



MONKSEATON HIGH SCHOOL

STUDENT BEHAVIOUR POLICY

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Deputy Headteacher (GBT)	Jan 2024	1.1	Review Updated references to parent / carers throughout. Updated reference to Year Leaders. Links updated to most recent versions of linked documents. Updated rewards section.
Assistant Headteacher (KH)	July 2024	1.2	Review Updated uniform sanctions. Updated punctuality sanctions. Added SLT detentions.
Assistant Headteacher (SRH)	October 2024	1.3	Review Updated in line with most recent DfE documents Added behaviour monitoring section Added behaviour interventions and support Updated P5 and P6

The Respect Code

MONKSEATON HIGH SCHOOL



resilient

equal

successful

positive

extraordinary

characterful

thoughtful



equality

opportunity

inclusion

achievement

School Ethos and Values:

At Monkseaton High School we strive to foster an inclusive culture where everyone is treated with respect and staff and students feel safe and secure. It is an expectation therefore, that staff and students always behave in both an appropriate and socially acceptable manner.

We aim to promote excellence and respect for all through our ethos of **Equality, Opportunity, Inclusion & Achievement.**

Our Vision: To create an inclusive community of confident learners with a strong collaborative ethos, underpinned by high quality teaching and learning, honesty, and respect for others. We want our students to be ambitious, confident, hardworking and happy.

Principles:

Governors of Monkseaton High School expect the school to be a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, self-discipline is promoted, and good behaviour is the norm.

Governors expect staff to maintain the highest standards of behaviour in the school and they expect the Headteacher and staff to maintain a caring, respectful atmosphere where students can feel happy, secure and valued and as a result can work to the best of their ability.

The Governors require that the school's policies and values should reflect the highest moral standards and they will not tolerate bullying or other anti-social behaviour. The Governors expect the school's procedures to acknowledge that problems are likely to have underlying causes which the school should take account of and do its best to counter.

The Governing Body is responsible for setting general principles that inform this behaviour policy and it has consulted with the Headteacher, school staff, parent Governors and students when developing these principles.

Staff aim to promote good behaviour and strong working relationships are seen as fundamental to the creation of a positive and progressive atmosphere in the school.

More serious or persistent breaches of discipline, including disruptive behaviour in lessons, will be referred to Year Leaders and Senior Leadership Team who have overall responsibility for discipline in the school.

Parents/carers are asked to support the school with our behaviour policy. Parents/carers play an important role in ensuring that their children are responsible for their own behaviour in school. Ensuring that their child is at school on time, appropriately dressed, rested, and equipped, will encourage their child to adhere to school rules and procedures.

We ask parents/carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents/carers be prepared to attend

meetings at the school with staff to discuss their child's behaviour. We encourage parents 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 parents/carers as and when they need it. In the first instance, a parent/carer should contact the Form Tutor as they are the member of staff best placed to give advice. Alternatively, parents/carers may wish to contact their child's Year Leader.

Main Aims of this Policy:

- Create a safe and enjoyable learning environment for all.
- Support our values of: **Inclusion, Equality, Achievement, Opportunity.**
- Encourage, recognise and reward good behaviour and respect for others.
- Prevent all forms of bullying among students, including the use of social media.
- Give clarity of expectation to staff, students and parents/carers.
- Give a clear understanding of staff roles.

Linked Policies:

This policy is based on DfE guidance:

- *"Behaviour in Schools: Advice for Headteachers and School Staff"* (Last updated Feb 2024)
- *"Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England"* (August 2024)
- *"Searching, Screening and Confiscation: Advice for schools"* (July 2022)
- *"Keeping Children Safe in Education"* (September 2024)

This Policy is linked with, and reinforced by, other school policies and practices such as:

- Anti-bullying Policy
- Online Safety Policy
- Acceptable Use Policy
- Child Protection and Safeguarding Policy
- Child on Child Abuse Policy
- Complaints procedure

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1. Behaviour expectations, support and management

1.1 Culture at MHS:

- All members of the school community are expected to treat each other with respect.
- Students have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills for the benefit of all their students in their care. The quality of teaching and behaviour are inseparable issues and are the responsibility of all staff.
- At MHS students are encouraged to adopt behaviours that support learning and promote positive relationships. Staff aim to positively influence the learning climate in our classrooms through high quality, engaging lessons and consistency in our approach to behaviour for learning.
- Students being disrespectful should never be tolerated; students should always show respect to staff and in turn, staff should be sensitive to the needs of students. Staff and students should be courteous and respectful at all times.
- We expect that, at all times on the school site, students use the school grounds respectfully and behave appropriately. Staff will use the behaviour policy if incidents arise.
- Parental engagement is crucial and the support of parents is essential for the maintenance of good behaviour. The school will report behaviour, positive and negative, to parents regularly.

1.2 Promoting positive attitudes and behaviour:

We will promote positive attitudes and behaviour by:

- Having high expectations of behaviour in every lesson, every day.
- Having high expectations of behaviour on school site and in the community.
- Sharing our expectations with students regularly.
- Rewarding good behaviour, positive attitudes and progress.
- Regular staff training.
- Positive adult role models.
- Positively enforcing policies on behaviour, punctuality, attendance, uniform and homework.
- Dealing quickly and effectively with all incidents of poor behaviour, including bullying or prejudice related behaviour.
- Using preventative measures with students of concern so that they receive appropriate support before their behaviour becomes unacceptable.
- Accessing support from external agencies.
- Applying appropriate sanctions consistently and fairly when behaviour is not acceptable and applying restorative justice techniques when appropriate so that students learn from their actions.

