



Behaviour Policy

September 2020

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Associated documents:
Uniform Code Mobile Phone Procedure The 'Mildenhall Way'
Links to:
<ul style="list-style-type: none">• Safeguarding Policy• E-Safety Policy• Anti-Bullying Policy• Social Media Policy• Curriculum Policy• Reasonable Force Policy• Code of Conduct• Home-Academy Agreement• Data Protection Policy

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'Mildenhall Way'.

1 Legal framework and definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

2 Scope of this policy

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy 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 pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

3 Academy curriculum

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

4 Roles and responsibilities

4.1 Staff members will

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

4.2 Pupils will

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

4.3 Parents/carers will

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

5 Classroom behaviour

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

6 Pupils' conduct outside of the classroom

6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.

6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when

- pupils are taking part in any academy- organised or academy related activity
- pupils are travelling to or from our academies
- pupils are wearing academy uniform
- pupils are in some way identifiable as a pupil at one of our academies
- pupils' behaviour could have repercussions on the orderly running of our academies
- pupils' behaviour poses a threat to another pupil or member of the public
- pupils' behaviour could adversely affect the reputation of our academies.

7 Sanctions for poor behaviour

7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

7.2 Punishments are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.

7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is

- made by a paid member of staff, or a member of staff authorised to do so by the Principal
- made on the academy premises or whilst the pupil is under the charge of a member of staff
- reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

We recognise our legal duty to prevent pupils with a protected characteristic from being disadvantaged. Our special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs which are currently not being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify and support special educational needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the pupil. We will work with parents and carers throughout the process and co-create the plan and review it on a regular basis.

7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.

7.5 Sanctions

- relate to a specific task or action and will be applied clearly
- are issued consistently and fairly, ensuring that the recipient is clear about what they are

being reprimanded for

- reinforce **our** core values and ethos
- do not focus repeatedly on the same issue without progress
- do not have a negative effect upon others.

7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.

- 7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:
- a) an assessment to establish a clear analysis of the pupil's needs
 - b) a plan setting out how the pupil will be supported
 - c) the required action to provide the support
 - d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 7.9 We consider a pupil's special educational needs when dealing with their behaviours.
- 7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.
- 7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

8 Use of suspensions (fixed period exclusion) and permanent exclusions

- 8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.
- 8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as
"the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- 8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 8.4 The decision to exclude a pupil is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**
 - if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.
- 8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without

success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.

- 8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of “prohibited items” listed in 10.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.
- 8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - allow the pupil to give their version of events
 - consider if the pupil has special educational needs (SEN).
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education’s latest [statutory guidance](#) to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

9 Use of detention

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.
- 9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents/carers by Go4schools. All detentions will take place at break and lunchtime. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:
- Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

10 Confiscation of Inappropriate Items

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely at reception or the academy safe. If safe to do so the item can be collected at the end of the day by the student. If it were to happen again then parents/carers have to collect the item. If the item was not safe to return to the student, then parents/carers or the Police would be contacted to collect as appropriate.

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned to the students if safe to do so on the first occasion. Thereafter parents/carers are contacted to collect.

10.5 A log is kept to record all confiscated items (see Appendix C).

11 Power to use reasonable force and right to search pupils

11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

11.2 Members of staff can seek pupil consent to search for mobile phones, energy drinks and other banned items identified and communicated to students and parents/carers. Force cannot be used to search for these items.

11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.

11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is

unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.

- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

12 Seclusion and isolation rooms

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our seclusion and inclusion rooms. We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.
- 12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.
- 12.5 Pupils with SEND or who are being assessed for additional support or an EHCP need to be supported where they are accessing a different pathway of support, which could include the use of a calm room. A calm room **must not** be used for the purpose of a sanction. Please see Appendix D for approach and procedures to the setting up and establishment of a calm room or space.

13 Bullying

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

14 Drugs, tobacco, alcohol and illegal substances

14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.

- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.
- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

15 Weapons

- 15.1 The law recognises three categories of offensive weapon:
- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
 - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
 - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.
- 15.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 15.7 Parents are informed of their child's involvement in any activity related to weapons.

