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	2	**Academy specific appendices**
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	July 2026	LRA	New Policy which reflects statutory updates

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1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 pupils.
- 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 pupils, 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, 2014.
- Behaviour in schools: advice for Principals and school staff 2024.
- Searching, screening and confiscation: advice for schools 2022.
- The Equality Act 2010.
- Keeping Children Safe in Education 2026.
- Exclusion from maintained schools, academies and pupil referral units in England 2014.
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2024.
- 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 pupils 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, Vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
  - Tobacco, cigarette papers, vapes.
  - 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 pupil).

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: • 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 'Anit-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 pupils 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 pupils.

- 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 pupils.
- Notify Executive Leaders and Principals that the following should be covered in the Academy Behaviour Policy:
    - Screening and searching pupils (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 pupils 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 pupils for misbehaviour outside of the Academy.

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

THE ACADEMY EDUCATION COMMITTEE

The Academy Education 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 pupils.
- 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 pupils 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 pupils both sanctions and support when necessary.
- Ensuring that the data relating to behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13).

TEACHERS AND STAFF

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.

    - Implementing the Behaviour Policy consistently.
    - Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
    - Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the Academy culture and how they can uphold Academy rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils 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.

PUPILS

Pupils 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.

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

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

Pupils 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 pupils who are mid-phase arrivals.

6. ACADEMY BEHAVIOUR CURRICULUM

At Place Partnership Trust Academies we aim to provide a positive, safe learning environment in which pupils 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 pupils 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 pupils 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.

Pupils 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 pupils 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 pupils can meet behavioural expectations in the curriculum.

MOBILE PHONES AND ELECTRONIC DEVICES

Primary

We do not allow pupils 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 pupils 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 pupil is permitted to use their mobile phone or any electronic device including head/earphones whilst on the premises.

Please see **Appendix 3** for the Academy specific expectations, rules and routines around mobile phones and electronic devices.

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

- 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 pupils who have medical needs, such as pupils 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 pupils to be engaged.
- Display the behaviour framework.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils 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 pupil is in need of help or protection.

We will consider whether a pupil'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 Child Protection and 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 pupil'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 pupil'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 pupils 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 pupils 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 pupil 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 pupil from the classroom.
- Expecting work to be completed at home, or at break or lunchtime (Primary Academies only).
- Detention.
- Referring the pupil to a senior member of staff.
- Letter or phone call home to parents/carers.
- Requiring the pupil 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 pupil '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 pupil 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 pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil 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 pupil, 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 pupils 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 pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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 pupil, 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 pupil 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 pupil; **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 pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil 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 pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

If the pupil 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 pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil 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 pupil'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 pupil's possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil 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 pupil's possessions when the pupil 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 pupil 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 pupil 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 pupil(s) involved and should advocate for pupil wellbeing at all times.

Screening

Screening pupils is conducted in line with the DfE's guidance on searching, screening and confiscation.

No Place Partnership Trust Academies use walk-through screening.

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

OFF-SITE MISBEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our Academy.

Sanctions may also be applied where a pupil 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 pupil.
- Could adversely affect the reputation of the Academy.

Sanctions will only be given out on Academy premises or elsewhere when the pupil 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 pupils for online misbehaviour when:

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

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

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil 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.

Pupils 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 pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the pupil 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 pupil 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 pupils 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 pupils.

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

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

The Academy will decide whether it is necessary to inform the pupil'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 pupil'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 pupil from the classroom for a limited time.

Pupils 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 pupils 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 pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil 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.

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

Pupils 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 pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The Academy will consider an alternative approach to behaviour management for pupils 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 PUPILS WITH SEND

RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR

The Academy recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils 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 pupil caused by the Academy's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil 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 pupil concerned. Any actions taken will be outlined in Individual Behaviour Plans, IEPs or SEND plans (including SEND Shorts).

ADAPTING SANCTIONS FOR PUPILS WITH SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil 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 PUPIL DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE AN UNIDENTIFIED SEND

The Academy's Special Educational Needs Co-ordinator (SENCO) may evaluate a pupil 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 pupil, 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.

PUPILS 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 pupil 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 PUPILS FOLLOWING A SANCTION

Following a sanction, the Academy will consider strategies to help pupils 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. PUPIL TRANSITION

INDUCTING INCOMING PUPILS

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

PREPARING OUTGOING PUPILS FOR TRANSITION

Primary

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

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

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

Secondary

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil 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 pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, pupils, 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