1.3 Unacceptable behaviour:

In seeking to promote our values and to protect individual rights, we regard the following behaviour as unacceptable, it will not be tolerated and could result in a suspension or a permanent exclusion*:

- Physical assault on peers / fighting.

- A deliberate assault on a member of staff (this will lead to a permanent exclusion).
- Physical, verbal and online bullying (please see [anti bullying policy](#) for details).
- Swearing/verbal abuse towards a member of staff.
- Deliberate disruption (including low level disruption) to teaching or the learning of others.
- Defiance of staff.
- Any prejudice related incident.
- Sexual harassment.
- Deliberate damage to school or personal property, or theft.
- Smoking / vaping on the school premises, the approaches to school or being in the presence of smokers.
- The use, possession, or supply of alcohol or any illegal substance OR an offensive weapon (or weapon of offence – note legal definition).
- Being in possession of any banned / prohibited items.

*This is not an exhaustive list

Child on child abuse and sexual abuse and harassment:

- If a student behaves in a way to cause upset or harm towards another student, we have a responsibility to tackle of behaviour. All reported incidents will be dealt with sensitively and as a serious issue. Clear procedures will be followed, and we will take appropriate, proportionate and reasonable action, in line with existing school policies.
- Any student accused of such behaviour will receive a sanction where it is clear there was intention to cause harm.
- Sanctions (as identified within this Student Behaviour Policy) will be applied and support for individuals will be implemented. For persistent offenders or incidents considered as serious, a pupil could face a suspension or permanent exclusion.
- A package of support and education for individuals will be implemented and we will work with parents/ carers and external agencies where required.
- Sexual assaults will be dealt with under the statutory guidance.
- Proportionate sanctions will be applied up to and including permanent exclusion.

1.4 Malicious allegations against school staff:

As a school we are clear about the negative impact of malicious communication and defamation of character on individuals. Any student found to have made a malicious accusation against school staff will have committed a serious offence and will be suspended from school.

Depending on the seriousness this could result in a permanent exclusion.

1.5 Online behaviour and digital media content:

The way in which students relate to each other online can have a significant impact on the culture at school. The same standards of behaviour expected offline apply online. Inappropriate behaviour online (bullying, use of inappropriate language, soliciting or sharing nude/semi-nude images and sexual harassment) will be addressed following the same principles as offline behaviour.

Students are taught and reminded to be very careful when posting content to digital media platforms. All members of our school community have signed our Acceptable User Agreement designed as an important part of our school safeguarding culture.

Students should not **under any circumstance** post any content on social media platforms that mentions, incorporates or identifies the school (including posting in school uniform).

Any post which would be deemed by the Headteacher to be inappropriate will be followed up robustly and per the school policies. Any post of a more serious nature will be referred to the Police for further action. Please also see our anti bullying policy for details relating to cyber/online bullying.

1.6 Managing behaviour:

- Headteachers and Governing Bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- At MHS we follow **The RESPECT Code** which clearly outlines our expectations and values. The RESPECT Code is designed to encourage and reward students to make positive choices. The system is designed to ensure consistency across the school and give students the opportunity to reflect on their actions and change their behaviour.
- It also supports learning by setting out clear expectations and tackling low-level disruptive behaviour (behaviour that undermines the student's own learning or that of others). Behaviour will be managed through a classroom based, staged process for low level-disruption.
- Even when encouraged to make the right choice, some students will sometimes make choices that are detrimental to their own learning or that of others. A series of strategies will then be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to understand our expectations and re-engage with learning. There are additional phases of escalating sanctions for more serious instances of poor behaviour.
- Any behaviour which is anti-social, destructive, disruptive or is in any way contrary to the ethos and authority of the school, will be sanctioned to a degree relative to the seriousness of the behaviour.
- Discipline should be constructive in nature and staff must be consistent.

Statutory Powers:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours and on the same day.

- Teachers can confiscate students' property.

1.7 Reasonable Adjustments:

We work hard to ensure that behaviour expectations are clear to all staff and sanctions are applied fairly, proportionately, and without discrimination, taking into account additional educational needs and disabilities as well as any additional challenges that vulnerable students may face. The school will strive to make reasonable adjustments for these students and behaviour will be considered in relation to a student's SEND, however it does not follow that every incident of misbehaviour will be connected to their SEND and this policy will apply with any appropriate sanctions applied.

2. MHS Code of Conduct and Expectations:

2.1 Expected classroom behaviour:

- Arrive on time and enter the room in a sensible fashion when directed by the teacher.
- Come to lessons properly equipped and with a positive attitude.
- Remove outside coats and ensure uniform meets the required expectation.
- Mobile phones must be switched off and not visible.
- Headphones should be removed and not visible.
- Listen to and follow teacher instructions.
- Treat others, their work and equipment with respect.
- Be polite and helpful to staff and other students.
- Use appropriate and respectful language when talking to staff and other students.
- Actively engage and contribute to the learning taking place, both as an individual and as part of a group, to ensure that all students are able to learn effectively.
- Always work to the best of your ability.
- Complete homework on time and to the best of your ability.

2.2 Expected behaviour at break, lunchtimes and between lessons:

- Students are expected to behave sensibly and with consideration for others when moving to and from class.
- Students should conduct themselves in an orderly fashion in corridors, stairwells, the dining hall areas.
- Students are expected to move directly to their next lessons without making unnecessary detours.
- Behaviour which is not acceptable on corridors and stairways includes: making unnecessary noise, running, pushing.
- Mobile phones must be switched off and not visible when moving to and from class. They may be used only on the ground floor and external building and only during break and lunch time.