16 Mobile phones

- 16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.
- 16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17 Child protection and safeguarding

- 17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

18 Outside agencies

- 18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

19 Staff training and support

- 19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.
- 19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

20 Record keeping and data protection

- 20.1 We keep a record of incidents of misbehaviour and positive behaviour.
- 20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by
- Gender
 - Ethnicity
 - EAL
 - Pupil premium
 - SEND
 - Disability
 - Age
 - Religion
 - Sexuality
 - Children Looked After.
- 20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.
- 20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.

Appendix A Procedure for Rewards

MCA Praise and Rewards

Praise Culture

Mildenhall College Academy encourages a praise culture.

Studies show justified praise and recognition promotes learning, expectations, motivation and aspirations.

All outstanding schools have praise cultures both within and outside of the classroom and at Mildenhall College Academy students all receive praise on a continuous basis which is;

- justified
- personalised, in that it is based on knowledge and understanding of individual students
- delivered sensitively in ways which the individual student prefers
- backed up by communicating this to parent/carers and family at every opportunity

Students are praised appropriately for good work, leadership, behaviour, community or charity work, extracurricular involvement or attendance and for other appropriate actions. Praise is given in a variety of ways;

- Feedback given on written work
- Celebration Assemblies
- A letter from the Principal
- Tea & Biscuits with the Principal
- Academy Awards evening
- Faculty letters / post cards / emails / phone calls home
- Sports 'Colours' system
- SEND Team Well Done cards
- Being nominated for the role of prefect
- MCA Newsletters
- House Recognition
- Contact home
- Staff-student relationships

Rewards System

At Mildenhall College Academy students can achieve tangible rewards through TRAITS Points. This scheme is designed to reward students for various successes at the academy in line with the praise culture. The scheme is based on gaining TRAITS Points in a range of different areas which include; service to the academy community, supporting others, excellent lesson participation, showing leadership, extra-curricular participation, excellent attitude to learning and academic achievement. TRAITS Points link directly to our 'MCA TRAITS' which are the key character traits we believe every member of the academy community should have: being a good Team-worker, showing Resilience, showing Ambition, being Inquisitive, showing Togetherness and being Successful.

MCA TRAITS underpins everything at MCA and is embedded as part of our culture, they are widely promoted to students through assemblies, student notices and also through discussions during student voice groups (Student Committees, House and Academy Councils). All classrooms have posters displaying the Praise, Rewards and Consequence systems. TRAITS Points are recorded on the academy's GO4Schools information system and can be seen by students, staff and parents/carers through their unique log on details. Students are able to save their points for a variety of rewards available from a catalogue which is updated annually to include items selected based on student voice. Twice a year there are 'cash in' weeks where students can exchange their points for a reward such as; store vouchers, trip/academy event discounts, phone top-ups, iTunes vouchers, costa vouchers and cinema vouchers. Year 11 students also have the option to donate their points to 'The Prom' or 'Celebration Day' funds which they have ownership of.

Half termly analysis is completed to show the breakdown of rewards across the academy, subjects and individual student groups. This information is used to guide leaders and staff in ensuring that praise and rewards are being used consistently and appropriately as well as helping to inform areas that need further attention or promotion.

As well as TRAITS Points there are other tangible rewards available to students throughout the academic year. These are through:

- Attendance
- House System
- House Competitions
- Academic Achievement



Appendix B – Procedures for Sanctions

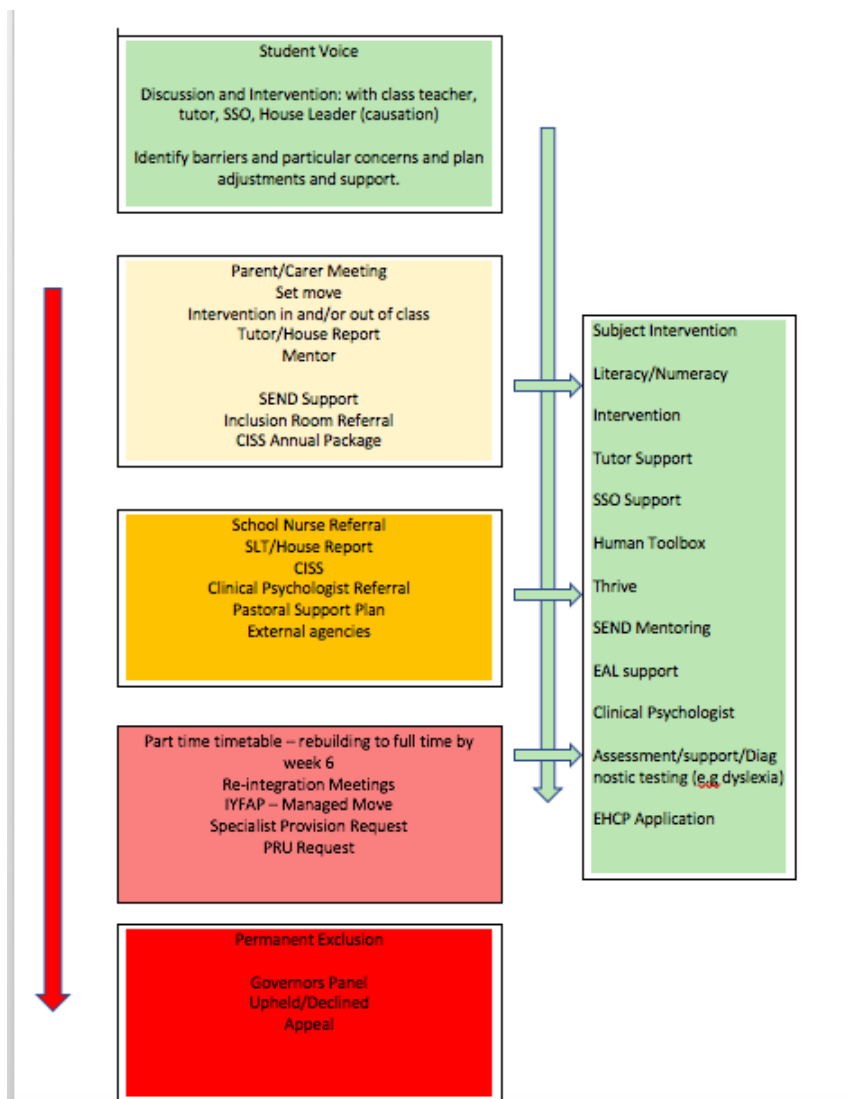
Sanctions

Procedures

MCA aims to involve parent/carers in their child's learning in the following ways:

- Through the Home & Academy Agreement which is signed by new students and their parents/carers upon arrival into the academy
- Regular contact and communication with the student's Tutor and House Leader
- Through the assessment and reporting cycle
- Through meetings with staff including senior leaders
- Individual contact with subject, faculty or SEND staff at parents' evening and other times as necessary
- Reintegration meetings after a fixed term exclusion.

It is vital that barriers are identified early and the most appropriate support put in place. We have a graduated response because we recognise that at times some children (e.g SEND) will need more support than others to learn how to change negative behaviour.



Classroom behaviour

Where a student does not meet the expectations for learning and conduct in the classroom they will be issued with a 'consequence'. For minor breaches this will be a C1 (C2 and C3 for further infringements) and for more serious breaches a Gross Misconduct (GM). When a student receives a C3 they will be removed to another classroom for the duration of the lesson and receive a lunchtime detention. For GM the student will be placed in seclusion for a period determined by a member of the senior leadership team. In both instances the class teacher will contact the parent/carers on the same day to discuss the incident.

Behaviour outside of the classroom

Where a student breaches the academy's expectations outside of the classroom a member of staff will refer the incident on to the Vice Principal Behaviour and Attitudes. They will then make a decision based on the incident as to the level of punishment. For serious breaches the student may be taken to the seclusion area while the incident is investigated. For minor breaches the student may receive a detention and in some cases they may be expected to carry out a form of community service.

Attendance and Punctuality

All students are expected and required to attend the academy every day and on time. It is the responsibility of the academy and parent/carers working together to ensure that students' attendance is as regular as possible. Guidance on attendance and procedures for dealing with attendance issues are given in our Attendance Policy.

Punctuality is monitored and where students are routinely late without a valid reason they will receive a lunchtime detention. For persistent lateness a meeting between the academy, student and parents/carers will take place to agree a way forward.

