26. Be prepared to attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.
- 3.27. Support their child by contacting staff if they have any issues regarding their child's progress.

GOVERNORS

- 3.28. To support the school and parents in understanding, implementing and resolving any queries or challenges.
- 3.29. To review this policy every three years, ensuring it meets the expectations of the Local Governing Committee as contained in the Statement of Behaviour Principles.
- 3.30. To ensure this policy is made available to parents upon request.

STUDENTS' CODE OF BEHAVIOUR

- 4.1. Each year parents and students will receive the Home School Agreement as well as the 'Code of Behaviour' – there is an expectation for this to be signed and returned to the school on accepting a place at Moulsham High School as it is integral to being part of the Moulsham High School Community.
- 4.2. Moulsham students are expected to behave in a responsible and civilised manner. We expect them to be honest and truthful and to show consideration, respect and tolerance for others always. In addition, we expect them to work hard, conform to uniform expectation, be punctual and attend every day.

BEHAVIOUR IN LESSONS

- 4.3. In class students should make it as easy as possible for everyone to learn. It is not fair that students do not have their learning disrupted because of the behaviour of one or two people.
- 4.4. Students should arrive on time with everything they need for that lesson; line-up outside quietly and take off their coat. When told to by the teacher, they should go into the

classroom and stand quietly behind their chair until you are allowed to sit down. They need to make sure that they stick to the teacher's seating plan. This is so that the lesson may begin quickly.

- 4.5. During the lesson students should listen carefully and follow instructions. Above all else, students should listen to the teacher when the teacher is talking to the class.
- 4.6. Students are expected to actively participate in lessons by answering questions and/or working with a partner or small group.

MOVING AROUND THE SCHOOL

- 4.7. Corridor conduct signs are displayed across the school. Expectation is that students 'don't run', 'move calmly', 'keep to the left', 'don't eat', 'keep tidy' and 'respect personal space.'

SCHOOL ENVIRONMENT

- 4.8. Students should keep the school clean and tidy so that it is a welcoming place of which we can all be proud. This means food should only be eaten in the designated areas. Chewing gum must not be brought into school as it damages clothes and carpets. It means putting all litter in the bins provided, keeping walls and furniture clean and unmarked and taking great care of displays.
- 4.9. Students should also remember to look after communal areas such as the Refectory and the toilets. Everyone suffers if these areas are left in a mess.

GETTING ON WITH OTHERS

OTHER STUDENTS

- 4.10. There will be times when students will find it difficult to get on with some people. Even in these difficult circumstances students are far more likely to solve problems by being polite and talking in a sensible manner. Losing your temper only serves to anger the other person. Students can always see a teacher if you feel you are unable to sort out the problem sensibly.
- 4.11. Students should not be tempted to get angry and make matters worse by arguing with another student and **never** resort to violence.

MEMBERS OF STAFF

- 4.12. When communicating with a member of staff or any adult who is supporting them, students should always speak politely.

- 4.13. Swearing directly at a member of staff or any other adult is a serious offence and will almost certainly lead to removal or suspension. Every adult should be treated in the same courteous way.

PREVENTION OF BULLYING

- 4.14. Bullying is any persistent behaviour which deliberately hurts, frightens or upsets another person. This includes physical violence, threats, intimidation and verbal abuse. This can be face-to-face, over the Internet or other communications including texting and social media.
- 4.15. Students who feel they are experiencing bullying should tell someone either in school or at home so it can be resolved. For example, this could be by using the 'Cause For Concern' boxes or speaking to an Anti-Bullying Ambassador.

PROTECTED CHARACTERISTICS

- 4.16. If a student deliberately insults, hurts or threatens someone because they have a protected characteristic, they are guilty of discrimination. Discrimination is totally unacceptable at Moulsham High School and will be dealt with severely.

BRINGING THINGS TO SCHOOL

- 4.17. We strongly recommend that students do not bring valuable items or large sums of money to school. (This includes mobile phones, wearable technology and hand-held computer games.) If students choose to do so they must accept that it is entirely at their own risk, and that such items used inappropriately may be confiscated. This is for their protection so that they do not lose them or have them stolen.

Students are not allowed to bring chewing gum, vapes, snuv, cigarettes, fun snaps, aerosols or glass bottles or an article that has been or is likely to be used to commit an offence, cause personal injury or damage property. This includes any form of illegal substance or banned/illegal item.

DRUGS AND ALCOHOL

- 4.18.1. Students believed to be in breach of the policy will be searched where any items found will be confiscated and the student sanctioned. This may lead to permanent exclusion.
- 4.18.2. Consuming, possessing or supplying any banned or illegal substance or item is strictly prohibited. Any student involved in any such activity may be permanently excluded. This includes class A,B,C drugs.

PRESCRIPTION DRUGS

- 4.19. Carrying, supplying or taking prescription drugs illegally may result in a permanent exclusion.

NON-PRESCRIPTION DRUGS

- 4.20. Some over-the-counter drugs can be harmful if misused. Students should not carry these in school. Possessing, supplying or taking non-prescription drugs illegally may result in a permanent exclusion.

MEDICATION

- 4.21. We are aware that it may be necessary for some students to take medication during the school day. Parents should complete the form 'Request for School to Oversee the Self-administration of Medication' and return it to the school with the medication as soon as their child starts taking the medication. The Medical Officer will hold all personal medication securely in the First Aid Room and supervise students taking their medication.

ALCOHOL

- 4.22. Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

SMOKING (INCLUDING E-CIGARETTES AND VAPING)

- 4.23. Moulsham High School is an entirely smoke free environment. Smoking is not permitted on the academy grounds or in any part of the school buildings and is considered a gateway drug. Our smoke free policy applies to all adults, all students in Years 7-13, parents, visitors and contractors when they are on the school site. Our smoke free policy includes school events held outside normal school hours, or at any time when a student is wearing school uniform, regardless of location, including travelling to and from the school. It also includes lettings.