2.3 Behaviour out of school:

Monkseaton High School is committed to ensuring our students act as positive ambassadors and role models. We therefore expect students to behave well out of school, on journeys to and from school and school events, and to other venues for school activities, and on school trips. Students' behaviour should be orderly and respectful of the people and environment around them. Students are expected to wear their uniform correctly on the journey to and from school.

Regulating student's offsite conduct:

Under Section 90 of the Education and Inspections Act 2006, the school has the right to exercise discipline beyond the school premises. This includes misbehaviour:

- on activities arranged by the school such as work experience, educational and sporting events.
- on the way to and from school (including on the bus and metro).
- when wearing the school uniform in a public place.
- which could have repercussions for the orderly running of the school.
- poses a threat to another student or member of the public.
- which could adversely affect the reputation of the school.
- online e.g. bullying, peer on peer abuse, inappropriate use of social media/technology (including videoing/recording and sharing of incidents).

The school may investigate instances of poor behaviour out of school and may impose sanctions, including suspension or permanent exclusion.

When staff have direct control of students out of school (for example at a sports fixture, school visit or trip, in proximity to the school gate, at local bus stops), they have the same powers as when in school.

When dealing with students outside the school gates but in reasonable proximity to the school, staff may instruct a student to return to school to deal with disciplinary matters. Failure to do so will itself be seen as a serious disciplinary offence.

2.4 Behaviour Incidents Online:

Behaviour issues online can be very difficult to manage given the issues of anonymity, and online issues can occur both on and off school premises. The same behaviour standards expected offline, apply online.

Online behaviour incidents amongst young people often occur outside of the school day and off the school premises but is considered as part of a student's offsite conduct. Any action that causes harm to another student or brings the school or its students into disrepute will be sanctioned as according to the criteria using the Behaviour Policy. Failure to comply with the school's request to remove such material will be deemed as defiance. Parents do have the right to report social media incidents to the Police if incidents cause emotional harm.

Inappropriate behaviour online which may include bullying, use of inappropriate language, soliciting or sharing nude/semi-nude images and sexual harassment will be addressed with the same principles as offline behaviour.

2.5 Bullying:

The School has a separate policy Anti - Bullying which is available on the website.

Monkseaton High School is committed to ensuring that every student is treated with respect and will act to prevent or redress instances of bullying or discrimination. We believe that people should not be discriminated against or bullied because of their race, gender, sexual orientation,

religion or belief, or because they have special or additional needs. Bullying in any form, will not be tolerated.

2.6 Use of Mobile Phones:

Please see the Mobile Phone Policy for full details.

Mobile phones are not to be used in lessons during the school day (this extends to headphones and smartwatches and other digital accessories). They may only be used before school, at morning break, during lunchtime and after school, and only on the ground floor or outside.

If mobile phones or headphones are observed by a member of staff, they will be confiscated. Students will be asked to turn off their devices and hand the phone and earphones over to the member of staff. Devices can be collected at the end of the day from reception. Failure to comply with this request will be deemed as defiance and further sanctions may apply, in line with the school's Behaviour Policy.

If a student has had a phone confiscated twice then parents will have to collect the mobile phone from the school. A third incident will result in a meeting in school with parents and conditions put in place for the student and their phone.

Sixth Form students are expected to use mobile phones responsibly and as adults in the school would i.e., if phones are out during learning time, they are being used to support learning.

Please note: the school accepts no responsibility for the damage or loss of mobile phones that have been brought into school. The school strongly advise that mobile phones are not brought into school and if they need to be then they must be switched off and kept in bags.

Under the Mobile Phone Policy, section 6, we have clearly stated what is unacceptable use. Please see extract below:

Unacceptable Use:

The school will consider any of the following to be unacceptable and a serious breach of the school's behaviour policy, resulting in sanctions being taken*:

- Photographing or filming staff or other students without their knowledge or permission.
- Posting photographs or other material about a member of staff or another student online without their knowledge or permission.
- Photographing or filming in toilets, changing rooms and other similar areas.
- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites.

*This is not an exhaustive list.

Mobile phone bullying, intimidation or any content of a violent or sexual nature can be a criminal offence and is traceable by the police. Students using mobile phones to bully any member of the School Community will face disciplinary action and it may be appropriate for the school to consider involving the police.

2.7 Uniform:

Our uniform aims to promote individuality and inclusion in line with our ethos. Students have the flexibility to make a personalised choice within specific guidelines. Our uniform helps to promote our school in a positive manner in the local community. All students are expected to present to school in the correct school uniform as described in the School Uniform Policy. We believe this prepares the students for adulthood, as this is a requirement of most workplaces. Students attending this school benefit from its reputation, and we expect students in turn to help maintain that reputation by high standards of behaviour and appearance, both in school and in the local community. Parents whose children are allocated places here are expected to support the school policy on uniform.

Our Uniform policy can be found on the school website [here](#)

If students do not present in school with the correct uniform, they will be directed, by their tutor, to the uniform swap shop located in the school atrium where they will be loaned the appropriate item of clothing (provided we have the correct size(s) available). Failure to adhere to the Uniform Policy will be classified as defiance and will be dealt with and sanctioned as outlined in this policy. Parents/carers should contact school if they need support with uniform.

If students do not present with the correct uniform, we will follow the escalation procedures:

Step 1	Form tutor challenges student on uniform. Issue(s) logged on Class Charts (CC) under normal sanctions.
Step 2	Year lead alerted. Uniform offered from uniform swap shop – students are expected to borrow uniform for the duration an issue persists.
Step 3	If a student refuses swap shop, they will be placed into inclusion. Call home to discuss this issue. Event logged on CC.
Step 4	Student refuses inclusion, student suspended. Uniform issue discussed at reintegration meeting.

