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Behaviour Policy

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The MLP Behaviour policy sets out our ambition to ensure high standards and expectations in all aspects of behaviour. It also outlines our Trust philosophy and approach to developing respectful relationships, and positive behaviour for learning in all our academies and provides the framework for the development of local behaviour procedures and protocols bespoke to our individual academies. It is important that when talking to children and young people about their behaviour that the language used is consistent across the Trust and is underpinned by the philosophy and the culture that the Trust upholds.

Positive relationships with all academy stakeholders are central to the wellbeing of both children/young people and staff and underpin an effective learning environment. Academies play a significant part not only in the formal education of young people but also in developing and supporting their wellbeing. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships, whilst upholding high expectations of behaviour within our academies.

All children and young people should understand how the policy is enacted in each Trust academy. They should be clear about academy behaviour procedures and approaches. These procedures should be clear and concise to aid understanding by all involved. All staff should know what the MLP policy and academy behaviour procedures are and follow them when managing behaviour issues and in developing respectful relationships. They should also be clear on the behaviour curriculum and when positive behaviour is explicitly taught, such as within the Personal Development curriculum.

When behaviours are reported, parents, carers and children/young people and staff should have confidence that incidents will be handled effectively and appropriately within fair, consistent, and well-established guidelines.

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
- 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
- Outline how students are expected to behave and consequences of behaviour

2 Legislation, statutory requirement and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in academies: advice for headteachers and academy staff 2024
- Searching, screening and confiscation: advice for academies 2022
- The Equality Act 2010: advice for academies
- Keeping Children Safe in Education
- Academy Suspensions and permanent exclusions
- Use of reasonable force in academies
- Supporting pupils with medical conditions at academy
- Mobile Phones in Academies

It is also based on the special educational needs and disability (SEND) code of practice. DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the academy rules.
- Any form of 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, including vaping or related activity
- 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, e-cigarettes and smoking related paraphernalia
    - 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 as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. 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, and gender identity)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of each academy's approach to preventing and addressing bullying are set out in each academy's anti bullying strategy which is available in Appendix 3

5 Roles and responsibilities

The following persons and bodies have a role in ensuring compliance with this behaviour policy and associated procedures and providing and maintaining the Trust's expectations for behaviour in its academies:

5.1 MLP Director of Trust Safeguarding and Culture

Maintenance of the behaviour policy is the responsibility of the MLP Director of Trust Safeguarding and Culture and the academy behaviour procedures the Headteacher (Appendix 2).

5.2 MLP Trust Board

The MLP Trust Board is responsible for monitoring the overall effectiveness of this behaviour policy and holding each Academy Governance Committee (AGC) to account for their monitoring of the academy behaviour procedures (Appendix 2) and implementation.

5.3 The Academy Governance Committee (AGC)

It is the responsibility of the AGC and Headteacher of each academy to ensure that their academy, and its staff, adhere to this behaviour policy and procedures.

The AGC will support and challenge the Headteacher to ensure behaviour management is encouraging learning, inclusion and welfare.

5.4 The Headteacher

The Headteacher is responsible for:

- 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 safeguarding and child protection policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

5.5 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, including through restorative conversations.
- 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 pupils to meet the academy's expectations

The senior leadership team will support staff in responding to behaviour incidents.

5.6 Parents

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.

5.7 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 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

The academy has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn, support and promote a disruption free environment.
- Move quietly, and calmly around the academy as directed.
- Care for the academy buildings and academy property.
- Wear the correct uniform at all times, including to and from academy and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the academy into disrepute, including when outside academy or online, including travel to and from academy.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our academy are detailed in our academy procedures, see Appendix 2.

6.1 Mobile Phones

Each academy's approach to pupils bringing their mobile phones into academy is outlined in the academy's Mobile Phone Policy and/or ICT Acceptable use policy. Our Academies observe the following DfE guidance: **Mobile phones in academies**

7 Responding to behaviour

7.1 Classroom Management

The academy's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own classroom rules.
- Will 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.
  - Following the academy procedure for dealing with low-level disruption.
  - Using the rewards procedures to encourage positive behaviours.

7.2 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.

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.

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the academy will follow the academy's Safeguarding and Child Protection policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.3 Responding to good behaviour

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

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the academy's behaviour culture. These will be outlined in the academy's rewards procedures.

The approach used at our academy is detailed in our academy procedures, see Appendix 2 of this Policy.

7.4 Responding to misbehaviour

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

Staff expect classrooms and learning environments to be disruption free. Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues escalating.
All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered in the future to a pupil to help them to meet behaviour expectations in the future.

All staff must take a stance on any form of sexual harassment. It must **always** be challenged. See section 7.10.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The Behaviour Procedures for individual academies are shown in Appendix 2 of this policy. Details of more serious sanctions are outlined in Section 8.

