

Document Title	MLT Behaviour Policy
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	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V2	22/8/22	DJA/DHO	Complete Rewrite in line with July 2022 guidance
V3	30.06.24	DJA/DHO	Updates to mobile phones section 6 and 'searching, screening and confiscation' section 7. Update to format.
V4	August 2025	DJA	Minor updates around making child-on-child abuse responses more explicit and expanded references to behaviour as a taught curriculum.

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1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-Academy approach to maintaining high standards of behaviour that reflect the values of the Academy.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Ensure that all members of the Academy community clearly understand what is expected of them.
- Foster a climate of mutual respect and personal responsibility.
- Set high expectations for the level of behaviour children are asked to display.
- Set clear understandable hierarchies of rewards and sanctions to encourage positive behaviour.
- Promote, among students, self-discipline and proper regard for authority
- Ensure that all children in MLT Academies behave to the highest individual standards possible.

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for Principals and school staff, 2016](#)
- [Behaviour in schools: advice for Principals and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(link to latest version\)](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires a school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their Behaviour Policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

3. DEFINITIONS

Misbehaviour is defined as that which does not, in itself cause harm or emotional damage to students or property but disrupts learning or the smooth running of the Academy. For example:

- Disruptive or distracting behaviour in lessons, at transition times, and /or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform

Serious misbehaviour is defined as any more serious breach of the behaviour code such as will seriously disrupt learning, and/or cause physical or emotional harm to other members of the Academy community:

- Repeated breaches of the Academy rules over a short or longer time period
- Any form of bullying and child-on-child abuse (including cyberbullying, prejudice-based and discriminatory bullying)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. BULLYING

Bullying is defined in 'Preventing and Tackling Bullying: Advice for Principals and school staff' (DfE - July 2017) as:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

'... bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.'

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our approach to robustly dealing with bullying in all its forms is outlined in the 'Anti-Bullying Policy' which can be found in the policies section of the Academy website.

5. ROLES AND RESPONSIBILITIES

THE TRUST BOARD

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at a Trust/Academy.

Section 88(2) of the EIA requires the Governing Body (and therefore the Trust board as the legally responsible body)* to:

- Make, and from time-to-time review, a written statement of general principles to guide the Principals in determining measures to promote good behaviour and discipline amongst students.

- Notify the Principal and give him or her related guidance if the Board wants the Trust's behaviour policy to include particular measures or address particular issues.
- Before making their statement of principles, consult (in whatever manner they think appropriate) Executive Leaders, Principals, Academy staff, parents and students.
- Notify Executive Leaders and Principals that the following should be covered in the academy Behaviour Policy:
 - Screening and searching students (including identifying in the Academy rules items which are banned, and which may be searched for).
 - The power to use reasonable force or make other physical contact.
 - The power to discipline beyond the Academy premises gate.
 - Pastoral care for Academy staff accused of misconduct.
 - When a multi-agency assessment should be considered for students who display continuous disruptive behaviour.

In providing guidance the Board must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline students for misbehaviour outside of the Academy.

*For the full legislative framework see section 2 of this policy.

THE LOCAL GOVERNANCE COMMITTEE

The Local Governance Committee is responsible for monitoring this Behaviour Policy's effectiveness and holding the Principal to account for its implementation.

EXECUTIVE LEADERS/PRINCIPAL/SENIOR LEADERS

Executive Leaders, the Principal and Senior Leaders are responsible for:

- Reviewing and approving this Behaviour Policy.
- Ensuring that the Academy environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the Academy's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer students both sanctions and support when necessary.
- Ensuring that the data relating to behaviour is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13).

TEACHERS AND STAFF

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the Behaviour Policy consistently.
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering their own behaviour on the Academy culture and how they can uphold Academy rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the Academy's expectations.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

PARENTS AND CARERS

Parents and carers, where possible, should:

- Get to know the Academy's Behaviour Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Academy's Behaviour Policy.
- Inform the Academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the Academy directly, whilst continuing to work in partnership with the Academy.
- Take part in the life of the Academy and its culture.

The Academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the Academy's policy and working in collaboration with them to tackle behavioural issues.

STUDENTS

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at the Academy.
- That they have a duty to follow the Behaviour Policy.
- The Academy's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the Academy's Behaviour Policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. ACADEMY BEHAVIOUR CURRICULUM

At Maltby Learning Trust Academies we aim to provide a positive, safe learning environment in which students can thrive and develop into balanced, motivated individuals and effective learners. Central to this is the provision of a structured, positive learning environment, built on strong values of high expectations of behaviour, respect and self-discipline.

We aim to enable students to develop positive behaviour through the consistent explicit promotion of the Academy's Core Learning Characteristics (CLCs) (Primary) or Key Drivers and the Fully Invested Investment for Learning Criteria (Secondary) (**See Appendix 1 and 2**). These define the core behaviours and qualities needed for students to thrive as they move through the primary phase into secondary education or their secondary phase of education. These CLCs or Key Drivers and Investment for Learning criteria are promoted through rewards, the curriculum and Academy environment.

The Academy also explicitly teaches behaviour through routines, modelling, practice, and reinforcement. Behaviour expectations are revisited regularly through assemblies, tutor time, curriculum lessons, and induction sessions.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

In all disciplinary actions it is essential the child knows that it is the behaviour which is unacceptable, not the child as a person.

Students are expected to:

- Develop and display the Academy Core Learning Characteristics or Academy Key Drivers and Fully Invested Investment for Learning Criteria.
- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the building.
- Treat the Academy buildings and property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the Academy into disrepute, including when outside the Academy or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

MOBILE PHONES AND ELECTRONIC DEVICES

Primary

We do not allow students to use mobile phones in the Academy. However, we acknowledge that older children who are walking home by themselves carry mobile phones to and from the Academy for safety purposes, therefore Year 5 and 6 students are allowed to bring their phones into the Academy but must hand them in at the start of the Academy day, they are stored securely and then returned after the school day ends.

Secondary

No student is permitted to use their mobile phone or any electronic device including head/earphones whilst on the premises.

Please see Appendix for the Academy specific expectations, rules and routines around mobile phones and electronic devices.

Incidents have occurred out of the Academy where postings have been put on social networking sites – parents/carers are reminded of the importance of supporting young people to understand how to use this technology responsibly and the very serious consequences that result in failing to do so.

There may be times when parents/carers need to get a message to their child about an emergency situation, for example, students:

- Who are responsible for picking up younger siblings from school and need to know about logistics changes.
- Who are young carers and their parent has been in an accident.

For situations like the above, the Academy Reception can be called. Reception will then in turn radio the 'on call' team who can relay a message to the child in school.

There may also be times where students who have medical needs, such as students with diabetes, who need their phones to monitor their blood sugar levels. Any medical needs would be discussed on an individual basis and form part of an Individual Health Care Plan.

7. RESPONDING TO BEHAVIOUR

CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the Academy.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the behaviour framework.
- Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Respond effectively and consistently to low-level disruption in line with Academy systems and routines
- Using positive reinforcement.

SAFEGUARDING

The Academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

The Academy recognises that harmful behaviour between peers can take many forms, including bullying, sexual harassment, physical abuse, initiation/hazing and coercive friendships. All child-on-child abuse will be treated seriously, never tolerated, and always investigated in line with the Safeguarding Policy

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information – please see the policies section of the Academy website.

RESPONDING TO GOOD BEHAVIOUR

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the Academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the Academy's behaviour culture.

See **Appendix 4** for a full outline of the Academy's approach to rewards.

RESPONDING TO MISBEHAVIOUR

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent the recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues from arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them meet behaviour standards in the future.

The Academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour.
- Removal of the student from the classroom.
- Expecting work to be completed at home, or at break or lunchtime (Primary Academies only).
- Detention.
- Referring the student to a senior member of staff.
- Letter or phone call home to parents/carers.
- Requiring the student to work in a supervised consequence room / removal room, away from their peers, for a fixed period of time.
- Agreeing a behaviour contract.
- Putting a student 'on report'.
- Suspension.
- Permanent exclusions, in the most serious of circumstances.

Please see **Appendix 5** for further details about the Academy's behaviour management system.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (using CPOMS system)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Where reasonable force is used, the staff member who used the reasonable force should inform the DSL and Principal without delay.

Full details of the Academy's approach to the use of reasonable force can be found within the 'Positive Handling Policy' in the policies section of the Academy website.

SEARCHING, SCREENING AND CONFISCATION

Searching and screening students is conducted in line with the DfE's [guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the student after a discussion with Senior Leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Principal, Designated Safeguarding Lead (or deputy) or pastoral

member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal, Vice Principal or DSL to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching student's possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider whether pastoral support, an Early Help intervention or a referral to children's social care is appropriate.

Strip searches (The Police ONLY)

Information about the **Police** conducting strip searches are detailed on pages 12 – 14 in the DfE's [guidance on searching, screening and confiscation](#).

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by **Police Officers** under the [Police and Criminal Evidence Act 1984 \(PACE\) Code A](#) and in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C. 12](#). While the decision to undertake the strip search itself and its conduct are Police matters, Academy staff retain a duty of care to the student(s) involved and should advocate for pupil wellbeing at all times.

Screening

Screening students is conducted in line with the DfE's [guidance on searching, screening and confiscation](#).

No Maltby Learning Trust Academies use walk-through screening.

Hand held metal detectors (wands) are sometimes used with individual students.

OFF-SITE MISBEHAVIOUR

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any Academy-organised or Academy-related activity (e.g. trips)
- Travelling to or from the Academy
- Wearing Academy uniform
- In any other way identifiable as a student of our Academy

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student
- Could adversely affect the reputation of the Academy

Sanctions will only be given out on Academy premises or elsewhere when the student is under the lawful control of a staff member (e.g. on an Academy-organised trip).

ONLINE MISBEHAVIOUR

The Academy can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the Academy
- It adversely affects the reputation of the Academy
- The student is identifiable as a member of the Academy

Sanctions will only be given out on Academy premises or elsewhere when the student is under the lawful control of a staff member.

SUSPECTED CRIMINAL BEHAVIOUR

If a student is suspected of criminal behaviour, the Academy will make an initial assessment of whether to report the incident to the Police.

When establishing the facts, the Academy will endeavour to preserve any relevant evidence to hand over to the Police.

If a decision is made to report the matter to the Police, the Principal or an appropriate Senior Leadership Team member will make the report.

The Academy will not interfere with any Police action taken. However, the Academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with Police action.

If a report to the Police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The Academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's social care
 - Report to the Police

Please refer to our Child Protection and Safeguarding Policy for more information which can be found in the policies section of the Academy website.

MALICIOUS ALLEGATIONS

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Academy will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our Child Protection and Safeguarding Policy and Allegations of Abuse Against Staff Policy for more information on responding to allegations of abuse against staff or other students.

8. SERIOUS SANCTIONS

For serious misbehaviours the Principal will use their professional judgement, based on the information below, as to the sanction which is used.

DETENTION

Students can be issued with detentions, including same day detentions.

The Academy will decide whether it is necessary to inform the student's parents/carer, however, the Academy does not need parental permission to issue a detention, including same day detentions.

When imposing a detention, the Academy will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment

See **Appendix 5** for further details about detentions.

REMOVAL FROM THE CLASSROOM

In response to serious or persistent breaches of this policy, the Academy may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, and wherever possible in line with the mainstream curriculum being delivered in class.

See **Appendix 5** for further details about classroom removals and the Academy's behaviour management system.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal in the behaviour log.