2.8 Truancy from lessons:

Truancy is a serious concern that will be acted upon. In the first instance if a student is found truanting from lessons they will be returned to lessons and will be sanctioned accordingly. A call will be made to parents/carers to alert them of our concerns and that the detention will be issued.

Persistent truancy may result in the student being placed on report or other interventions / sanctions identified by school leaders.

2.9 Punctuality:

Punctuality is a habit that enables future success; therefore, we need to ensure that punctuality is excellent both in attendance at school and for lessons and assembly.

If students are late to school a text message will be sent home to parents and the lateness recorded on SIMS. Tutors will issue a P3 call back (10 minutes) if a student is late during tutorial. If a student is late after tutorial (after 9.10am) the attendance officer will issue a whole school detention (45 minutes). Repeated failure to attend school on time will result in parental phone calls and further possible intervention including the use of fixed penalty notices.

We appreciate that there may be occasional instances where this may occur due to circumstances outside of a student's control. Should this be the case, parents/carers are asked to contact the school. However, school will contact parents if they feel that this happens too often.

2.10 Attendance:

Regular attendance at school is required by law, and we take attendance very seriously. There is a register taken daily and at the start of each lesson, and disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's Attendance Policy, which can be found on the school website.

2.11 Damage to Property:

Where a student damages property in one of the following areas:

- Deliberate misuse or damage to the property of another student or a member of staff.
- Deliberate damage to [school] buildings, fittings or equipment.
- Vandalism.

We will consider all circumstances and determine the most appropriate sanction. We may report serious acts of deliberate damage and/or vandalism to the police.

We will always seek to recover costs and charges incurred regarding reinstatement after damage to school facilities, infrastructure, furniture or assets, where an individual or individuals are identified. Charges for damages may include third party contractor costs, and site team working time costs.

Where more than one individual or several individuals are identified as directly causing or contributing to damage, a percentage will be apportioned based on proven culpability. Culpability of individuals regarding damage liability will be established by:

- written statements of admission by those identified.
- corroborative written statements by witnesses.
- review of Closed Circuit Television (CCTV) footage.

Please see our Charging and Remissions Policy for further details.

3. Rewards and Sanctions

Our Behaviour policy is built on the concept of RESPECT, a positive attribute. This positivity is reflected in the importance that the school places on the rewarding of students.

The RESPECT Code outlines our values and expectations at Monkseaton High School



At MHS we use Class Charts to acknowledge and praise positive behaviour and actions demonstrating the RESPECT Code, but also to challenge behaviour that falls below the expectations of the RESPECT Code.

Through our Class Charts system, there are a range of opportunities available to staff to reward students. It is expected that all staff will record students' behaviour and achievements through Class Charts. It is expected that rewards and sanctions will be applied fairly and consistently.

It is important that this information is shared with students and parents on a regular basis to ensure its value in promoting positive behaviour attitudes in the classroom, this will be done during registration and via assemblies, parents' evenings, reports and departmental reward systems.

3.1 Rewards:

- Rewards are linked to the RESPECT Code which links to our school values and ethos.
- RESPECT points may be given out by members of staff for a range of reasons and are shared and celebrated in a number of ways.
- All points are recorded on ClassCharts.

Students have the opportunity to be rewarded in every lesson of the day. Staff will actively be looking for those students who are displaying learning behaviours which meet our high expectations and RESPECT values. They will earn a RESPECT point worth one point.

In addition, staff can award students a Postcard or Star Student, both of which are worth five points, and are given for exceptional work. Students can also be rewarded by their form tutor for embodying our RESPECT code.

As part of our drive to create well-rounded students who are ready for either the next step in their education or the world of work, we also honour students for:

- a. Attending intervention sessions to improve a skill, for example reading
- b. Demonstrating RESPECT outside of the classroom
- c. Participating in an extra-curricular club or event
- d. Reading independently

Students and their parents/carers can all access the Class Charts system to track the RESPECT points being given.

Celebration and Recognition

We celebrate success and achievements in a range of ways, including:

Weekly

- Phone home with positive news for students in each tutor group
- Star of the Week awarded to one student in each year group
- Top 3 students in each year group are published on the staff bulletin to celebrate success and are entered into a prize draw
- Tutor group points are totaled and celebrated each week

Half Termly

The school will arrange celebratory events which may include:

- Hot chocolate afternoon
- Pizza and games afternoon

Yearly

The school will arrange celebratory events, for example:

- An afternoon off timetable to visit a local cinema/restaurant/stables/city;
- An afternoon off timetable to attend a film screening in school/enjoy an afternoon of pampering/take part in an assault course with the fusiliers;
- A day trip to an amusement park.

Class Charts Shop

In addition, students will have the opportunity to cash in points for rewards throughout the year.

Some examples of items students can cash points in for are:

- Amazon voucher
- Greggs voucher
- Costa voucher
- The Bound Bookshop voucher
- Pens

- Scientific calculator
- Highlighter set
- Revision guides
- Pens and other school equipment

3.2 Sanctions:

The following sanctions may be used in the school in appropriate cases:

- completion of work at home or extra work (in school or at home).
- carrying out useful tasks to help the school.
- detention (in school hours or outside school hours).
- removal from the group/class or particular lesson.
- revocation of access to ICT equipment and/or use of the internet.
- mobile devices to be handed in at main reception at the beginning of each day and collected at the end of period 5.
- withdrawal of break or lunchtime privileges or call back at these times.
- withholding participation in educational visits or sports events which are not essential to the curriculum.
- suspension and permanent exclusion.