PSYCHO ACTIVE SUBSTANCES (FORMERLY KNOWN AS LEGAL AND ILLEGAL HIGHS)

- 4.24. A psycho active substance is a drug consisting of one or more chemicals that produce similar effects to drugs like cocaine, cannabis and ecstasy.

The school view is that all substances that have the ability to produce the same, or similar, effects to illegal drugs such as cocaine and amphetamines, but are not controlled under the Misuse of Drugs Act 1971, are in breach of our behaviour policy, and will therefore be treated under the same guidance as stated in section 4.20.

- 4.25. Any drug or alcohol use as detailed in this section also applies when travelling to or from school as well as on school trips/visits.

BEHAVIOUR OUTSIDE OF SCHOOL

- 4.26. If the external behaviour outside of school presents an unmanageable risk inside school. The school may exercise their rights to sanction under the behaviour policy to ensure the safety of students, staff and visitors.
- 4.27. The Students' Code of Behaviour is also displayed, in summary form, in every classroom. Staff are asked to ensure that this remains the case and that the poster is prominent and

kept clean. Tutors should ensure that their form groups are talked through these rules at the beginning of each half term. A copy of the summary of the code is reproduced in Appendix 1.

SIXTH FORM CODE OF CONDUCT

This student behaviour policy applies to Sixth Form students in its entirety.

- 4.28. A high standard of self-discipline is a pre-requisite for a well-ordered and happy environment. Sixth Formers are expected to set the tone for the rest of the school in role modelling best practice and behaviour as well as taking responsibility for their own actions and to show courtesy and respect to staff, visitors and to each other.

USE OF TECHNOLOGY AND SOCIAL MEDIA

Students are expected to abide by the following:

- 4.29. To protect the privacy of Moulsham High School students and staff, students may not under any circumstances create digital video recordings or take photographs of Moulsham High School community members either at school or whilst attending Moulsham High School activities outside of the school premises.
- 4.30. Students may not use technology to create and publish unpleasant derogatory or harassing remarks about Moulsham High School or the adults that work here. This includes the use of AI.
- 4.31. To protect the reputation of Moulsham High School students, they must not under any circumstances post photographs or videos of themselves or other students to websites or other forms of online social media acting unlawfully, unethically, or inappropriately whilst at school, attending Moulsham High School activities outside of the school premises or wearing Moulsham High School uniform or identifying as a Moulsham High School Student. This includes the harmful production of inappropriate AI images.
- 4.32. Any action by a student on a social media or online platform that causes either reputational damage to Moulsham High School or personal damage to an adult who works there may result in permanent exclusion.

UNIFORM AND PRESENTATION

- 5.1. At Moulsham High School we believe that our uniform is a fundamental part of our school community. It allows students to be part of our community and students must always wear their uniform correctly.
- 5.2. It is also an essential part of school discipline as a smart appearance is important and sets the tone for all we do. If students are well presented and tidy it is likely that their attitude and work will be equally focused for the benefit of all. A smart appearance is expected as preparation for adult working life.

- 5.3. All students attending Moulsham High School are required to conform fully with our uniform and presentation rules and we expect parents to support us by making sure that students are smartly dressed. The wearing of the full school uniform is one of the keys to our maintenance of high disciplinary standards and celebrates the outstanding reputation of the school. Our students do take a pride in being smart and of good appearance.
- 5.4. If a student does not meet these standards, their uniform cards is marked on the first occasion, a second infringement will lead to a centralised detention phase 1 which will be set by their Standards and Progress Leader. In rare circumstances, students who breach uniform regulations may be sent home and will not be allowed to return to school until the breach has been remedied. This is not an exclusion from school and will be counted as an authorised absence. Persistently breaching the school's dress code is considered a serious breach of the school's behaviour policy.
- 5.5. Occasionally students may have reasonable cause for minor deviations from the school uniform. This must always first be accompanied by a written request from the parents or carers to the Standard and Progress Leader.
- 5.6 All requests to move away from the school's uniform requirements are dealt with on an individual basis.

DRESS

For Girls:

- 5.7 Uniform skirt/trousers and blouse should be worn in accordance with uniform guidelines (see below). Skirts should touch the knee when in a standing position.

All Students Year 7 - 11:

- 5.7.1. Ties may be worn by girls should they wish to do so.
- 5.7.2. Ties should be done up to the collar - top button not visible.
- 5.7.3. Ties should be worn at a suitable length - at least to the 5th button.
- 5.7.4. Shirts should be tucked in - front, back and sides.
- 5.7.5. Make-up and jewellery should conform to uniform guidelines.
- 5.7.6. Correct footwear is worn.
- 5.7.7 Blazer is worn in accordance with uniform guidelines.

PRESENTATION

Girls:

- 5.8. Discreet make-up is a privilege for girls in Years 9 – 11 (brown/black mascara; natural lipstick lightly applied; natural foundation lightly applied; no eye-liner or eye shadow allowed and no fake eye lashes). Nail varnish and false nails are not to be worn by any student. Teaching and support staff are advised that they are not allowed to remove make-up/nail varnish themselves. Appropriate supplies for make-up removal will be made available to students by pastoral staff.

All Students Year 7 - 11:

- 5.9. Blazers are to be worn at all times and only removed with the permission of the class teacher or the Headteacher in the event of extreme temperatures.