Detentions

Lunchtime detentions are given for incidents of a C3 nature, 4 x late (without a valid reason) in a week and for failure to hand in homework. Where a detention lasts longer than 20 minutes provision will be made for a student to get their lunch and to use the toilet. Short impromptu detentions at break and lunch can be given when deemed necessary, but not as standard practice.

Seclusion

The Seclusion room is a resource base which is used to internally seclude students who have breached the academy's expectations. The Seclusion Room is staffed by the Seclusion Room Supervisor. Here students are allocated a seat and are expected to work in silence without disturbing the area. Students internally secluded in this room are supported by the Seclusion Room Supervisor, Student Support Officers, House Leaders and SLT. Outside agencies may also support students in order to re-integrate them successfully back into lessons.

Whilst in the Seclusion Room, all students are expected to follow the Seclusion Room Code of Conduct. If a student's behaviour is deemed unacceptable whilst internally secluded the Vice Principal will seek advice from the Principal to determine the most appropriate action.

When issued with a GM students will spend the equivalent of one day in the seclusion area. The time period will begin when they first enter the area. The time may be extended where there are breaches of the Seclusion Room Code of Conduct. For more serious incidents where a fixed term exclusion is considered but internal exclusion is deemed the most appropriate action then the period may be longer than one day. In all instances parents/carers will be informed. After a GM from a member of staff restorative justice will take place before the student leaves the seclusion area. The emphasis is on the member of staff to attend the seclusion area and meet with the student.

Setting off the fire alarm

Setting off the fire alarm or damaging fire protection equipment is a criminal offence that puts the health and safety of students, staff and visitors at risk. Any student who intentionally sets off the fire alarm will be excluded from the academy and expected to complete a period of community service on their return. However, second and/or subsequent offences will attract a longer period of exclusion and also community service. In the case of persistent offenders' permanent exclusion will be considered. Any damage to fire alarm equipment will be charged to the perpetrator.

Uniform and Appearance

Students who arrive at the academy without the correct uniform will be sent to the House Office so problems can be rectified. Where a solution cannot be found the student will remain in the

Seclusion Room and parents/carers will be contacted. Students will be given consequences where appropriate for deliberately not wearing uniform correctly.

Swearing

Swearing is regarded as verbal abuse and is unacceptable.

The following sanctions apply:

- Swearing overheard in conversation with another student: C1
- Using extremely offensive language in conversation may result in a Gross Misconduct.
- Swearing directly at a member of staff: the situation will be investigated and will result in a Gross Misconduct.
- Second and/or subsequent offences may result in exclusion. Persistent offenders will face permanent exclusion.

Damage to the academy fabric or furniture

If the damage is accidental, there will be no charge. If the damage is the result of silly behaviour, parents/carers will be informed and the cost of repair/replacement will be shared between those involved.

Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions may result. Serious offences may result in permanent exclusion. Any student who damages academy property will meet with the Principal.

Behaviour on academy trips and on Home-Academy transport

Students on academy trips and visits, and on the daily home-academy buses, are governed by the academy's expectations set out in the home-academy agreement and in this policy. Students could be sent home if their behaviour risks the health and safety of others.

Students who misbehave on the daily buses may be reported to Suffolk County Transport who are able to ban them from further travel on the buses concerned. Those who travel on buses commissioned directly by MCA may not be allowed to continue to travel on our buses. Students are expected to follow the Code of Conduct for home to academy transport. This is issued to students when they get their bus passes.

Truancy

Students who leave the site during the day without permission will be regarded as truants. The following sanctions apply:

- Students caught truanting will be taken straight to the Seclusion Room and be recorded as a Gross Misconduct.
- Persistent truancy: Where a student is truanting regularly the situation would need to be investigated thoroughly by the Attendance Office and EWO under the supervision of the SLT in charge of Attendance. In the case of persistent truants, a case conference will be convened with all parties in attendance, and improvement strategies will be implemented.

Inclusion Room

The inclusion room is designed to provide both time and space for a student when there are barriers to learning that cannot be solved whilst they remain in class. Students are placed in the Inclusion Room by a member of the SLT for reintegration purposes or through successful referrals raised by teaching staff. There is an expectation that all reasonable attempts to remove any barriers to learning have been put in place before teaching staff make a referral to the Inclusion Room. Evidence of all the interventions put in place must be included on the referral form and this must include parent/carer engagement in the form of a face to face meeting.