Parents/carers will be informed on the same day that their child is removed from the classroom.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The Academy will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The Academy will consider an alternative approach to behaviour management for students who are frequently removed from class, which will be outlined in their Individual Behaviour Plan or IEP.

These could include:

- Meetings with pastoral staff
- Use of Teaching Assistants
- Short term behaviour report cards
- Long term behaviour plans
- Off-site direction
- Alternative Provision
- Multi-agency assessment
- Managed move

SUSPENSION AND PERMANENT EXCLUSIONS

The Academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-Academy sanctions and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort. Please refer to our Suspension and Permanent Exclusions Policy, on the Academy website for more information.

9. RESPONDING TO MISBEHAVIOUR FROM STUDENTS WITH SEND

RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR

The Academy recognises that students' behaviour may be impacted by a Special Educational Needs or Disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Academy will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the Academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the Academy must co-operate with the Local Authority and other bodies.

As part of meeting these duties, the Academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. Any actions taken will be outlined in Individual Behaviour Plans, IEPs or SEND plans (including SEND Shorts).

ADAPTING SANCTIONS FOR STUDENTS WITH SEND

When considering a behavioural sanction for a student with SEND, the Academy will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

The Academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

CONSIDERING WHETHER A STUDENT DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE AN UNIDENTIFIED SEND

The Academy's Special Educational Needs Co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

STUDENTS WITH AN EDUCATION, HEALTH AND CARE (EHC) PLAN

The provisions set out in the EHC plan must be secured and the Academy will co-operate with the Local Authority and other bodies.

If the Academy has a concern about the behaviour of a student with an EHC plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the Academy may request an emergency review of the EHC plan.

10. SUPPORTING STUDENTS FOLLOWING A SANCTION

Following a sanction, the Academy will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the Academy.

This could include measures like:

- Reintegration meetings
- Daily contact with the Pastoral lead
- A report card with personalised behaviour goals
- Multi- agency assessment and support
- Alternative Provision

Please see **Appendix 6** for further details.

11. STUDENT TRANSITION

INDUCTING INCOMING STUDENTS

The Academy will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider Academy culture.

PREPARING OUTGOING STUDENTS FOR TRANSITION

Primary

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

Where a student moves school, to ensure a smooth transition, students will have transition sessions with their new school.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Secondary

Where a student moves school, to ensure a smooth transition, students will have transition sessions with their new school.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be transferred to the new school prior to their start date.

12. TRAINING

All staff will have access to regular training regarding the management of behaviour and more targeted CPD and professional support as issues arise. There will be a full review of the behaviour approach in each MLT Academy at least annually to ensure all staff are fully aware of the principles underpinning the application of rewards and sanctions within the Academy. Training will be built into the Academy's ongoing CPD programme and will be a combination of good practice and reactive/pre-emptive CPD.

As part of their induction process, our staff are provided with regular training on managing behaviour.

13. MONITORING ARRANGEMENTS

MONITORING AND EVALUATING ACADEMY BEHAVIOUR

The Academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, Governors, Trustees and other stakeholders on their perceptions and experiences of the Academy's behaviour culture

The data will be analysed regularly by the Academy SLT and reported to Local Governors termly.

The data will be analysed from a variety of perspectives including:

- At Academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The Academy will monitor and analyse behaviour data to identify and address any disproportionate patterns of sanctions or rewards across groups, particularly those with protected characteristics under the Equality Act 2010, including SEND, race, gender, and disadvantage. This ensures equity and fairness in the application of the Behaviour Policy

MONITORING THIS POLICY

This Behaviour Policy will be reviewed by Executive Leaders and Senior Leaders at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13). At each review, the policy will be approved by the Chief Executive Officer.