- 5.10. Hair should be tidy and of a suitable style for school. Severely short (No. 2 minimum), 'patterned' hair or excessive 'spiking' is not acceptable, neither is the extreme bright/unnatural colouring of hair or any style which draws attention. For reasons of health and safety, shoulder length hair, including any braids, should be tied back in practical lessons and hair must not obscure the eyes. Plain navy blue or white hair-bands only. Decorative hair accessories, including beads, are not allowed. Plain hair slides and clips only (not brightly coloured), are allowed.
- 5.11. The complete or partial shaving of eyebrows is not allowed.
- 5.12. For safety in practical lessons and to protect them from possible theft, the only permitted jewellery is a pair of studs and a watch. Only one earring in each ear lobe is allowed. Other body piercings, e.g. nose rings or nose studs, tongue studs and eyebrow bars, are not permitted in school. Rings, necklaces and/or bracelets are not allowed.
- 5.13. Please also note that no earrings or watches are allowed for PE and should be removed for these lessons (for this reason, students planning to have their ears pierced are advised to have this carried out at the start of the summer holiday). No responsibility can be accepted by members of staff for the safe keeping of earrings and watches.
- 5.14. In winter only plain, white t-shirts or vests may be worn beneath shirts and must not be visible.
- 5.15. Trainers may only be worn for sports activities when using the astro- turf or tennis courts at break and lunch; they must not be worn inside the school building.
- 5.16. No tattoos are allowed.

Please refer to the 'Uniform and Presentation Guidance for Students' table (Appendix 2).

GIRLS' PE KIT

- 5.17 School P.E. T-Shirt and school football socks (optional); school navy sports shorts (optional) or leggings (optional); school tracksuit (optional); sports team jacket (optional). Work has been done with our supplier to ensure P.E. kit offers value for money along with durability.

Alternatively plain 'Moulsham Blue' (dark navy blue) socks, tracksuit top, trousers, shorts or leggings can be worn instead of the branded items. These must be plain and without any large brands' logos or designs.

OTHER ITEMS:

- 5.18 Short white socks; trainers (non-marking soles); football boots; shin pads; plain swimming costume - not cut too high and of a subdued colour (preferably navy); towel. Swimming goggles may be worn with written parental permission. It is advised that these items are purchased prior to the activities taking place in the curriculum to avoid purchasing items that may be grown out of by the time of use. For example, parents will be given notice of when swimming will take place ahead of time.

BOYS' PE KIT

5.19. School P.E. T-Shirt.

School navy and white rugby shirt – it is advisable to wait and purchase when needed.

School football socks (optional); school navy sports shorts (optional); school tracksuit (optional); sports team jacket (optional). Work has been done with our supplier to ensure PE kit offers value for money along with durability.

Alternatively plain 'Moulsham Blue' (dark navy blue) socks, tracksuit top, trousers, shorts can be worn as an alternative to the branded items. These must not have any large brands' logos or designs on them.

OTHER ITEMS:

- 5.20. Short white socks; white trainers (non-marking soles); football boots; shin pads; plain brief-style swimming trunks in subdued colour (preferably navy); towel. Swimming goggles may be worn with written parental permission. It is recommended that a gum shield, fitted by a qualified dentist, is worn for rugby. It is advised that these items are purchased prior to the activities taking place in the curriculum to avoid purchasing items that may be grown out of by the time of use. For example, parents will be given notice of when swimming will take place ahead of time.

SIXTH-FORM UNIFORM

- 5.21.1 Students should adopt smart business dress. Colours are not restricted to black or dark grey, so students have more personal choice.
- 5.21.2 Examples of smart business dress include suit or formal trousers with a smart shirt and tie or a jacket and a choice of skirt, dress or trousers. Tailored skirts and dresses should not be shorter than mid-thigh and trousers of a tailored style. Leggings and jeans are not acceptable.
- 5.21.3. 'Bardot' or 'cold shoulder' style tops; crop tops, racer back, camisoles or vest tops are not appropriate.
- 5.21.4 Shoes should be formal. No trainers (including Converse or Vans style shoes, flip-flops or canvas pumps, Ugg style footwear).
- 5.21.5 Simple jewellery may be worn but not in excess. Eyebrow piercings and other facial piercings are not acceptable.
- 5.21.6 Outer coats should be appropriate and not denim.

5.21.7 Sports kit should only be worn for PE lessons and activities and should be changed into during the day. Academy students are allowed to wear their kit on the allocated day each week.

5.21.8 Hair should not be of an extreme style or colour.

5.21.9 Lanyards will be supplied by the school so Sixth Form students can be distinguished from teachers. These should be worn at all times.

ANTI-BULLYING

6.1. We know that all schools have bullying. The mark of an exceptional school is how well they identify and act in response to issues arising from bullying. We believe we are an exceptional school. Parents/carers with concerns of this nature should report them to SPL/ Pastoral Manager in the first instance.

DEFINITION OF BULLYING

6.2. Bullying must include the following three aspects:

- Repetitive
- Deliberate / Intentional
- Imbalance of power.

6.3. Included in the table below are some of the types of bullying behaviour that might occur.

Name-calling	Kicking	Inappropriate text messaging and emailing	
Taunting	Hitting	Sending offensive or degrading images by phone or via the internet	
Mocking	Pushing	Producing offensive graffiti	Excluding people from other groups
Making offensive comments	Taking belongings	Gossiping	Spreading hurtful and untruthful rumours

CATEGORIES OF BULLYING

6.4. We take all forms of bullying seriously. We teach students about all forms and monitor and report incidents in line with these categories.

6.5. The protected characteristics;

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

As well as any of the following;

- special educational needs and disabilities;
- appearance or health conditions;
- young carers or looked-after children or linked to home circumstances;
- online and cyberbullying.

6.6. Moulsham High School endeavours to ensure that any incident deemed to be bullying or of a bullying nature is tackled confidently by all staff and Moulsham High School student anti bullying ambassadors or team.

WHAT DO WE DO TO PREVENT BULLYING?

6.7. If an allegation of bullying occurs, the school will:

6.7.1. take it seriously.

6.7.2. act as quickly as possible to establish the facts.

6.7.3. record the incident on CPOMs and if it meets the threshold of bullying, the Bullying log also.

6.7.4. provide support and reassurance to the victim.

6.7.5. make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions.

6.7.6. ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.