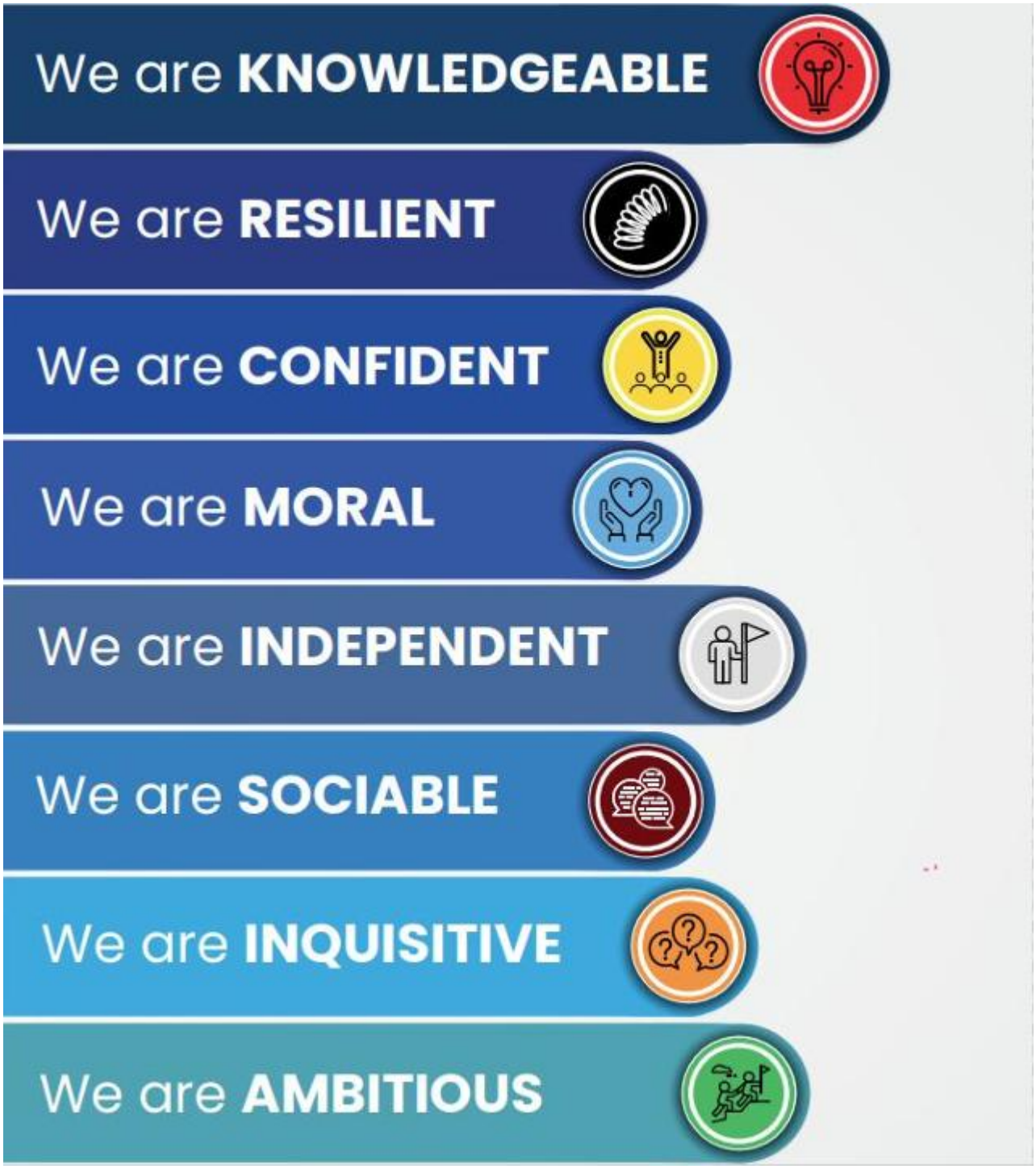
This Behaviour Policy will be reviewed by Executive Leaders and Senior Leaders at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13). At each review, the policy will be approved by the Chief Executive Officer.

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



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

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 Talk in a sensible voice Tidy up after eating Put chairs under the table Walk at all times	Play sensibly/safely Make no physical contact with other children – including play fighting Stay out of the woods Use the toilets sensibly Look after the environment and place all litter in the bin
Around School	**In Class**
Show good manners: hold doors etc Only be where meant to be Walk at all times	Listen and stay on task Do not prevent others learning 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	• I am always fully equipped for learning – I have my PE kit etc. consistently. • I demonstrate the Core Learning Characteristics 100% of the time: o I have a positive attitude towards my learning. o I am motivated and try my best. o I am always resilient in lessons. o 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.	• 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	• 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 o I usually have a positive attitude towards my learning. o I am mostly motivated and usually try my best. o I am usually resilient in lessons. o 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.	• 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	• I am not always equipped for learning – I often forget my PE kit etc. • I struggle to consistently demonstrate the Core Learning Characteristics: o I sometimes have a positive attitude towards my learning, but at times it is negative. o 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.	• 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.

Core Learning Characteristics Rewards

Our Core Learning Characteristics outline the character traits which are vital for our children to develop before they move to secondary education. Because of this, they form the core of our rewards approaches. CLCs are well understood by children and sit right at the heart of the school's culture.



Beads

Children are rewarded through the bead system – beads are given in lessons/ around school for demonstrating a CLC. Beads are then placed into house pots in classrooms. In Reception/KS1 weekly rewards are given to the house with the most beads e.g. extra playtime. In KS2 beads are deposited into house tubes every Friday in assembly and rewards are given every term to the team with the greatest number of collective CLC beads. This approach gives a motivating factor towards a collective effort to show the CLCs.