Personal circumstances of the pupil will be considered when deciding on consequences and with regard to the impact on perceived fairness.

7.5 Restrictive Interventions

Academies in the Trust will at all times observe the DfE Guidance on restrictive interventions: Use of reasonable force and other restrictive interventions guidance.

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils' movement. For example, putting a pupil in a room and not allowing them to leave is a restrictive intervention.

All members of academy staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Damaging property
- Committing a criminal offence
- Causing disorder among pupils at the academy, whether during a teaching session or otherwise.

Restrictive interventions will only be used in a Trust academy where:

- **It is necessary** and all alternative ways to de-escalate and manage the situation and achieve the desired outcome have been considered.

- It is proportionate – the least restrictive intervention for the least amount of time should be used. The individual circumstances of the pupil including age, size, SEND and medical conditions should be considered.
- **The pupil's welfare has been considered** – including the pupil's life events and the need to maintain respect for their dignity.

A Restrictive Intervention must never be used as a punishment.

Seclusion involves keeping a pupil confined to a place away from others and preventing them from leaving. When Seclusion is used, the following requirements apply:

- Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.
- Seclusion should only be used where the pupil is not acting with intent.
- Seclusion should not be implemented by staff through threat of punishment.
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.
- The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm is reduced, the pupil should be allowed to leave.
- An incident involving the use of seclusion must be recorded and reported

Seclusion is not a disciplinary response to deliberate or willful misbehaviour.

Prevention and de-escalation strategies will be used to minimise the need for restrictive interventions. This may include:

- Identifying "hotspots" for behaviour issues – e.g. corridors or particular playground areas.
- Identifying key times of the day when behaviour issues are more frequent and ensuring appropriate staffing is present at these times.
- Adopting an approach that includes verbal warnings and offers pupils a chance to correct their behaviour first.
- Staff training in appropriate strategies.

Following a restrictive intervention:

- Pupil(s) and staff member(s) should be medically assessed and any injuries treated.
- The intervention must be recorded and reported to parents or the Local Authority (see section below). Follow-up conversations will be held with all parties involved
- The headteacher will undertake an evaluation of the incident

Recording and Reporting Restrictive Interventions

All academies have a duty to ensure that all Restrictive Interventions (including seclusions), are recorded even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Any incident should be recorded as soon as possible after the event (usually on the same day). The member(s) of staff involved in the incident will complete the form.

All Academies must report the incident to each of the pupil's parents / carers as soon as possible, unless telling the parents / carers would likely cause significant harm to the pupil (by any form of abuse or neglect). In such a case, academy leaders must report the incident to the local authority. This requirement

to report applies even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan. The report should include at least:

- Time, date, location and duration of the intervention
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied and the degree of force
- Details of any physical injuries and post incident support.

Academy and Trust leaders will regularly review and analyse data on restrictive interventions.

7.6 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with DfE Guidance on Searching, Screening and Confiscation - Advice for Academies (July 2022).

7.7 Off-site unacceptable behaviour

Academy staff may apply sanctions where a pupil has misbehaved off-site when representing the academy. This means unacceptable behaviour when the pupil is:

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

Sanctions may also be applied where a pupil has behaved unacceptably 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.

The decision to sanction should only be made on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on an academy-organised academy trip)

7.8 Online misbehaviour

Academy staff 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.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, academy staff 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 Headteacher will make the decision for who makes the report.

If police attend the academy site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult. Academy staff will not interfere with any police action taken. However, academy staff may continue to follow their 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 Headteacher will make a tandem report to the children's social care if appropriate.

7.10 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.

Individual academies have their own 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 and 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 the Academy Safeguarding and Child Protection Policy and procedure for more information.

7.11 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.

8 Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, after academy during term time.
The academy will decide whether it is necessary to inform the pupil's parents.
When imposing a detention, the academy will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, academy staff may remove the pupil from the classroom for a limited time. The approach used at the academy is detailed in the academy procedures, see Appendix 2.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. 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.
- Maintain the learning environment for 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.

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

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

The Headteacher will consider an alternative approach to behaviour management for pupils who are

frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusion

The academy will work to create an environment where exclusion from academy is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of academy behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-academy sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained academies, academies and pupil referral units in England, including pupil movement, 2024).*

The process of suspension and permanent exclusion will be carried out in accordance with the MLP Suspension & Exclusions Policy.

9 Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The Trust recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, academy staff will consider them in relation to a pupil's SEND, although recognising 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, Headteachers 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 cooperate with the local authority and other bodies.

As a 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 measure will take into account the specific circumstances and requirements of the pupil concerned.

Academies need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of any support being provided.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, academy staff 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?
- If 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.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The special educational needs co-ordinator (SENCO) will 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, academy staff will liaise with external agencies and plan support programmes for that child. Academy staff will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the Headteacher will cooperate with the local authority and other bodies.