6.8. We encourage a "Don't Suffer in Silence" school culture where students are encouraged to come forward. We have a dedicated anti-bullying email account for students to pass on information. All forms of bullying are treated as serious by all staff and all incidents are investigated.

- 6.9. Anti-bullying is a standing item on the Student Council agenda. A student representative will provide an update to the Senior Leadership Team to monitor the effectiveness of all action taken to prevent bullying and to enable the Student Leadership Team to respond to what students tell us about bullying.
- 6.10. The school website contains links to anti-bullying advice for students and their parents.
- 6.11. We provide teaching about all forms of bullying through Citizenship/PSHE
- 6.12. We provide training for all staff about bullying (including induction for new staff) and information is available to them in the Staff Handbook.
- 6.13. We address bullying in assemblies and as part of the form tutor programme.
- 6.14. We provide peer mentoring support for younger students by older students, with trained student mentors available for all years.
- 6.15. To assist with the prevention of bullying:
 - Our school environment is organised in separate recreation areas for each year group.
 - We have single cubicle toilets.
 - We run an antibullying Ambassador Programme.

SUPPORT AND ADVICE GIVEN TO STUDENTS – ‘DO NOT SUFFER IN SILENCE’ CULTURE

- 6.16. These principles have been adapted by the Student Council:
 - 6.16.1. Do not suffer in silence, someone will help you.
 - 6.16.2. If a bullying incident does occur immediately tell a teacher or other adult at school.
 - 6.16.3. Tell a member of your family.
 - 6.16.4. Speak to a student mentor.
 - 6.16.5. Use the anti-bullying email address.
 - 6.16.6. Most importantly do not blame yourself for what has happened.

ADVICE FOR PARENTS AND CARERS

- 6.17. Parents/Carers should watch out for signs that their child is being bullied. Early signs may include:
 - 6.17.1. Frequent headaches and stomach aches before school.
 - 6.17.2. Spurious absences or truancy.
 - 6.17.3. Anxiety and irritability.
 - 6.17.4. Deterioration in schoolwork.
 - 6.17.5. Changing a route to school.
 - 6.17.6. Possessions go missing regularly.

- 6.18. If parents are worried, they should contact the school immediately and speak to a member of the appropriate pastoral teams.

MONITORING, EVALUATION AND REVIEW

- 6.19. The school will review its guidelines on bullying regularly (not less than every three years when this policy is reviewed) and assess their implementation and effectiveness through the operation of the Student Council. The guidelines will be promoted and implemented throughout the school.

THE USE OF MOBILE PHONE AND WEARABLE TECHNOLOGY

INTRODUCTION

- 7.1. Our approach to the use of mobile phones and wearable technology is in line with the Government guidance 'Mobile phones in schools' issued in January 2026 and is explained in our Mobile Phone Policy of April 2026.

REWARDS

- 8.1. At Moulsham High School we praise, reward, and celebrate the achievements and efforts of those students that work hard and follow the expectations set out in the Student Code of Behaviour. There is an extensive range of rewards where students will be rewarded for high levels of attainment and effort in all subject areas. These include character points for attainment and effort, phone calls home, subject postcards home and signatures in the Headteacher's Book. We recognise achievement in our weekly assemblies and end of term Celebration Assemblies. Outstanding effort or attainment will be celebrated at our annual Awards Evenings. Additional rewards will be given to individuals and form groups with the highest attendance.

SANCTIONS

- 9.1. Discipline within the school is firmly based around the principles of courtesy and respect for each individual and for the school. It focuses on the right that every student has to learn in an environment that is safe and conducive to learning and the right of every member of

staff to be able to teach in such an environment. Fundamental to the success of each student at Moulsham High School is the fact that every member of our community has a clear responsibility to conduct themselves in a manner that allows effective teaching and learning to take place.

BEHAVIOUR FOR LEARNING SANCTIONS

It is important that all staff apply the following sanctions consistently, fairly and reasonable taking account of any special educational needs or disabilities that the students have and taking the needs of vulnerable students. This includes the recommendation that sanctions be applied to individuals rather than groups as far as is possible.

9.2

Centralised Phase 1	20-minute detention in Upper Study Hall held at breaktime. Detentions set during period 1 and 2 will be the same day. Those set in periods 3-5 will be the next day. A detention slip will be issued on the student, with the staff member retaining the pink slip. Teachers can set their own detention which acts in the same way as a Phase 1 but if a student does not attend, they must then set a Centralised Phase 1 Detention. If a student fails to attend this, a Centralised Phase 2 Detention is set for the same day. The Pastoral Team will inform students of this during Period 3 or 4 and temporarily confiscate their phone until the detention is completed. If a student does not hand over their phone, SLT will be called and Phase 3 Centralised Detention automatically set.
Centralised Phase 2	30-minute detention held in the Upper study Hall at lunch time. If a student fails to attend this, a Centralised Phase 3 Detention is set for the same day.
Centralised Phase 3	45-minute detention held in the Upper Study Hall held after school led by the Standards and Progress Leader. If a student fails to attend this, they receive a centralised 1,2,3 detention the next day with their phone being confiscated on arrival to school. Failure to complete the 1,2,3 detention will result in a day in the Removal Room.
Removal Room	Time in the removal room will be used discretionally to manage specific behaviour

	incidents. Class and restorative work is done during this time.
Suspension	In response to serious breaches of the school's behaviour and discipline policy and / or if allowing the student to remain in school would seriously harm the education or welfare of the student or the school community.
Off Site Direction	This is when a student is required to attend another educational setting temporarily to improve their behaviour.
Pastoral Support Plan	This may be used as a means of reducing further suspensions and/or permanent exclusion.
Managed Move	This is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and should only occur when in the student's best interests.
Permanent Exclusion	It should be noted that a Pastoral Support Plan or Managed Move are unlikely to be appropriate if the Permanent Exclusion is for a single one-off event.