14. LINKS WITH OTHER POLICIES

This Behaviour Policy is linked to the following policies:

- Suspension and Permanent Exclusions Policy
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Allegations of Abuse Against Staff Policy

APPENDIX 1 - ACADEMY KEY DRIVERS/CORE LEARNING CHARACTERISTICS

These Core Learning Characteristics are given high status in our Academy and form the basis of assemblies and class circle times. The expectations are displayed prominently in every classroom and in public areas. They are also clearly noted on the certificates given as rewards. It is made clear to children where they have followed or failed to follow the expectations.



APPENDIX 2 – INVESTMENT IN LEARNING CRITERIA/BEHAVIOUR PRINCIPLES

At Maltby Lilly Hall Academy, we expect all members of the school community to conduct themselves with the highest standards of behaviour.

Rights	Responsibilities
To be safe	Behave appropriately/model behaviour to keep a safe environment
To feel safe	To treat all others with respect
To have opinions respected	To listen to each other
To be heard	To accept that everyone is different
To be treated as professionals/individuals	To take responsibility for Own Learning/ Prof Development
To learn/develop professionally	To recognise the strengths and talents of all
To have gifts/talents recognised	To be truthful and honest
To be believed/trusted	To care for others
Physical comfort	

There is an expectation that **all members of the school community** will exhibit certain standards of behaviour in different areas of the school:

Lunch Hall	On the Playground
Queue sensibly	Play sensibly/safely
Talk in a sensible voice	Make no physical contact with other children – including play fighting
Tidy up after eating	Stay out of the woods
Put chairs under the table	Use the toilets sensibly
Walk at all times	Look after the environment and place all litter in the bin
Around School	In Class
Show good manners: hold doors etc	Listen and stay on task
Only be where meant to be	Do not prevent others learning
Walk at all times	Sit correctly without leaning back on chairs
	Put chairs under the table when leaving the room
	Line up sensibly when moving around school

In all areas of school, students are expected to show good manners towards staff and each other and treat all staff with respect. These ideas are summarised in our 'Investment in Learning Criteria':

Primary Phase - Investment in Learning Criteria

Our aim is for all pupils to be fully invested in their learning

	Attitude and Effort	Response to Feedback
1. Engaged in Learning	<ul style="list-style-type: none"> • I am always fully equipped for learning – I have my PE kit etc. consistently. • I demonstrate the Core Learning Characteristics 100% of the time: <ul style="list-style-type: none"> ○ I have a positive attitude towards my learning. ○ I am motivated and try my best. ○ I am always resilient in lessons. ○ I learn from my mistakes; I understand that they are vital in my progress. • I never receive warnings. • I always complete work to the highest standard, to the best of my ability, trying to challenge myself every lesson. 	<ul style="list-style-type: none"> • I always proactively seek support on how to improve. • I always use my initiative and independent thinking skills to improve. • I am consistently willing to go back and improve my work, showing resilience. • I always engage with triage activities in order to improve. • I always have a resilient attitude when mistakes are made. • I ask important questions to help improve my work.
2. Partially Engaged in Learning	<ul style="list-style-type: none"> • I am nearly always fully equipped for learning – I have my PE kit etc. most of the time. • I demonstrate the Core Learning Characteristics 90%+ of the time <ul style="list-style-type: none"> ○ I usually have a positive attitude towards my learning. ○ I am mostly motivated and usually try my best. ○ I am usually resilient in lessons. ○ I learn from my mistakes; I understand that they are vital in my progress. • I very rarely receive warnings. • I usually complete work to the highest standard, to the best of my ability, I nearly always try to challenge myself every lesson. 	<ul style="list-style-type: none"> • I usually proactively seek support on how to improve. • I usually use my initiative and independent thinking skills to improve. • I am nearly always willing to go back and improve my work, showing resilience. • I usually engage with triage activities in order to improve. • I nearly always have a resilient attitude when mistakes are made. • I can ask important questions to help improve my work.
1. Disengaged from Learning	<ul style="list-style-type: none"> • I am not always equipped for learning – I often forget my PE kit etc. • I struggle to consistently demonstrate the Core Learning Characteristics: <ul style="list-style-type: none"> ○ I sometimes have a positive attitude towards my learning, but at times it is negative. ○ I am passive in lessons – I don't always take part. • I often receive warnings, which sometimes results in yellow or red cards. • I do not always complete work to the best of my ability. 	<ul style="list-style-type: none"> • I struggle to seek support about how to improve. • I find it difficult to go back and improve my work. • I do not engage with triage activities in order to improve. • I feel disheartened when I make mistakes and have not yet learnt to use mistakes as a tool to improve. • I do not usually ask questions to help improve my work.