Staff have delegated responsibility for imposing the sanctions (a) to (h) within the agreed protocol/policy. Decisions regarding suspension and permanent exclusion lie with the Headteacher and Assistant Headteacher (responsible for Behaviour and Attitudes). In the absence of the Headteacher, the Deputy Headteacher will be responsible for imposing sanctions. All paid members of staff are authorised to give sanctions (disciplinary penalties). The Headteacher has the responsibility for authorising unpaid staff to give sanctions to students.

The RESPECT Code - phases and sanctions:

Students are encouraged to adopt behaviours that support learning and promote positive relationships. Even when encouraged to make the right choice, some students will sometimes make choices that are detrimental to their own learning or that of others. A series of strategies will then be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to understand our expectations and re-engage with learning.

The RESPECT Code is designed to give students choices and to support learning by tackling and dealing with low-level disruptive behaviour; that is behaviour that undermines the student's own learning or that of others. The system is designed to improve consistency across the school and give students the opportunity to reflect on their actions and change their behaviour. A number of phases are applied to support this approach:

<p>Expectation reminder – initial reminder about expectations (this is a personal reminder to an individual student)</p>

<p>Students can be given P1-P4s in class.</p>

<p>Staff at MHS are asked to record P2s, P3s and P4s in Class Charts during lessons.</p>
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<p>P5 and P6s are used for monitoring purposes only.</p>
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P1	Verbal warning
P2	Final verbal warning (before any sanction). This is recorded and logged on Class Charts.
P3	Call back issued (10-minute detention that day)
P4	On called and possibly removed from classroom (20-minute detention that day)
P5	Used by pastoral team for monitoring purposes only – internal inclusion (full or part day) or faculty remove
P6	Used by pastoral team for monitoring purposes only - Suspensions (or use of external providers such as the First Day Response (FDR) unit)
Whole School Detention – Mon/Wed/Fri	
A whole school detention will be issued when a student has failed to turn up for a P3/P4 detention. Parent / carer will be notified by text (or phone call and via Class Charts), and the detention will last for 45 minutes (3.15pm - 4pm)	
SLT Detention (applicable for years 9 and 10 only) - Fri	
An SLT detention will be issued when a student has failed to turn up for a Whole School Detention, or if a student has accrued more than three Whole School Detentions in one week. Parent / carer will be notified by phone, and the detention will last for 2 hours (3.15pm - 5.15pm).	

Type of behaviours that could result in a negative point on Class Charts*:

- Arriving late to school
- Arriving late to a lesson
- Not being equipped for lessons e.g. not having a pen
- Not completing homework

Type of behaviors that negatively affect learning and will result in a P1-3 sanction* (these will incur a negative point on Class Charts):

- Distracting others
- Repeatedly and persistently unnecessarily talking or chatting instead of working
- Talking when the teacher is talking
- Not following teacher instructions
- Leaving seat/classroom without permission
- Poor work completion
- Inappropriate language and/or comments
- Throwing objects

Types of behaviours that may result in a P4* (and possible further investigation) (these will incur a negative point on Class Charts):

- Inappropriate comments towards other students
- Racist/homophobic comments
- Defiance/rudeness towards staff
- Persistent refusal to follow instructions

**the above lists are not exhaustive*

Types of behaviours that constitute a serious incident:

- Smoking/Vaping on site
- Physical aggression towards another student
- Violence
- Vandalism
- Swearing at staff
- Direct verbal aggression or abuse towards staff
- Threatening or intimidating behaviour towards staff or students

The following actions will be taken when concerns arise regarding behaviour.

Detentions:

Detentions are used as a sanction to help students modify their own behaviour. Teachers have the authority to issue detentions to students, including same day detentions.

At MHS we use a range of detentions:

P3 Callbacks	10 minutes
P4 Detention	20 minutes
Whole School Detention	45 minutes
SLT Detention (*Y9/10 only)	120 minutes

At MHS, if a student receives a P3 or P4 following the behaviour code and sanctions, then the teacher will issue a detention at break time, lunchtime or after school. If a detention is served on a lunchtime the student will be given an adequate amount of time to still get their lunch and go to the toilet.

All scheduled detentions are issued on Class Charts and available for parents/carers to view at any point. Students are also encouraged to access Class Charts daily so they are aware of any upcoming detentions they may have. Tutors and pastoral staff will endeavour to inform and remind students of upcoming detentions where possible although this may not be feasible for every student and all detentions set.

It is the responsibility of the student to attend any P3 and/or P4 detention issued. Failure to do so will result in the Year Leader, Teacher or Head of Faculty setting a 45-minute whole school after school detention.

Whole School Detention (WSD) (All Year Groups):

This will take place on Monday/Wednesday/Friday after school for 45-minutes and will be supervised on a rota by senior staff. Although the school is not required to give notice to parents or carers, for safeguarding purposes we will contact parents or carers via text on the morning of the detention. Parents are responsible for checking for messages and ensuring that their contact details are up to date with the school. A student cannot be excused without exceptional reason.

WSDs for Years 9/10 – if a year 9 or 10 student fails to attend their P3 or P4 detention they will be upscaled to a WSD. The WSD should be scheduled for the next available slot in that week. However, if a student accrues more than 3 WSDs in a week and there are no detention slots

available to allocate a detention, the member of staff inputting the detention should notify the year leader. The YL will place the student onto the 2h detention for that week and notify parents/carers.

The detention system for years 9 and 10 means that students will not have WSDs that roll over from week to week. This means that each week students will start with no WSDs.

WSDs for Year 11 – if a year 11 student fails to attend their P3 or P4 detention they will be upscaled to a WSD. The WSD should be scheduled for the next available slot. Where a student has accrued multiple WSDs this may result in students having detentions set for future dates and over a number of weeks in advance. The school will monitor WSDs for Y11 students and may impose sanctions should it be deemed that a student has accrued too many WSDs and are continually failing to attend their P3 and/or P4 detentions.