Additional Concerns	Sanctions
LOFT (Loss of Free Time)	A sanction which can only be given by Standards and Progress Leaders.
Uniform Infringements	Centralised Phase 1 detention. Jewellery is confiscated and returned at the end of the half-term.
Mobile Phone Infringement	Centralised Phase 3 detention.
Student Absence From Lessons Or Part Of A Lesson	Teachers will set a Centralised Phase 1 detention and report the concern to the Standard and Progress Leader. If there are multiple concerns or the student has been absent to a whole lesson the Standards and Progress Leader will convert the Phase 1 into a Centralised Phase 3 detention.

Informing parents and student of a detention should be done in person, with the student by issuing a detention slip and then a telephone call to the parent.

- 9.3. In certain circumstances a student may be immediately removed from a lesson, e.g. for using inappropriate language towards an adult, dangerous behaviour or aggressive behaviour towards other students. This may result in a sanction, depending on the circumstances.

PUTTING A STUDENT ON REPORT

- 9.4 Where persistent failure to produce work or a succession of minor misdemeanours result in a more serious concern, the Head of Faculty or Standards and Progress Leader will often place students on report. Such students should present their report at the beginning of every lesson and registration. It is helpful if staff can give full details of any problems that arise during the lesson so that appropriate action can be taken when the report is presented to the relevant Head of Faculty or Standards and Progress Leader.

CONFISCATION OF ITEMS FROM STUDENTS

POWER TO SEARCH

- 9.5. Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent where they suspect the student has prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images and 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 property, and any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- 9.6. The Education Act 2011 allows for staff to seize an electronic device to examine any data or files on the device if they think there is good reason to do so. Data or files may be erased before returning the item if they believe there is good reason to do this.
- 9.7. Any cigarettes or vapes confiscated in school will be destroyed.
- 9.8. The Headteacher or authorised staff must have reasonable grounds for their suspicion that a student has prohibited items before a search is carried out.
- 9.9. During a search, the student must not be required to take off any clothing except 'outer clothing'. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear.

POWER TO CONFISCATE

- 9.10. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to the school community. This includes sweets and drinks that have been brought onto the site to be sold or re-sold to any other student.
- 9.11. In most circumstances it will not be appropriate to return prohibited items (e.g. alcohol, cigarettes or vapes) to students. Controlled drugs, stolen items of value and weapons will be passed to the police. If staff are unsure whether a substance found is a controlled drug, it should be treated as such.

- 9.12. As well as confiscation, a student found in possession of a prohibited item may be sanctioned in accordance with the Student Behaviour Policy.
- 9.13. If there is any doubt as to these provisions, or for more advice, the DfE's publication "Screening, Searching and Confiscation" should be consulted.

EXCLUSION

INTERNAL SUSPENSION IN ROOM 10

- 10.1. In response to a serious breach of school discipline or to a number of repeated minor breaches, the school may use internal suspension in room 10 as a sanction. This will involve students being withdrawn from lessons, lunch and break time for a fixed period of time. Parents will be informed of this action and the consequences of any issues by a member of the school's Pastoral Team. Internal suspension room 10 is used in cases where external suspension is not appropriate or as a final warning before an external suspension is given to a student.
- 10.2. In some cases, in response to specific incidences of behaviour, it may be necessary to remove a student from lessons to Room 10 for the rest of the day, including to allow an investigation to take place.

SUSPENSION AND PERMANENT EXCLUSION

SUSPENSION

- 10.3. Whilst the school will always work with parents to try and support students there will be occasions when there is a serious breach of school discipline. In these circumstances the school may consider a suspension as the appropriate sanction. The decision to suspend a student will be taken:
- 10.3.1. In response to serious breaches of the school's Student Behaviour Policy.
- 10.3.2. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- 10.4. Suspension is when a student is suspended from school for a fixed period of time. The Headteacher (or Deputy Headteacher acting in the Headteacher's absence) is the only person who can suspend a student. The Headteacher (or Deputy Headteacher) will, normally on the day of the suspension, inform the parent/carers in writing of the following information (the school will always try and contact the parent/carers by phone to discuss the suspension on the same day):

- 10.4.1. The precise period of the suspension.
- 10.4.2. The reason(s) for the suspension.
- 10.4.3. The parent's/carers' right to make representations about the suspension to the Local Governing Committee and how the student may be involved in this.
- 10.4.4. The person the parent/carers should contact if they wish to make such representations.
- 10.4.5. That parents/carers or a student if they are 18 years old have a right to attend a meeting with the Local Governing Committee and to be represented at that meeting (at their own expense) and to bring a friend.
- 10.4.6. The arrangements made by the school for enabling the student to continue their education during the first 5 school days of a suspension, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school.
- 10.4.7. The days on which the student's parents/carers must ensure that the student is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.
- 10.4.8. An invitation to a re-integration meeting.
- 10.5. If the school is aware that the student has a social worker or is Looked After the social worker and or Virtual School Head will also be notified of the suspension as applicable.
- 10.6. The Local Authority will be notified of the suspension without delay.
- 10.7. The limit for the length of suspensions is 45 days in any school year or 15 in a single term.
- 10.8. Any suspension which results in a student being suspended from school for a total of more than five school days in a term will be reported to the Local Governing Committee.

PERMANENT EXCLUSION

- 10.9. Permanent Exclusion is when a student is permanently excluded from school. The Headteacher (or Senior Deputy Headteacher acting in the Headteacher's absence) is the only person who can permanently exclude a student. The Headteacher (or Senior Deputy Headteacher) will, normally on the day of the exclusion, inform the parent in writing of the following (the school will always try and contact the parent by phone to discuss the exclusion before the student is sent home):
 - 10.9.1. The fact that it is a permanent exclusion.
 - 10.9.2. The reason(s) for the permanent exclusion.