Postcards and stickers

If a child demonstrates a CLC consistently or to an exemplarily standard a CLC postcard is awarded and a sticker placed on the child's individual CLC sticker card. Children work through their CLC sticker cards beginning at bronze. Once their bronze card is complete, children are awarded a bronze CLC badge. They then proceed to the silver card and begin collecting stickers again and so on through to gold.

Special Mention Certificate

Weekly, a special mention certificate (alongside a postcard and sticker) is given to a child in each class who has demonstrated a CLC to an exemplary standard. This is presented in Friday assembly. As well as a class special mentions, the pastoral team and HLTA team also present one. Special mention certificates are displayed with pride in the school halls the following week.



Children can explain the CLCs and aspire to collect all the associated rewards.

CLC Beads

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CLC Stickers and Postcards

↓

CLC Special Mention Certificate

↓

Completion of bronze CLC sticker card = bronze badge

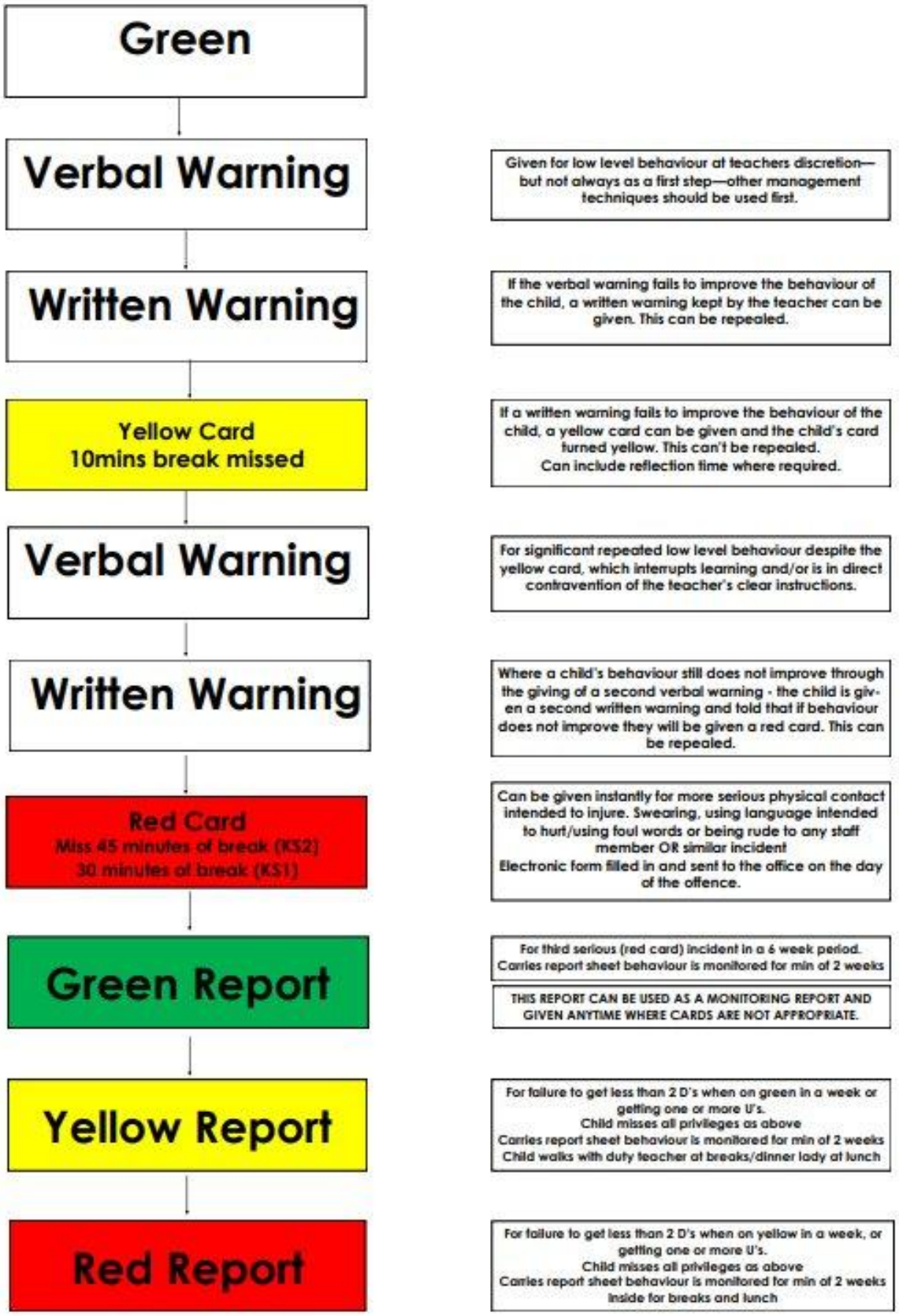
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Completion of silver CLC sticker card = silver badge

↓

Completion of gold CLC sticker card = gold badge

APPENDIX 5 – BEHAVIOUR MANAGEMENT SYSTEM



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.