If academy staff have a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the concerns and if any additional support that might be required. If appropriate, the academy may request an emergency review of the EHC plan.

9.5 Supporting pupils 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.

Following removal from the classroom or suspension the academy will consider strategies such as

- Reintegration meetings
- Contact with the pastoral lead
- A report card with personalised behavioural goal

10 Inducting incoming pupils

Academy staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider academy culture.

10.1 Preparing outgoing pupils for transition

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.

11 Training

As part of their induction process, academy staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the academy and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

12 Monitoring arrangements

12.1 Monitoring and evaluating academy behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

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

- At Trust level.
- At academy level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the Academy's Governing Body.

The academy will work with the Executive Team at MLP to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the academy is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to MLP Board of Trustees.

13 Links to other policies

The following Trust and Academy policies and procedures are directly related to and complement this Policy and Procedure:

- MLP Safeguarding and Child Protection Policy.
- MLP Suspensions and Exclusions Policy.
- Each academy's Anti Bullying Strategy (See Appendix 3)
- Drugs and Alcohol Policy (See Appendix 4)

Appendix 1: Magna Learning Partnership Behaviour Principles

The Trust Board of the Magna Learning Partnership believes that its academies have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Magna Learning Partnership as set out in the Procedure.

This Trust behaviour policy and procedure and any associated academy rules and approaches will ensure that:

In all MLP academies:

- Academies have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to pupils.
- Rewards, sanctions, and reasonable force, where appropriate, are used consistently by staff, in line with the behaviour policy.
- The academy will work to create an environment where removal from class and exclusion from academy is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The behaviour policy and procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the academy and pupils' home life.

Appendix 2a: Old Sarum Primary School- Rules



Appendix 2a: Old Sarum Primary School Parent infographic explaining our approach to behaviour

Our approach to encouraging calm & positive learning behaviours



Nudge

Adults will use a non-verbal **cue** that carries a clear message, reminder or direction whilst teaching



Group Correction

Adults will promptly **describe** positive behaviours they can see and clearly state expected behaviour.



Individual Direction

Adults will discreetly and kindly **direct** the pupil to the expected/required behaviour, whilst aiming to identify the child's barrier.



Chance to make the right choice

Adults will give an assertive **reminder** that they expect the child to do as asked, referring to school rules
Step 1 CHANCE



Regulate

If appropriate, adults may offer the child a change of space, place or activity (e.g., move table, calm corner, distraction, sensory or movement break) to support the child to regulate.



Reflect & Repair

Children reflect with an adult on the impact of their choices. If appropriate, a restorative conversation will be used to restore a relationship. Alternative provision may be set up at break and/or lunchtime to support all involved. Actions taken may be shared with parents/carers. **Step 2 and 3**