Failure to attend Whole School Detentions (WSD)

Year 9/10

Where a student fails to attend a 45-minute WSD this will result in an SLT detention. Failure to attend an SLT detention will result in a suspension on the following Monday after the Friday that the 2h detention was originally set. See SLT detention section below for further information.

Year 11

Where a year 11 student fails to attend a 45-minute WSD they will be placed into our internal inclusion room the following day (if the pastoral deem inclusion busy at any given time the day in inclusion may be moved to a more suitable date). Refusal to comply with this will result in a suspension.

We will monitor students who are repeatedly failing to attend multiple WSDs – where this occurs we will enforce additional sanctions such as days in inclusion or a suspension(s).

SLT Detention (Year 9 and 10 Only):

This will take place on a Friday after school for 2 hours (3.15pm - 5.15pm) and will be supervised on a rota by SLT. School will notify parents via phone prior to an SLT detention. Parents are responsible for checking their messages and ensuring that their contact details are up to date with the school. A student cannot be excused due to the nature of this detention, in that they have had opportunities to resolve matters prior to an SLT detention being set. If a student does not attend an SLT detention they will be suspended from school the following Monday.

Monitoring Behaviour

At MHS we are continuously monitoring the behaviour of our students – this is done through;

- analysis of data inputted by staff in Class Charts (P2, P3, P4s),
- Analysis of Attitude to Learning data during data capture windows,
- feedback shared by teaching and non-teaching staff,
- learning walks and lesson observations.

The pastoral team analyse Class Charts data on a daily, weekly, half termly, termly and annual basis. We believe that regular monitoring of behaviour is vital as it allows us to identify issues at

the earliest opportunity. Where issues are identified we will utilise a variety of support and intervention strategies to help rectify poor and unacceptable behaviour.

Where a student's behaviour falls below our expectations they may be placed onto our behaviour monitoring programme. This programme involves students systematically escalating through the steps outlined below should their behaviour not improve over time. Please note, the steps outlined below are subject to change depending on an individual student's circumstances and needs – any changes to the steps below are at the discretion of the pastoral team and headteacher. Where a student has previously been on our monitoring programme, and is subsequently identified for poor behaviour again, the pastoral team will determine the most appropriate start point based on the previous support and intervention strategies used.

Step	Measure	Intervention
Step 1	Report run on Class Charts – yearly negative behaviour points (P2+) and identify concerns – target students shared in weekly Pastoral Meeting	<ul style="list-style-type: none"> • 1:1 (or small group) meeting with YL/Pastoral Team • Form Tutor made aware • YL phone call home to notify parents/carers • Letter home – explaining phased escalation process (letter here) • Placed on “monitoring” (analysis in 2 weeks to see improvement) • Students being monitored identified on weekly staff briefing slides • Recorded in Class Charts using ‘behaviour monitoring’ button
Step 2	No improvement from step 1 – continuing to accumulate P2+ - Identification through Class Charts report	<ul style="list-style-type: none"> • Student 1:1 meeting with Year Leader and SLT • Form tutor informed • YL Phone call home (or meeting if preferred) • Form tutor (white) report with personalised targets for 2 weeks • Step 2 to be recorded in Class Charts (and SRH excel tracker)
Step 3	No improvement from step 2 – continuing to accumulate P2+ behaviours 'Not met' on tutor report	<ul style="list-style-type: none"> • 1 Day in inclusion – internal exclusion + a 45-min WSD • Form tutor informed • Meeting with parents and Year Leader (and SENCO if SEN) • Year leader (green) report & review personalised targets for 2 weeks • Step 3 to be recorded in Class Charts (and SRH excel tracker)
Step 4	No improvement from step 3 – continuing to accumulate P2+ behaviours 'Not met' on Year Leader report	<ul style="list-style-type: none"> • 1-day suspension (as per DfE Guidance pp.25) or use of FDR + 1 day in inclusion on return • Reintegration meeting with Year Leader and Pastoral Lead • Pastoral Lead report (yellow) & review personalised targets 2 weeks • External outreach/support offered and explored: refer to MHS Directory here • Form tutor informed
Step 5	No improvement from step 3 – continuing to accumulate P2+ behaviours 'Not met' on Pastoral Leader report	<ul style="list-style-type: none"> • 2-day suspension + 1 day in inclusion on return • Reintegration meeting with Pastoral Lead and AHT • AHT report (pink) & review personalised targets for 2 weeks • Work Based Learning referral or equivalent KS3 programme • SEN referral to DCW for literacy, lucid test, language and communication • Pastoral Support Plan • EHA offered • Form tutor informed
Step 6	No improvement from step 3 – continuing to accumulate P2+ behaviours	<ul style="list-style-type: none"> • 3-day suspension + 1 day in inclusion on return • Reintegration meeting with AHT and DHT • DHT report (purple) for 2 weeks • School supported move referral

	'Not met' on AHT report	<ul style="list-style-type: none"> • EHA offered • Form tutor informed
Step 7	No improvement from step 3 – continuing to accumulate P2+ behaviours 'Not met' on DHT report	<ul style="list-style-type: none"> • 5-day suspension + 1 day in inclusion on return • Route 16 referral • Fair access referral • HT and DHT meeting • EHA offered • Form tutor informed

Behaviour Interventions and Support

Where student's behaviour falls below our expectations, we will use a variety of support and intervention strategies to support them in improving their behaviour – these would be used as part of a pastoral support plan. The list below shows the types of support and interventions we may use with students at MHS (please note, the list below is not exhaustive, and we may not use all strategies with all students – the most appropriate strategies will be used based on each individual student and their context).