- 10.9.3. The parent/carer's right to make representations about the exclusion to the Local Governing Committee/Trustees and how the student may be involved in this.
- 10.9.4. The person to whom the parent/carer should contact if they wish to make such representations.
- 10.9.5. That parents/carers have a right to attend the permanent exclusion hearing held by a panel of Trustees/Governors and to be represented at that meeting (at their own expense) and to bring a friend.
- 10.9.6. The arrangements made by the school for enabling the student to continue his or her education during the first 5 school days of a permanent exclusion, including the setting and marking of work. It is the parent/carer's responsibility to ensure that work sent home is completed and returned to school.
- 10.9.7. The days on which the student's parents/carers must ensure that the student is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.
- 10.10. For a permanent exclusion, the Headteacher should also document, for reference any previous warnings, exclusions or other disciplinary measures that have been taken against the student. The Headteacher will prepare a full written report for the Student Disciplinary Panel. A copy of this report and any other relevant information will be sent to the parents of the permanently excluded child prior to the meeting – as per the 2026 DFE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.
- 10.11. The Student Disciplinary Panel will meet to consider representations from parents against the decision to permanently exclude their child. The committee will then either direct the school to re-instate the student or will uphold the decision to permanently exclude the child. If the exclusion is upheld, then the Student Disciplinary Panel must inform the parents of their right to appeal against their decision. If an appeal is lodged by parents, an Independent Review Panel would then be convened to hear all representations. In line with government legislation, once a decision has been made, the school is under no obligation to re-instate a student, even after an appeal.

REASONS FOR EXCLUSION (Suspension/Permanent Exclusion)

- 10.12 The school believes that exclusion is not an appropriate response to minor incidents. Any form of exclusion will only be considered in the light of serious incidents and these may include:
 - 10.12.1. Persistent disruptive behaviour
 - 10.12.2. Refusal to carry out instructions.
 - 10.12.3. Using foul and abusive language to other students or adults.
 - 10.12.4. Physical assault against a student.

- 10.12.5. Physical assault against an adult.
- 10.12.6. Verbal abuse/threatening or intimidatory behaviour towards another student.
- 10.12.7. Verbal abuse/threatening or intimidatory behaviour towards an adult.
- 10.12.8 Bullying.
- 10.12.9. Cyber/online bullying.
- 10.12.10. Abuse against any students or adults protected characteristics.
- 10.12.11. Possessing or using drugs, alcohol or any other banned or illegal substance on the school site or on the way to and from school (including lunchtime).
- 10.12.12. Supplying drugs, alcohol or any other banned or illegal substance on the school site or on the way to and from school (including lunchtime).
- 10.12.13. Reckless or deliberate destruction of school property.
- 10.12.14. Reckless behaviour resulting in injury or potential injury to others.
- 10.12.15. Use or threat of use of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy.
- 10.12.16. Theft (either from other students, adults or school property).
- 10.12.17. Any serious breach of the school's network or BAT ICT Acceptable Use Policy.
- 10.12.18. Persistent defiance of the school's uniform policy.
- 10.12.19. Making malicious allegations against an adult.
- 10.12.20. The above is not meant to be an exhaustive list nor is it written in any particular order.
- 10.13. The school will always investigate and explore each incident and surrounding circumstances before a decision is taken to exclude a child. The school recognises that although it is important to maintain a consistent and fair approach there has to be flexibility built into the system to reflect individual circumstances. A decision to suspend a student for a fixed period should be taken on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions, such as detention, are considered inappropriate.
- 10.14. When the school identifies that a student is at risk of permanent exclusion following a number of sanctions for serious breaches of the discipline policy, the school may look to seek involvement from external agencies and support. Supportive plans will also be discussed which may include placing the student onto a formal Pastoral Support Programme.
- 10.15. If all these strategies fail, then the school may consider a permanent exclusion: 'A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other

strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort'.

- 10.16. There will, however, be exceptional circumstances where, in the Headteacher's judgement, there is no alternative to immediate permanent exclusion. For example:
 - 10.16.1. Serious actual or threatened violence against another student or adult.
 - 10.16.2. Sexual abuse or assault.
 - 10.16.3. Possessing, using or supplying a banned or illegal substance.
 - 10.16.4. Possessing, using or supplying a banned or illegal item
 - 10.16.5. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the safety and well-being of the school.
- 10.17. The Headteacher (or in their absence, the Senior Deputy Headteacher) should consider whether or not to inform the police where a criminal offence may have taken place. They should also consider making a multi-agency referral.
- 10.18. In cases such as these, the needs of the school community as a whole are paramount. In making the decision to permanently exclude for a 'one-off' offence the school will make reference to the student's previous conduct, but this will not be paramount when making the decision. Parents must accept that there are some serious breaches (examples listed above) where the school has to permanently exclude a child even if this is the first time they have been excluded from school. In these cases, the needs of the school community take precedence over the needs of the individual. In cases such as this there is an understanding that the school will be limited in the mechanisms it can use to support students such is the serious nature of the breach of school discipline.

SEPERATION OF STUDENTS FOR SAFEGUARDING PURPOSES (AS PER DFE GUIDANCE SEPTEMBER 2026)

- 10.19 In certain circumstances the school can temporarily forbid a student from attending its premises, for example, due to an allegation of harm by a student against another which might require physically separating a student from one or other students. In this scenario, the local authority must arrange education for the student if the school itself or the student's parent/carer does not do so, this is not an exclusion on disciplinary grounds.

OFF SITE DIRECTION

- 10.20 Off-site direction is when a student is required to attend another education setting temporarily to improve their behaviour. The governing board is responsible for arranging off-site direction under the law. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time limited placements at alternative provision or another mainstream school.

MANAGED MOVE (AS PART OF THE DFE GUIDANCE SEPTEMBER 2026)

- 10.21 A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests.
- 10.22 Once a pupil undergoes a managed move, the pupil moves permanently from the original school to the new school, and the pupil's name should be deleted from the original school's admission register and added to the admission register of the new school. Where a managed move follows a period of off-site direction, the pupil will already have been registered at the school where they are receiving education off-site; in these circumstances, the deletion from the original school's register only takes place when the move becomes permanent. The pupil should be registered at one school only.