How we teach children to self-regulate



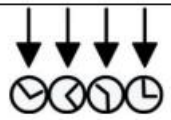
Reflect, repair and rebuild



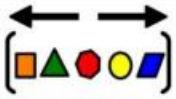
PSHE lessons



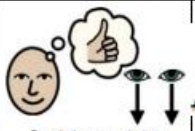
Calm Space



Consistent daily routines



Range of resources provided



Positive noticing



Zones of Regulation



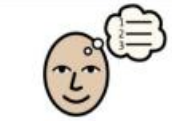
Co-regulation PACE



Strategies adapted for individuals



Emotion coaching Happy Mind strategies



Personal skills focus



Scripted conversations/ pastoral interventions

Celebration and rewards



Verbal praise



Positive points



Class rewards



Celebrate in assemblies



Headteacher's award



Postcards/ Certificates

Our approach to supporting individuals with inappropriate behaviour



Logical consequence



Formal meeting with parent/carer



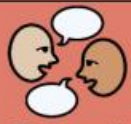
Reflect and repair



Pastoral Support



Restorative Practice conversation



Team around the child



Learning support package



Positive Behaviour Plan



Supported break / lunch provision



Internal Suspension to reset



Behaviour Target Card

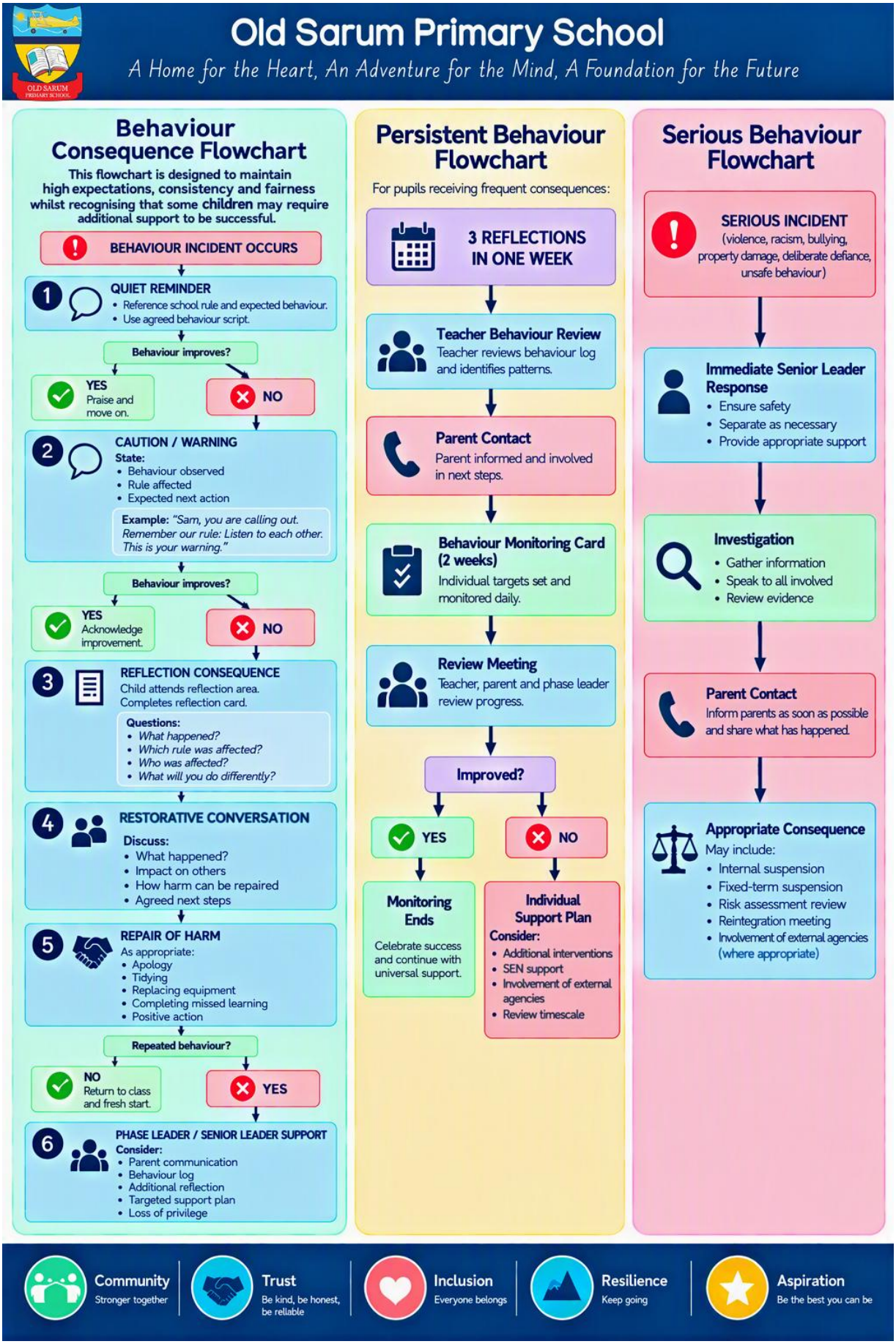


External Suspension to reset and review

Appendix 2b: Old Sarum Primary School behaviour procedure steps

	What it looks like	What happens
1 Ready to Learn 	• Listening carefully • Following instructions first time • Staying focused on learning • Being kind and respectful • Trying your best	• Positive behaviour noticed • Praise given • House points awarded • Celebrating good choices
2 Reminder 	• Calling out • Low-level chatting • Brief loss of focus • Minor distractions to others	• Non-verbal cue from the teacher Look, gesture or proximity • Quiet reminder of expectations
3 Redirect 	• Behaviour continues after a reminder • Not following instructions • Repeated distractions • Continued off-task behaviour	• Clear verbal reminder • Behaviour expectation repeated • Opportunity to make a better choice
4 Stop and Think 	• Calling out • Talking when an adult is talking • Distracting others • Wandering around the classroom • Not listening • Chattering during learning • Not following instructions	• Reflection card placed in front of the pupil and/or teacher supported time to stop, think and choose.
5 Reflect and Repair 	• Talking about what happened • Saying sorry if needed • Thinking about how to repair any harm • Thinking about how to make a better choice next time	• Supported reflection with an adult • Opportunity to repair relationships • Agree a plan to move forward • Positive behaviour noticed when choices improve
6 Reflect, Repair and Report 	• Behaviour is more serious • Repeated issues after support • Not following instructions • Significant disruption to learning • Unkind or unsafe behaviour	• Reflect, repair and report to a leader • Be honest, take responsibility • Contact with home if needed • Agree next steps and support • Move forward with a positive attitude
7 Phase Leader Support 	• Continued concerns • Behaviour does not improve • Multiple repeated incidents • Difficulty following expectations • Additional support is needed	• You may meet with your phase leader for extra support • A personalised plan is put in place • Goals are set and progress is monitored • Support to improve and achieve success
8 Senior Leader Support 	• Ongoing or serious behaviour concerns • Risk to the safety or wellbeing of others • Repeated failure to follow expectations • When extra support is needed • Continued impact on learning	• You will meet with a senior leader • A personalised behaviour plan is created • Support is put in place for you • Progress is reviewed regularly • Work together to keep progressing • Towards a brighter future