Harmful/Illegal Substances (including Drugs)

The use of or the bringing of harmful or illegal substances, as defined by the Misuse of Drugs Act 1971, or dangerous articles on to the academy premises is a very serious offence.

The academy has a clear code for dealing with any instance of misuse:

- A first instance of possession or use of a harmful or illegal substance results in at least a fixed term exclusion
- A second instance of possession or use of a harmful or illegal substance results in permanent exclusion
- A first instance of supplying (with or without charge) harmful or illegal substances results in a permanent exclusion

Smoking (tobacco)

If a student is found smoking on academy premises, then the smoking material will be confiscated (as per academy guidelines). Parents and carers will be notified. A Gross Misconduct will be issued and students placed into the Seclusion room. Support will be offered to students to join a stop smoking programme run by an external agency. Subsequent offences may result in an exclusion.

Intoxication

If a student exhibits such behaviour and is under the influence of alcohol or any other substance the SLT will contact parents/carers and ask for the student to be taken home from the academy. If necessary, a first aider should be involved with the student to offer assistance and help.

Any sanctions will always be justifiable in terms of:

- The seriousness of the incident
- The identified need of the student and the wider academy community
- Consistency with published academy rules, codes and expectations
- Consistency with disciplinary action for breaches of other academy rules (such as theft, violence, bullying)

Police involvement

We aim to work closely with our colleagues from the police. However, the decision to involve the police in any incident should not be taken without referring to the Principal.

Praise, Rewards and Consequences

You have the right to learn to the best of your ability.

You have the right to feel emotionally and physically safe at the academy.

You have the right to work in a safe and pleasant environment.

PRAISE

- Letters home
- Feedback on work
- Stickers or stamps
- Celebration assemblies
- Postcards home
- Staff-student feedback
- A note in your planner
- Phone calls home
- Work displayed in the academy
- Certificates
- Tea & Biscuits with the Principal

TRAITS Points

- Teamwork
- Resilience
- Ambition
- Being Inquisitive
- Supporting others
- Outstanding attitude in lessons
- Excellent presentation of work
- Academic achievement
- Contribution to the wider community

This plan is found in every classroom and is used by every member of staff in the academy. It is there to ensure that no one disrupts the teaching and learning of other students and that you can achieve your potential in every lesson.

REWARDS

CONSEQUENCES

C1 = Formal verbal warning
 C2 = Final warning. A record of the event will go on your academy behaviour log
 C3 = Removal from lesson. Lunchtime detention set. Contact home made
 GM = Serious breach of academy rules. Immediate removal to the Seclusion Area. Contact home made

Detentions

C3 = 12.40-1.00pm
 Homework = 12.40-1.10pm
 Late to school or lessons more than 3 times in a week = 12.40-1.20pm

Exclusions

The Principal may decide to use the following consequences for serious breaches of academy expectations:

- Fixed term exclusion
- Permanent exclusion

Appendix D

Calm rooms or spaces

A calm room is a participatory project that involves the children and young people we serve. It is not a sanction. When children have SEND or are being assessed for SEND, the use of a calm room as a sanction is not acceptable.

It should create and support a culture of empowerment, safety and wellbeing, rather than coercion.

The development of a calm room requires both leadership and agency wide commitment and a specific plan based on the needs of individuals we serve and the resources available

- to empower individuals to practice self-regulation
- to reduce tension and develop skills for maintaining self-control
- to provide a safe space for people to use self-help techniques to manage behaviour and emotions
- to develop practical skills that can be used to self soothe at any time
- a designated space that is designed to be calming to the senses
- a tool to teach calming techniques.

Key considerations

- If the child will not go voluntarily to the 'calm' room, will they be physically directed?
- Can the child leave the room of their own accord, or is the door locked in some way, including being held shut by staff?
- Is the room being used as a punishment, rather than a quiet place of refuge which is welcomed by the pupil?

If the answer is YES to any of these questions, then the room is inappropriate for a calm room and concerns could be raised.