USE OF RESTRICTIVE INTERVENTIONS

- 10.23. Section 93 of the Education and Inspections Act 2006 enables anyone who, in relation to a student, is a member of staff of any school at which education is provided to use minimum reasonable force in specified circumstances, i.e. if the student is:
- 10.23.1. Causing injury to themselves or others.
 - 10.23.2. Committing a criminal offence.
 - 10.23.3. Damaging property.
 - 10.23.4. Causing disorder among pupils at the school, whether during a teaching session or otherwise.
- 10.24. To protect staff from allegations of inappropriate conduct and to ensure that challenging situations are managed safely, it is our school policy that nominated members of staff, trained in 'safer handling' (reflecting the principles of the April 2026 DFE Restrictive Interventions Guidance) should be summoned in the first instance. Other members of staff should use de-escalation strategies.
- 10.25. Section 93 of the Education and Inspections Act 2006 does not remove the common law right of any citizen in an emergency to use reasonable force in self-defence to prevent another person from being injured or their property from being damaged. Any member of staff or volunteer has that right. School policy is that any member of staff (not nominated) should act only if the lawful excuse 'prevent harm to self or others' is present. If the decision to physically restrain a student is then taken, the guidance as set down in this policy should be followed.
- 10.26. 'Restrictive intervention' is a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Physical and non-physical actions.
- 10.27. 'Nominated staff' are those who have been trained in 'Safer Handling Parts One and Two' and are, therefore, deemed capable of managing the situation safely. They are senior staff and pastoral staff who routinely would be on call to assist other staff who encounter potentially violent/challenging situations and/or who, by nature of their role, may be more likely to come across such circumstances and/or be working with challenging students.

10.27.1. Pastoral teams.

10.27.2. The Senior Leadership Team on the duty rota.

10.27.3. The SENDCO and nominated LSAs.

10.27.4. The Site Team.

10.28.1. The use of physical intervention should only ever be a last resort following the application of other appropriate strategies, e.g. withdrawing from the situation, de-escalation, giving the instruction to stop.

10.29.2. A physical intervention must only employ a minimum amount of force - i.e. the minimum force needed to avoid injury, damage to property or to prevent a breakdown in discipline - for the shortest period of time. Whether it is reasonable to use force, and the degree of force that could reasonably be employed, may also depend on the age, understanding, physical maturity and sex of the student. The best interests of the individual must be considered.

10.30. 'A Live Risk Assessment' as referred to in this section of the policy is made by the member of staff, taking account of the circumstances and the risks associated with the intervention compared with the risks of not employing a physical intervention.

10.31. Staff are not obliged to put themselves at risk. Nominated staff should only intervene if they feel competent to do so and if the risks of not intervening outweigh the risks of intervening. There may be circumstances when a nominated member of staff may have to decide between making an intervention by placing themselves in a hazardous situation or standing back and thereby allowing colleagues or students to face a potential hazard. There will always be an element of personal judgement in these decisions when there is the possibility of someone being injured.

COMMON LAW AND 'LAWFUL EXCUSES'

10.32. Section 93 of the Education and Inspections Act 2006 does not remove the common law right of any citizen, in an emergency, to use reasonable force in self-defence to prevent another person from being injured or his property from being damaged. Any adult has that right.

10.33. Common law gives rise to us using reasonable force given that a 'lawful excuse' is present. These would be:

10.33.1. Prevent harm to self or others.

10.33.2. Prevent damage to property.

10.33.3. Prevent criminal act.

10.33.4. Prevent disorder among pupils at the school whether during a teaching session or otherwise.

10.34. If an adult believes that the 'lawful excuse' [1] – 'prevent harm to self or others', is present, they must live risk assess the situation. They should only intervene if they feel competent to do so and if the risks of not intervening outweigh the risks of intervening. If the decision is taken to physically intervene, the guidance on de-escalating and using physical intervention, as described in this document, should be followed. Their action would be judged in accordance with the employer's reasonable expectation of intervention of an adult and would be judged under Common Law. School policy, however, is that staff witnessing actions who are not nominated staff, should not intervene, but send for help from a nominated member of staff as already noted in this document.

OTHER PHYSICAL CONTACT WITH STUDENTS

- 10.35. There are circumstances when it is appropriate for staff to have some physical contact with students which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:
- 10.35.1 To give first aid
 - 10.35.2 To guide or support students
 - 10.35.3 To congratulate or praise a student e.g a handshake
 - 10.35.4 To demonstrate exercises or techniques during PE or sports coaching, e.g trampolining, gymnastics or swimming.
- 10.36 In assessing if physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:
- 10.36.1 The School's child protection (or any other relevant policy)
 - 10.36.2 The applicable circumstances, such as whether there is other adults present.
 - 10.36.3 The students age
 - 10.36.4 Any other material factors, including but not limited to whether:
 - a) The student has SEND or other vulnerabilities
 - b) Any alternative strategies that do not include physical contact can be used.