Appendix 2b: Behaviour Flowchart

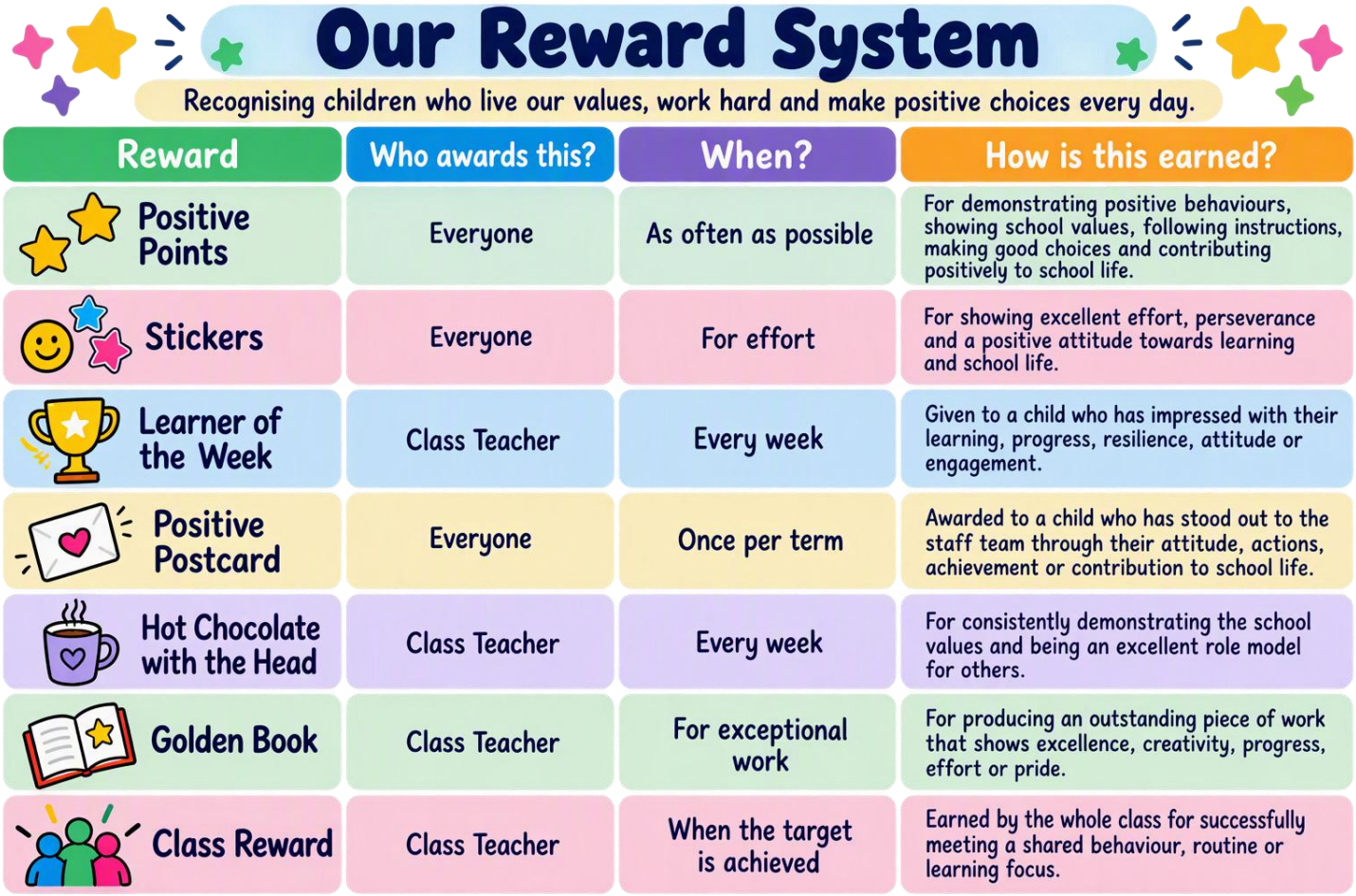


Appendix 2c: Old Sarum Primary School Rewards Menu

At Old Sarum Primary School, we believe that positive behaviour helps everyone learn, feel safe and succeed. We focus on recognising and celebrating children who demonstrate our school values every day. Through praise, rewards and positive recognition, we encourage learners to make good choices, try their best and be kind to others. Our rewards are designed to build confidence, motivation and a strong sense of belonging within our school community.