APPENDIX 3 – ACADEMY SPECIFIC MOBILE PHONE POLICY

RATIONALE

Mobile phones are now a feature of modern society and an increasing number of our staff and students own one. The increasing sophistication of mobile phone technology presents a number of issues for schools:

- The high value of many phones
- The integration of cameras into phones leading to potential child protection and data protection issues.
- The ability to access the internet, potentially enabling inappropriate use.
- The potential to use the phone, eg for texting during lessons whilst on silent mode.

CHILDREN

- Phones must not be used for any purpose (eg phoning, texting, surfing the internet, taking photos, checking the time, taking videos) when on the school premises.
- Phones must always be switched off (not on silent mode) and given to the school office on entering school premises.
- Only children in Year 5 and Year 6 are allowed to bring phones to school, when they walk home from school independently.
- If a child, in any year group, breaches these rules the phone will be confiscated and given in to the main office. It will be returned to the child's parent/carer.

EMERGENCIES

- If a child needs to contact his/her parents/carers, a member of staff will do this on the child's behalf and the child will not be allowed to use a school phone.
- If parents/carers need to contact children urgently they should phone the school office and a message will be relayed promptly.

RESPONSIBILITY FOR MOBILE PHONES

- School accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones.
- It is the responsibility of parents/carers and children to ensure mobile phones are properly insured.

APPENDIX 4 – REWARD SYSTEM

At Maltby Lilly Hall Academy, we believe firmly that students who are consistently meeting or exceeding our expectations should be rewarded for doing so.

Reward	Purpose	Examples of use
<p>Beads Children earn beads in class for demonstrating the core learning characteristics (CLC) and following the golden rules. These are added into a class jar, then ultimately a school jar which is designated into school houses. The winning house earns an end of term 'bead treat'. This is an educational enrichment activity.</p>	Given as reward and incentive to demonstrate the core learning characteristics and the golden rules.	<ul style="list-style-type: none"> - Answering quickly in maths mental/oral starter - Being kind to others - Showing initiative and ambition to succeed in and out of lessons. - Persevering when faced with challenges.
<p>Postcard Home These represent each of the 8 Core Learning Characteristics and are sent home by the class teacher to parents/carers. They contain a note to say why the child has achieved the postcard.</p>	Reward for excellent demonstration of the core learning characteristics	<ul style="list-style-type: none"> - Consistent demonstration of a particular Core Learning Characteristic during the school day and in enrichment clubs.
<p>Core Learning Characteristic Stickers These stickers are gained whenever a child receives a CLC postcard (above). These are accumulated onto bronze, silver and gold collection cards. Certificates and badges are presented when each card is complete.</p>	As above	<ul style="list-style-type: none"> - As above
<p>Pastoral Award This certificate is given weekly to any child who has demonstrated good progress or engagement with pastoral programmes or interventions in school.</p>	To promote good mental health and ensuring engagement in pastoral care is recognised.	<ul style="list-style-type: none"> - Reward for excellent engagement in Lego therapy, therapy and other interventions.
<p>Special Mention These are presented in a special assembly every Friday and are intrinsically linked to the core learning characteristics. A certificate is presented along with a postcard home and a sticker on the collection chart.</p>	Reward for excellent demonstration of the core learning characteristics	<ul style="list-style-type: none"> - Consistent demonstration of a particular core learning characteristic during the school day and in enrichment clubs.
<p>Citizenship Award This is a special certificate given by the Principal for outstanding citizenship.</p>	To promote excellence and morality outside of the school day.	<ul style="list-style-type: none"> - Raising substantial amounts of money for charity - Duke of Edinburgh awards.
<p>Reading Stars These are given in the children's planners for consistent and regular reading at home and in school.</p>	To promote daily reading in school and at home.	<ul style="list-style-type: none"> - Child has read every day for 3 weeks - Child has consistently read a range of books at home.
<p>25 Books Award</p>		<ul style="list-style-type: none"> - Reading 5, 10, 15, 20 and 25 of the books for the