RECORDING AND REPORTING THE USE OF REASONABLE FORCE

- 10.37 The following procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.
- 10.38 That a record of any such incident is made in writing as soon as practicable after the incident. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.
- 10.39 The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.
- 10.40 The following details should be recorded:
- 10.40.1 Names of pupil and staff directly involved.
 - 10.40.2 Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
 - 10.40.3 Time, date, location and approximate duration of the intervention.
 - 10.40.4 A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
 - 10.40.5 A brief account of why the use of force was assessed as necessary in that instance.
 - 10.40.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

10.40.7 Additional details may also be included for example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

REPORTING THE USE OF REASONABLE FORCE TO PARENTS

- 10.41 The following procedure is in place for reporting each significant use of force to the parents of the pupil involved as soon as practicable after the incident, and they should endeavour to do this no later than the same day.
- 10.42 Exceptions to the requirement to report are where it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.
- 10.43 A report of the incident made to parents should include the following details as a minimum:
- 10.43.1 Time, date, location and approximate duration of the intervention.
- 10.43.2 Brief account of why the intervention was assessed as necessary in that instance.
- 10.43.3 A brief account of what type of force was applied, and the degree of force details of any physical injuries sustained. **The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.**
- 10.44 Communication of this information to parents may initially be in person or by phone but will also be made in writing, for example, via email or online messaging system.
- 10.45 Best practice is to include inviting parents to have a follow-up discussion about the incident where appropriate. This may involve a discussion about:
- any behavioural triggers or warning signs of an impending incident
 - whether any agreed behaviour support plans were followed
 - what de-escalation strategies were used and how effective they were
 - what might be done differently in the future The school may use this information to amend any existing behaviour support plans, as needed.

COMPLAINTS AND ALLEGATIONS

- 10.46 Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure.

PARENTAL INVOLVEMENT

- 11.1. Moulsham High School has a policy of involving parents and carers as much as possible in all matters relating to their child's education. We are committed to working in partnership with parents and carers to ensure that the highest possible standards are upheld in all areas of school life, including behaviour. The liaison between school and home is vital in ensuring that all students can achieve the aims of the school set out in the curriculum intent.

Appendix 1 – STUDENTS' CODE OF BEHAVIOUR – SUMMARY

Moulsham students are expected to behave in a responsible and civilised manner. We expect YOU to be honest and truthful, to show consideration and respect for others at all times, to work hard, conform to uniform expectations, be punctual and attend every day.

LESSONS

- Arrive on time with everything you need.
- Listen carefully and follow instructions.
- Listen when the teacher is addressing the class.
- Work helpfully with other students.
- Look after your school books and equipment.
- Take pride in your work.
- Try your best with maximum effort, using the school's character values.

MOVING AROUND

- Move quietly.
- Do not run.
- Move calmly.
- Keep to the left.
- Don't eat in the corridors.
- Respect personal space.

THE ENVIRONMENT

- Never eat in classrooms or corridors.
- Put your litter in bins.
- Do not mark walls, furniture or displays.
- Report any damage you see.

OTHER PEOPLE

- Treat others with courtesy and consideration.
- Keep your temper.
- Do not be unkind to others or make offensive remarks to them - and tell an adult or antibullying ambassador if someone is bullying you.
- Accept all others, respecting difference and diversity.
- Show respect to others online.

DO NOT BRING TO SCHOOL

- Valuable items (such as mobile phones, wearable technology) or large sums of money.
- Chewing gum, cigarettes, vapes or snuv.
- Fizzy or energy drinks, or food with additives or added sugar that will have an adverse effect on work ethic and concentration.
- Nuts.
- Glass bottles.
- Aerosols.
- Drugs, Alcohol, knives, blades or other offensive weapons (anything that is a banned or illegal substance or item.)

- An article that has been or is likely to be used to commit an offence, cause personal injury, or damage property.
- Goods to sell on to others.

Appendix 2 – UNIFORM AND PRESENTATION- GUIDANCE FOR STUDENTS

GIRLS		BOYS	
Blazer	Compulsory navy-blue blazer with small, embossed MHS badge (from the school supplier).		
Jumper (optional but must be MHS Jumper if worn)	Navy V-neck jumper with small, embossed MHS badge (from the school supplier).		
Sleeveless Slipover (optional but must be MHS Jumper if worn)	Navy V-neck with small, embossed MHS badge (from the school supplier).		
Blouse	White open-neck slightly fitted with short, ¾ length or long sleeve. Must	Shirt	Plain, white, shirt style that tucks in front, back and sides.
Skirt	Moulsham tartan skirt (from school supplier), that touches the knee when in a standing position. Skirts are not permitted to be rolled at any time.	Trousers	Tailored, plain, non-patterned, dark-grey/black. Not cotton, canvas or skinny fit type. Belts should be plain black.
Trousers	Navy straight cut trousers (from the school supplier). Not Lycra or Viscose	Tie (May be worn by girls if wished)	Years 7 – 10: navy blue with silver stripes. The tie should be worn no shorter than the 5 th button. Ties should be done up to the collar – top button not visible.
Socks	Plain navy blue, black or white – ankle socks only.	Socks	Plain navy blue, black, grey or white.
Tights	Plain navy blue, black or natural – not patterned.		
Shoes	Black formal, flat style – heel no more than 4 cm at highest point. No sling backs (for health and safety reasons). Trainer or trainer-style shoe are not allowed.	Shoes	Black formal shoes only.
Hair Ties	Plain navy blue, black or white headbands only. Decorative hair accessories, including beads, are not allowed. Plain hair slides and clips only are allowed (not brightly coloured). Hijab and headscarf (where appropriate) navy blue, black or white.		

Appendix 3 – USE OF FORCE INCIDENT RECORDING TEMPLATE CHECKLIST



Moulsham High School Use of Force Incident Recording Template Checklist

The Lead member of staff should record the following details as a minimum (The lead member of staff is the person who is making the decisions and leading on the use of force):

- Names of pupil(s) and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- Time, date, location, and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- Brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- Additional details may also be included for example, the pupils' and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

Signed

Name

Date



Moulsham High School
Use of Force Incident Recording Template Checklist

To develop best practice and work towards further reduction in the use of reasonable force within Moulsham High School, staff are asked to also consider the following questions:

1. Were there any behavioural triggers or warning signs of an impending incident?
2. Were any agreed behaviour support plans in place and were they followed – if they were not, was there a specific reason or other risk present to negate the plan?
3. What de-escalation strategies were used and how effective they were?
4. What might be/ could be done differently in the future?

Signed

Name

Date