- Every child has the opportunity to earn rewards for:
- Showing kindness and respect
- Working hard and persevering
- Demonstrating excellent learning behaviours
- Following our school values
- Making positive contributions to the school community

By celebrating success, we help all children grow into confident, responsible and resilient learners.



Appendix 3: Anti Bullying Strategy

Reporting a Concern

Any pupil, parent, member of staff or visitor may report concerns about bullying.

When a concern is raised, staff will:

- Listen carefully and respectfully
- Reassure the child that they have done the right thing by speaking up
- Take all allegations seriously
- Gather initial information about what has happened
- Record the concern using the school's reporting procedures

Children are encouraged to speak to:

- Their class teacher
- A teaching assistant
- A lunchtime supervisor
- A senior leader
- The Headteacher
- A trusted adult at home

Investigation Process

Following a report, an appropriate member of staff will:

1. Gather information from all parties involved.
2. Establish the facts, including:
    - What happened?
    - Who was involved?
    - When and where the incident occurred?
    - Whether the behaviour has occurred before?
3. Review any available evidence.
4. Consider whether the concern meets the STOP definition of bullying.
5. Record findings and actions taken.

All investigations will be conducted fairly, impartially and sensitively.

Safeguarding and Serious Concerns

Where allegations involve:

- Significant harm

- Threats of violence
- Hate incidents
- Sexual harassment
- Online abuse
- Potential safeguarding concerns

the matter will be referred immediately to the Designated Safeguarding Lead and dealt with in accordance with the school's safeguarding procedures.

Where Bullying Is Not Identified

Where an investigation determines that concerns do not meet the definition of bullying, the incident will still be addressed appropriately.

This may include:

- Restorative conversations
- Conflict resolution
- Behaviour sanctions where appropriate
- Relationship repair work
- Support and monitoring

Staff recognise that one-off incidents can still be harmful and will respond accordingly.

Where Bullying Is Identified

When behaviour is identified as bullying, Old Sarum Primary School will take prompt action to stop the behaviour and support all pupils involved.

Actions may include:

- Informing parents/carers
- Recording the incident as bullying
- Restorative approaches where appropriate
- Behaviour sanctions
- Individual support plans
- Increased supervision
- Intervention programmes
- Referral to pastoral support
- External agency involvement where required

The school's response will be proportionate to the nature and severity of the behaviour.

Support for Pupils

We believe that effective responses to bullying should support both the child experiencing bullying and the child displaying bullying behaviour.

Support for the Child Experiencing Bullying

This may include:

- A trusted adult check-in
- Emotional wellbeing support
- Nurture provision
- Social skills work
- Safe spaces and trusted adults
- Family engagement
- Ongoing monitoring

Support for the Child Displaying Bullying Behaviour

This may include:

- Exploration of underlying needs
- Behaviour coaching
- Restorative conversations
- Emotional literacy support
- Self-regulation work
- Family meetings
- Individual behaviour targets

The aim is to help pupils understand the impact of their behaviour and make positive changes.

Monitoring and Follow-Up

All bullying incidents will be monitored to ensure that behaviour has stopped and that relationships have improved.

Staff will undertake follow-up reviews, typically:

- After one week
- After two weeks
- After four weeks

Additional reviews may take place where required.

Where bullying continues, further interventions and support will be implemented. This may include pastoral support plans, multi-agency involvement or enhanced behaviour interventions.

Appendix 4: Drugs and Alcohol Policy and Procedures

This policy sets out the academy's approach to drug education and how the academy will respond to drug related incidents within the responsibilities of the academy. This policy has links with the following academy and Trust policies: Behaviour, Safeguarding and Child Protection and Health and Safety.

To whom does the policy apply?

This policy applies to all the following people when they are on the academy premises: pupils, staff, parents/carers and visitors. Breaches of this policy by any of those mentioned will be dealt with by the academy/Trust. This policy also applies to pupils and staff when off-site when staff act in loco parentis, this includes all educational visits.

Although the academy is not responsible for pupils travelling to and from school we will work with parents and / or other agencies should any problems be identified. The academy is responsible for pupils during break and lunchtimes and this policy applies during these times. It also affects the use of academy premises after normal academy hours. Organisers of any after academy events should be made aware of the policy and their responsibility to implement it.

Definition of a drug

For the purpose of this policy the following definition of a drug will apply: "a substance people take to change the way they feel, think or behave."

This broad definition allows for the inclusion of all medication, legal / illegal drugs (including alcohol and tobacco), volatile substances (see also the Trust's Health and Safety Policy) and all over the counter and prescription medicines.

Overall Aims of the Policy

- To provide a framework for effective drug education;
- To provide systems for dealing with drug related incidents within the academy environment;
- To ensure that the academy's drug education programme reflects the aims and values of the academy.