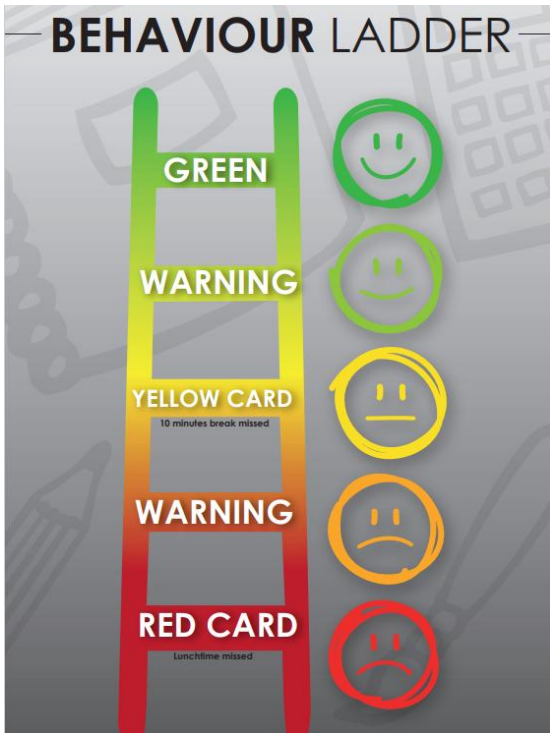
Certificates are given to children who read 5, 10, 15, 20 and ultimately 25 of their year group books.	To promote reading of a wide range of literature at age appropriate levels.	child's respective year group.
Moral Award Given to any child who has gone over and above to do the right thing.	To promote the concept of right and wrong and enhance British Values.	- This could be helping others or showing exceptional manners at all times.

APPENDIX 5 – BEHAVIOUR MANAGEMENT SYSTEM

While there is an expectation that for the vast majority of the time, children should achieve the highest standards of behaviour, occasionally children will inevitably fail to meet the standards which are expected of them. In these cases, the following sanctions can be applied. Each level of sanction is accompanied by the types of behaviour for which it can be applied; this is not an exhaustive list, but rather an indication of the severity of behaviour for which it can be used.

The Behaviour Ladder

This is to be mainly used for in class sanctions, but can also be applied to incidents outside:



Red Card – record on CPOMs Lose 15 mins break and a letter is sent home to parents/carers
Warning
Warning



After the first warning, each of the levels of sanction carries a loss of breaktime and is intended as a supplement to other classroom management techniques. It should not be the only classroom management strategy used, and it is assumed that a range of positive behaviour strategies should supplement and support it. Warnings are given to alert children to the impact that their behaviour has/is having on the ability of those around them to learn effectively. Warnings may be given for repeated incidents of low level, but irritating, behaviour OR one-off more serious incidents.

Eg. Child repeatedly talks to another next to them in a discussion.

Child shouts across the classroom.

Children can also go straight to a yellow or red card, these would be more serious one-off cases, such as rudeness or deliberately ignoring instructions given by the teacher. Up to a Red card, the children return to the bottom of the ladder each day. In Key Stage 1 a Red card leads to the loss of all privileges for the day and means they have to walk with the teacher at break times. Once a Red card has been given in Key Stage 2, children move to the next level of the system – the behaviour monitoring system.