Where behaviour does not improve, despite the use of an extensive range of support and intervention strategies, the headteacher may consider referring a student to the North Tyneside Fair Access Panel to look at appropriate alternatives to MHS.

Interventions and Support
Rewards/praise
Discussions/warnings
Detentions – break, lunch, after-school, SLT
Alternative arrangements for social times – specified locations available or removal of social time
On-Call & Temporary isolation in another class
Contact with home (phone call, emails, meetings) – class teachers, head of faculty, year leader, pastoral leader, SLT
Positive Report Card
Report Card (Behaviour Monitoring) – Tutor, Year Leader, Pastoral Leader, SLT
Internal inclusion placements – part or full day(s)
Time out card/place(s) of refuge
Identification of key staff – for support and as point of contact
Individual behaviour strategies - agreed in partnership with student and shared with key staff
Learning Support Centre Placements
Suspensions – can range from 1 up to 5 days depending on type and severity of incident
Modified/Bespoke Timetable i.e. changing tutor/teaching groups – discussed with child and parents/carers
Short Term Support Plan(s)
Referral to services (internal or external) – Pete Shaw, NHS Connect referral, CAMHS, Pastoral counselling and support – Thrive, Family Gateway
Work Based Learning Programme
Early Help Assessment
Year Team Around the Child meeting to share good practice and consistent approach
Discussion with SENCO + SEND Support

Referral to Educational Psychologist
Consideration for EHCP for SEMH or other need
Placement in off-site Inclusion Units – First Day Response (FDR) or RESET Hub or Route 16 @ Moorbridge
Presented for discussion with SLT
SLT mentoring and support
Consideration given to providing external Alternative Curriculum – discussion with parent/carer
Meeting with MHS governing body
Referral for PERMANENT EXCLUSION

Reports:

Where a pattern of negative behaviour is emerging, it may be deemed appropriate to place a student on report in order to monitor more closely and provide the appropriate support.

Reports are designed to monitor attitude, behaviour and a student’s ability to conform to all standards expected in both academic and pastoral areas.

The aim of the report is to support students by monitoring their progress on a daily basis.

There are a variety of types of report - Form Tutor, Year Leader, Pastoral Leader or Senior Leadership. Individual, personalised targets will be set, and staff members will be required to comment and give a grade to indicate whether the student has met these targets throughout each lesson.

Students must have their report signed by their Form Tutor/ Year Leader/Senior Leader (depending on level) at the beginning of each day, break and lunch time and the end of the school day. Failure to do so will result in further action being taken.

Parents/carers are expected to review and discuss the report with their child each day and sign to indicate they have done so.

If a student’s behaviour does not improve after the agreed time frame, parents will be invited to meet with the Year Leader and/or Senior Leader to discuss next steps.

On occasion a student may be placed on a Faculty Behaviour Monitoring Report to help a student to make the right choices regarding behaviour at a subject or department level. This may last for a short period of time and parents will be notified by the teacher or the Faculty Leader.

Removal from classroom and internal exclusion (inclusion):

Students are placed in inclusion for serious incidents (as outlined above), persistent breaches of behaviour policy or where the behaviour of students is impacting on the education of others. Inclusion is also used to provide an alternative solution to a suspension/fixed term exclusion. Any placement in our internal inclusion will be recorded in Class Charts as a P5 – whether this is for part of a lesson or a full day placement.

The goal of using inclusion is to support students with reintegration back into lessons and access to learning. If the student has made a series of choices that have affected their learning and that of others, it is expected they will begin to make the correct choices with appropriate support.

Whilst in inclusion, students will follow a bespoke timetable, designed to ensure that they make appropriate academic progress and have time to reflect on the behaviours that led them to being in internal exclusion. Students will complete work for English, Maths, Science, History or Geography, reading skill development and reflection. They will also participate in restorative work, ensuring that they are ready to join their usual classes at the earliest opportunity.

The Year Leader / Senior Leader will meet with the student to reinforce school rules and the expectations and set targets.

3.3 Suspensions and Exclusions:

Monkseaton High School includes suspension and permanent exclusion among its disciplinary sanctions. Exclusion is used only as a last resort for persistent and/or serious breaches of the school behaviour policy. Any decision to issue a suspension or exclusion will follow the relevant statutory guidance from the Department for Education.

a. Suspension:

Behaviour which may result in a suspension include, but are not limited to, incidents such as:

- Physical assault against another student (this could be a permanent exclusion depending on severity).
- Verbal abuse/threatening behaviour against student or member of staff (could be permanent exclusion depending on severity).
- Persistent disruptive behaviour.
- Racial or other prejudice related incident/abuse.
- Sexual harassment /misconduct.
- Inappropriate use of mobile technology.
- Drug/alcohol related incidents.
- Theft.
- Damage/vandalism.
- Possession of banned/prohibited items.
- Bringing the school into disrepute.
- Malicious allegation against staff (may be permanent, depending on the allegation)
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Setting off the fire alarm (could be permanent).
- Non-attendance to an SLT detention.
- Other serious incidents determined by the Headteacher.

Parents will be informed of the suspension, firstly by telephone wherever possible, and then followed up in writing. Work will be available for the student to complete at home via the school's home learning site - [Home School | Monkseaton](#).

Under government regulations, it is the parents'/ carers' responsibility to supervise the student during the period of suspension. Parents must ensure that students are not present in a public place during school hours for the duration of their suspension. This includes at the school gates at the end/beginning of the school day.