Roles and responsibilities

Headteacher

The Headteacher takes overall responsibility for providing a safe place of work for all staff and pupils and as such takes responsibility for this policy, its implementation, and for liaison with parents/carers, Trust, and appropriate outside agencies in the event of a drug related incident. Pupils who are suspected of being at risk from drugs will be supported and monitored with assistance from relevant agencies such as social workers and police.

PSHE Lead

The PSHE Lead together with the Head Teacher, has a responsibility for supporting other members of staff in the implementation of this policy. The PSHE Lead will provide a lead in the dissemination of information relating to drug education. They are responsible for identifying and providing good quality resources and in-service training. The Headteacher, or in their absence either of the Assistant Headteachers are the first point of contact for advice/support in dealing with a drug-related incident.

Parents and Carers

Parents and carers are encouraged to support the academy's drug education programme. They are responsible for ensuring that guidelines relating to medication in academy are followed.

Parents / carers have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents, and therefore, it will be handled with care and consideration. The Head Teacher will consider if there are any special circumstances which may temper this right. The child protection service may be contacted in the first instance and advice sought (see Safeguarding and Children Protection Policy).

Staff

Drug prevention is a whole academy issue. All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them should they be called upon to deal with a drug related incident. This includes lunchtime supervisors and the site manager and cleaning staff. If they have any queries or training requirements these should be made known to the PSHE Coordinator or to the Head Teacher. The caretaker regularly checks the academy premises – any substances or drug paraphernalia found will be recorded and reported to the Head Teacher and dealt with in accordance with this policy.

Equal Opportunities Statement

Drug education will be provided to all pupils with consideration of any particular needs (see Equal Information).

Drug Education

Aim of Drug and Alcohol Education

The aim of teaching children and young people about alcohol and other drugs is to support them in making informed choices, delaying first substance use and preventing the development of harmful patterns of substance use in adulthood. This can impact upon an individual's quality of life and future aspirations. Effective teaching about alcohol and other drugs through PSHE and science education is one key element of prevention work. However, to achieve its aims, this teaching should be implemented as one aspect of a wider whole-academy approach.

(PSHE Association Evidence Review on Effective drug and alcohol education)

What Drug and Alcohol Education looks like in our academy

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that pupils be taught the facts and risks associated with drug, alcohol and tobacco use.

At our Academy, alongside the statutory requirements, teaching about how to manage social influence, pressure and risk is vital in promoting pupils' ability to navigate the situations in which they may encounter substances. It also contributes to safeguarding, by providing pupils with knowledge, understanding, attributes, skills and strategies to keep themselves healthy and safe. Teaching about drugs and alcohol is integrated within a planned PSHE education curriculum (see PSHE curriculum), where it enhances – and can be enhanced by – teaching in other topic areas. For example, lessons on mental health and emotional wellbeing will include teaching healthy coping mechanisms and the importance of seeking support and help. Drugs and alcohol education is also part of the statutory science curriculum.

Teaching programme, strategies and resources

Drug education is delivered through the PSHE programme by class teachers in whole class or group situations using a broad variety of teaching and learning strategies. It is also taught via one off events such as, assemblies delivered by PCSOs and via the science national curriculum. The PSHE Co-Ordinator / Curriculum Lead will review the drug education provision on an annual basis through discussion with the teachers involved with the delivery of the programme.

Where the teaching and learning includes issues, which may be sensitive staff and pupils will work within clearly understood and applied ground-rules from the PSHE Association Guidance.

Special Educational Needs

Children registered as having Special Educational Needs have the same right to good drug education as any other pupil and will be taught alongside all other pupils. However, teachers must be aware of and respond to their needs in drug education lessons just as in any others.

Children Vulnerable to Substance Misuse

Staff can gain additional support and guidance from Connect Wiltshire Young People's Substance on appropriate resources and educational approaches.

Use of visitors and outside agencies

Visiting facilitators can enhance the delivery of drugs education and some pupils do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher. However, visitors will only be used in the programme if they can offer expertise, an approach or pupil response which cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of drug education. Their contribution should complement the teaching already taking place in the academy.

Dealing with Drug-Related Incidents

This section provides a framework for dealing with incidents surrounding the use, suspicion of use, and finding of drugs and substances. Parents/carers have the right to be informed of any drug-related incident that affects their child. An exception to this is when the child is deemed 'at risk' and the Wiltshire Children's Services has been contacted. In this case, they will decide the course of action.

Staff should be aware that if they a) fail to act in a drug-related incident or b) allow drug use to continue on academy premises, they could contravene the Misuse of Drugs Act 1971. It should be noted that if the preservation of confidence a) enables criminal offences to be committed, or b) results in serious harm to the pupil's health and welfare, criminal proceedings could ensue.