Sanction	Result	Given for
Red Card- Remains on record for 6 weeks	Child sent to Principal – Child given red card sheet which shows how they have broken the behaviour expectations and is annotated with a brief record of the incident/behaviour. This is taken home for parents/carers to sign/comment on.	Persistent low level poor behaviour. Single significant incident eg. physical contact to injure/ irresponsible behaviour causing injury to other
2 nd Red Card – remains on record for 6 weeks.	A child receiving a second red card within 6 weeks of the receipt of the first loses all privileges in the academy. This includes representing Academy teams, choir, monitors etc. The Red card stays on the record for 6 weeks and acts as a 2 nd card for a minimum of 3 weeks (eg if a 2 nd Red card is given in the final week of the first Red card being in force it will act as second red for the next three weeks, the child then drops down to one Red card).	As Above, repeatedly
Green Report	If a third red card is given within the time given, the child is placed on green report, the child carries the report with them and has it signed every lesson and break. Lessons are graded A, B, C, D, U. D is considered poor, U is unacceptable. One U or up to 3 D's will keep the child on report for an additional week. If more than 2 U's or 4 D's are given in any week, then the child moves to the next level of report when it is reviewed at the end of that week. Children stay on report for a minimum of 3 weeks. Reports go home at the end of every day and parents/carers are expected to sign daily to show that they have been seen.	As Above, Repeatedly Serious, one-off behaviour which, while it does not put others at risk, does seriously go against the spirit and letter of the golden rules.

Yellow Report	As above but children are expected to walk with the teacher on duty at break times. The child must present the report with a pen or pencil to the teacher on duty.	As Above Repeatedly Serious one off behaviour which makes the teacher feel that the child cannot be trusted to play normally at break times until they have had an extended time to consider their behaviour.
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THE ZONES OF REGULATION

What it is:

- A proactive, skills-based approach
- A simple, common language to understand, talk about and teach regulation
- A consistent, metacognitive pathway to follow regulation
- A systematic framework with a developmental sequence
- An approach to be adapted and personalised to the learners and setting

Regulation is something children and adults continually work on whether we are aware of it or not. We all encounter trying circumstances that can at times test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

The Four Zones:

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies.

To simplify this, The Zones of Regulation organises our feelings, states of alertness and energy levels into four colour coded zones - Blue, Green, Yellow and Red.

The simple, common language and visual structure of The Zones of Regulation enables the learner to master the complex skill of regulation with a more concrete approach for both learners and those who support them. Learning to regulate will help meet our goals and the demands of daily life; as well as support overall well-being.

The **BLUE ZONE** describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone.

When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.



The **GREEN ZONE** describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. *However, we can learn in other Zones too.*

When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

The **YELLOW ZONE** describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

The **RED ZONE** describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help

us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

All the Zones are Acceptable

A core belief of The Zones of Regulation is that all the Zones are okay. We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable Zone to be in. Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm.

APPENDIX 6 – ACADEMY REINTEGRATION AND SUPPORT FOLLOWING SANCTIONS

Following a suspension students and parents/ carers will meet with Pastoral staff and Senior Leaders of the Academy. This meeting will provide an opportunity for students to reflect upon their behaviours.

Staff will reflect on the incident with the student and parents/ carers and discuss how behaviour can be improved in the future. Students will be helped to set up to three targets to help secure this improvement in behaviour. Each individual target will be given a timeframe, with a review of progress after two weeks to be held by the students and relevant pastoral year leader.

Parents/ carers will be asked to support the student in meeting their improvement targets.

Students will complete a day in the consequence room, including the 60-minute detention, on the day they return to school. Students will be required to reflect upon their behaviours and complete a student reflection pack.

Incidents of a racist or homophobic nature will involve a meeting with a specific member of staff for re-education to take place.