As far as possible the school will keep the length of a suspension to a minimum. If a suspension/exclusion is more than 5 days, on day 6 the school is required to make provision for the education of the student. On the sixth day and subsequent days of any suspension/exclusion the student they will receive education at an alternative education setting from away from the school. Students cannot remain at home when excluded from the sixth day onwards. For Looked After Children, this arrangement begins on the first day of an exclusion. The school will undertake a welfare check on the third day of any suspension – this will be done via phone call. During this welfare check the school will also check that a student is accessing and completing appropriate work.

Where a student has had a previous suspension(s), the school will consider an escalation in the days allocated for each subsequent suspension. The number of days for any suspension will be discussed by senior staff and all information available, including the pupil's views, will be considered when making decisions.

As outlined by the DfE in their most recent guidance "When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen."

Any suspension will be recorded in Class Charts as a P6.

Returning to school following a suspension:

A suspension should be followed by a reintegration meeting with the student, parents/carers and pastoral staff (year leader, pastoral leader and/or SLT). At this meeting, expectations will be made clear about the student's future conduct and students may be placed on a pastoral support plan which will be monitored by a senior member of staff.

Following any suspension, students will spend one day in inclusion on their return to school. This will allow us to support students with their reintegration back into school. During this placement in inclusion the student will follow a bespoke timetable where they will access appropriate work across their curriculum as well as undertake reflection activities in relation to the incident that led to their suspension.

b. Permanent exclusion:

Permanent exclusions are rare and will always be a last resort. A decision to exclude a student permanently should only be taken in response to a serious breach, or persistent breaches, of the school's Behaviour Policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The following would be considered:

- Repeated incidents of poor behaviour which have resulted in several fixed term exclusions.
- Serious assault of a student.
- Serious threat of assault or assault on a member of staff.
- Carrying an offensive weapon or a weapon of offence (see legal definition).
- Supplying banned substances, being under the influence repeatedly, or bringing substances on site for a second time.
- Repeated racial or sexual harassment or other prejudice related incident.
- Persistent instances of severe bullying.
- Serious malicious allegation against staff.
- Any form of illegal activity, such as the use of banned substances, possession or use of a weapon or production of illicit material will result in consideration to permanently exclude.
- Having received 45 days of fixed-term exclusion in a year.

The decision on whether to exclude is for a Headteacher to take. However, where practical, Headteachers should give students an opportunity to present their case before taking the decision to exclude. The case must be considered carefully and discussed by governors and, if upheld, parents have the right to appeal.

3.4 Searching, screening and confiscation:

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and to establish an environment where everyone is safe.

This means that staff may confiscate or seize items in the possession of students that are illegal or banned by the school. It is our priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

Headteachers and staff authorised by them have the power to search a student or their possession if they suspect they are in possession of 'prohibited items'. They can also search a student with their permission to look for any item that the school's rules say must not be brought into school.

Prohibited items:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been or could be used to commit an offence, cause harm or personal injury, cause damage to property.

Items that are banned from school and can be searched for:

- e-cigarettes
- vapes

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Designated school staff may view CCTV footage in order to decide whether to conduct a search for an item.

Staff may search a student's outer clothing, pockets, possessions, lockers. A second staff member must be present when such a search is conducted, and one should be of the same gender as the student whenever possible.

A search must be limited in extent to:

- the removal of and search of outer clothing only i.e. any clothing worn otherwise than wholly next to the skin or immediately over underwear e.g. coat or blazer.
- a student's possessions i.e. goods over which he or she has or appears to have control including bags, desks, lockers.
- Staff may use a metal detector (arch or wand) to assist with the search

Searches can only be carried out on the school premises or, elsewhere when the student is under the lawful control of the school, for example on school trips in England.

Safety must be paramount and if the degree of danger/threat posed by a search is unacceptable to a member of staff, then the police should be called. Prohibited or forbidden items found as a consequence of a search may be confiscated, retained, disposed of or destroyed in line with current DfE guidance [Screening, searching and confiscation; Advice for Schools, 2022].

Mobile devices can be searched by the Headteacher and authorised staff if content is thought to be inappropriate. The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

If a pupil is found to be in possession of a prohibited or banned item, the student will be sanctioned in line with the school's behaviour policy.

Any search by any staff member of a prohibited item will be recorded in the school safeguarding system.

If the student refuses to co-operate with a search for “prohibited items” they may be referred to the police and/or an appropriate sanction in line with the school’s behaviour policy may be applied.

Designated staff may assess whether it is appropriate to use reasonable force to conduct a search if this is required to prevent a student harming themselves or others, damaging property or causing disorder. This will be determined on a case by case basis.

Confiscation of property:

Schools’ general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

An authorised member of staff carrying out a search can confiscate any item that they have reasonable grounds for suspecting poses a risk to staff or pupils, is prohibited or banned in the school rules, or is evidence in relation to an offence.

- The School reserves its right to confiscate, retain or dispose of a student’s property (i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the School’s uniform rules/an item which poses a health or safety threat/illegal items).
- Records of confiscated items will be kept and items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the school day.
- Some items will be handed over to the police (illegal items, stolen items, evidence of an offence).
- Any cigarettes and e-cigarettes confiscated in school will be destroyed.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Informing parents and dealing with complaints:

- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- Parents will be informed of any search for a prohibited item, any confiscated items and actions the school is taking as a result including any sanctions applied.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

3.5 Use of force:

The purpose of the Behaviour Policy is to ensure a fair and consistent system for dealing with disruption of learning or the school environment, to minimise impact on others. There is an

expectation that staff use the procedures detailed within the Behaviour Policy to deal with such issues.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Headteachers and authorised staff may also use force if reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

We do not encourage the use of force and it will be used very rarely in special circumstances where the safety and well-being of staff and/or students is at risk. Staff are always advised to use the RESPECT Code and Behaviour Policy and the consequences within this.

There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the students.

Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e., on a school trip. Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the school.