Unauthorised substances

No substances are to be brought into the academy premises unless authorised by the Head Teacher or through the agreed protocol for the use of medicines on the academy premises. This includes alcohol, tobacco (including vapes), volatile substances and medicines. This applies to anybody using the building regardless of age or whether they are staff or pupils of the academy.

Pupils found in violation of this section of the academy policy, on academy premises, will be dealt with in the following way:

- Parents will be contacted by the relevant teacher. Parents' support will be sought in stressing to the pupil how the use of unauthorised substances in academy is a serious breach of academy rules.
- A suitable sanction will be considered. The severity of the sanction will depend upon various factors such as the age of the pupil, the circumstances of the incident, whether it is a pupil's first offence and whether it affected other pupils.
- The substance and associated paraphernalia such as vapes, matches, or lighters found in a pupil's possession in academy will be confiscated. They will be placed in a labelled envelope and kept securely until parents are able to collect them.

What to do in the event of finding a drug/unauthorised substance or suspected illegal substance

1. Take possession of the drug/substance and inform the Head Teacher, or if not available a senior member of staff.
2. In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
3. The package should be signed by the person who discovered it and stored in a secure place.
4. Police should be contacted immediately, and arrangements should be made to hand the package over to them. Staff should not attempt to analyse or taste any found substance. In the event of discovering a hypodermic needle the incident should be recorded, and the following procedure should be followed in order to protect all persons:

EXTREME CARE SHOULD BE TAKEN

1. Do NOT attempt to pick up the needle.
2. Cover the needle with a bucket or other container.
3. If possible, cordon off the area to make it safe.
4. Inform the Head Teacher or senior member of staff or DSL.
5. Contact Environmental Health.

What to do in the event of finding or suspecting a pupil is in possession of a drug

6. Request that the pupil hand over the article(s). Staff can ask pupils to turn out pockets or bags but cannot demand that this happens.
7. Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
8. Pupils should be placed in isolation until the matter has been investigated.
9. Parents should be contacted as quickly as possible.

If a pupil refuses to hand over articles a search may be required – it should be noted that:

- Teachers can search academy property, i.e., cupboards and trays without permission;
- Teachers should not search pupils or personal possessions.

Procedures for dealing with a child suspected to be under the influence of a drug or substance.

Stay calm, place child in a quiet area. Do not leave them unsupervised; seek medical advice from a First Aider. If the child is drowsy or unconscious place them in the recovery position, loosen tight clothing and attempt to establish what the child has taken. Any suspected substances should travel with child if removed for treatment. Vomit should be safely collected where possible and also taken with the child (for analysis).

Procedures for dealing with parents/carers under the influence of drugs on the academy premises

Staff should attempt to maintain a calm atmosphere. If staff are concerned regarding discharging a pupil into the care of a parent/carer attempts should be made to discuss alternative arrangements with the parent/carer, for example requesting another family member to escort the child home. The focus of the staff must be the maintenance of the pupil's safety and welfare, as opposed to the moderation of the parent's behaviour.

Where the behaviour of the parent/carer immediately places the child at risk of significant harm or repeated behaviour places the child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police

The Head Teacher or DSL must complete a drug related incident CPOMS record detailing the nature of the incident and the subsequent action taken by the academy.

When to contact the police

There is no legal obligation for the academy to contact the police when a drug incident or offence has been discovered. Contacting the police is at the Headteacher's discretion. However, the academy has established close liaisons with our local police and any information about illegal sales of drugs including alcohol and tobacco will be reported to them. In the event of a drug-related incident in the academy, the academy would cooperate with the police should they wish to search premises.

In the event of a serious incident the police may request to interview pupil(s). Parent(s)/carer(s) must be notified. They may refuse to give consent or prefer the interview to take place in their own home, in which case the police will make arrangements. Parents/carers may give authority to a responsible adult, e.g., a teacher to be present during the interview.

Dealing with the Media

If there has been a drug-related incident, the Trust will be informed. Advice will be given by the Trust on dealing with enquiries from the media in order to protect the interests of the child and the academy.

Discipline

In normal circumstances parents will be contacted. If the Headteacher assesses that the situation is a child protection issue, then Wiltshire Children's Services will be contacted in the first instance. This academy does not condone drug misuse. However, in deciding an appropriate sanction must consider the interests of the child balanced against the best interests of the whole academy community. Whilst exclusion is a possible sanction (fixed or permanent) it would only be considered as a last resort. A range of responses may also be considered that may include:

- a pastoral support programme;
- referral to an appropriate agency;

- home-academy contract;
- positive behaviour plan;
- alternative provision;
- fixed term exclusion;
- permanent exclusion.

Consideration should be given to:

- the age of the pupil;
- whether one pupil or a group of pupils is involved;
- whether there is evidence of particular peer pressure;
- whether it is the pupil's first offence.