MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.

Document Title	**Behaviour Policy**
Author/Owner (Name and Title)	Executive Director
Version Number	V2
Date Approved	05.09.22
Approved By	CEO

Policy Category	**1**	Trust/Academies to use without amendment
	2	Academy specific appendices
(Please Indicate)	**3**	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V2.0	22/8/22	DJA/DHO	Complete Rewrite in line with July 2022 guidance

1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole Academy approach to maintaining high standards of behaviour that reflect the values of the Academy.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To ensure that all members of the Academy community clearly understand what is expected of them.
- To foster a climate of mutual respect and personal responsibility.
- To set high expectations for the level of behaviour students are asked to display.
- To set clearly understandable hierarchies of rewards and sanctions to encourage positive behaviour.
- Promote, among students, self-discipline and proper regard for authority.
- To ensure that all students 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 headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Mental health and behaviour in schools - 2018 (publishing.service.gov.uk)

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

In addition, this policy is based on:

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

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

3. DEFINITIONS

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

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

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

- Repeated breaches of the Academy rules over a short or longer time period.
- Any form of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour like interfering with clothes.
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items (as listed in 2022 DfE guidance on searching, screening and confiscation). These are:

  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
  - Tobacco and cigarette papers.
  - Fireworks.
  - Pornographic images.
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. BULLYING

Bullying is defined in 'Preventing and Tackling Bullying: Advice for Headteachers 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 occur online and offline, and 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 'Anti-Bullying Policy' which can be found in the policies section of the Academy website.

5. ROLES AND RESPONSIBILITIES

5.1 THE TRUST BOARD

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

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

- Make, and from time-to-time review, a written statement of general principles to guide the Principals in determining measures to promote good behaviour and discipline amongst students.
- Notify the Principal and give him or her related guidance if the Board wants the Trust's Behaviour Policy to include particular measures or address particular issues.
- Before making their statement of principles, consult (in whatever manner they think appropriate) Executive Leaders, Principals, Academy staff, parents/carers and students.
- Notify Executive Leaders and Principals that the following should be covered in the Academy Behaviour Policy.

Notify Executive Leaders and Principals that the following should be covered in the Academy behaviour policy:

- Screening and searching students (including identifying in the Academy rules items which are banned, and which may be searched for).
- The power to use reasonable force or make other physical contact.
- The power to discipline beyond the Academy premises gate.
- Pastoral care for Academy staff accused of misconduct.
- When a multi-agency assessment should be considered for students who display continuous disruptive behaviour.

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

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

5.2 THE LOCAL GOVERNANCE COMMITTEE

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

5.3 EXECUTIVE LEADERS/PRINCIPAL/SENIOR LEADERS

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

- Reviewing this Behaviour Policy.
- Ensuring that the Academy environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the Academy's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of Special Educational Needs and Disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer students both sanctions and support when necessary.
- Ensuring that the data relating to behaviour is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1).

5.4 TEACHERS AND STAFF

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the Behaviour Policy consistently.
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.

- Considering the impact of their own behaviour on the Academy culture and how they can uphold Academy rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the Academy's expectations.

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

5.5 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.

5.6 STUDENTS

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

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

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

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

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

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

6. ACADEMY BEHAVIOUR CURRICULUM

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

We aim to enable students to develop positive behaviour through the consistent explicit promotion of the Academy's Core Learning Characteristics (CLCs) (Primary) or Key Drivers and the Fully Invested Investment for Learning Criteria (Secondary) (See Appendix 1.1 and 1.2). These define the core behaviours and qualities needed for students to thrive as they move through the primary phase into secondary education or their secondary phase of education. These CLCs or Key Drivers and Investment for Learning criteria are promoted through rewards, the curriculum and Academy environment.

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

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

Students are expected to:

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

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

6.1 MOBILE PHONES AND ELECTRONIC DEVICES

Primary

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

Secondary

No student is permitted to use their mobile phone or any electronic device including head/earphones whilst on the premises. If students bring their mobile phone/electronic device with them to the Academy, it must be switched off before they enter the Academy gates. They will not be able to switch them on again until they have left the Academy site.

Academy specific consequences for failure to follow the mobile phone policy, including procedures for confiscation, can be found in appendix 2 of this policy.

The above three paragraphs also apply to 6th form students. However, in addition to this, 6th form students are able to use personal devices in their designated 6th form common room location.

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

7.   RESPONDING TO BEHAVIOUR

7.1 CLASSROOM MANAGEMENT

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

They will:

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

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

7.2 SAFEGUARDING

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

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

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.

7.3 RESPONDING TO GOOD BEHAVIOUR

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

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

See appendix 3 for a full outline of the Academy's approach to rewards.

7.4 RESPONDING TO MISBEHAVIOUR

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

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

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

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

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

The Academy may use one or more of the following sanctions in response to unacceptable behaviour (this list is not exhaustive):

- A verbal reprimand and reminder of the expectations of behaviour.
- Removal of the student from the classroom.
- Expecting work to be completed at home, or at break or lunchtime (Primary Academies only).
- Detention.
- Referring the student to a senior member of staff.
- Letter or phone call home to parents/carers.
- Agreeing a behaviour contract.
- Putting a student 'on report'.
- Suspension.
- Off-site direction.
- Managed move.
- Permanent exclusions, in the most serious of circumstances.

Please see appendix 4 for further details about the Academy's behaviour management system.

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

7.5 REASONABLE FORCE

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

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

Incidents of reasonable force must:

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

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

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.

7.6 SEARCHING, SCREENING AND CONFISCATION

Any prohibited items (listed in section 3 and in the 2022 DfE guidance on searching, screening and confiscation) found in a student's possession will be confiscated. These items will not be returned to the student.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

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

7.7 OFF-SITE MISBEHAVIOUR

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

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

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

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

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

7.8 ONLINE MISBEHAVIOUR

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

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

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

7.9 SUSPECTED CRIMINAL BEHAVIOUR

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

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

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

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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.

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

The Academy's response will be:

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

The Academy has procedures in place to respond to any allegations or concerns regarding a student'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.

7.11 MALICIOUS ALLEGATIONS

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

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

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

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

8. SERIOUS SANCTIONS

8.1 DETENTION

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

The Academy will decide whether it is necessary to inform the student's parents/carers.

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

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

See appendix 4 for further details about detentions.

8.2 REMOVAL FROM THE CLASSROOM

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

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

See appendix 4 for further details about classroom removals and the Academy's behaviour management system.

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

Removal can be used to:

- Restore order if the student is being disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.

- Allow the disruptive student to regain calm in a safe space.

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

The Academy will decide whether it is necessary to inform the student's parents/carers. If a student is removed for a prolonged period (i.e. more than one session), the parent/carer will always be informed.

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

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

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

8.3 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 internal 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 exclusions policy, on the Academy website, for more information.

9. RESPONDING TO MISBEHAVIOUR FROM STUDENTS WITH SEND

9.1 RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR

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

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

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

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

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

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

9.2 ADAPTING SANCTIONS FOR STUDENTS WITH SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the Academy to sanction the student for the behaviour.

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 STUDENT DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents/carers to create the plan and review it on a regular basis.

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

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

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

10. SUPPORTING STUDENTS FOLLOWING A SANCTION

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

This could include measures like:

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

Please see appendix 5 for further details.

11. STUDENT TRANSITION

11.1   INDUCTING INCOMING STUDENTS

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

11.2   PREPARING OUTGOING STUDENTS FOR TRANSITION

Primary

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

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

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

Secondary

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

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

12. TRAINING

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

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

13. MONITORING ARRANGEMENTS

13.1 MONITORING AND EVALUATING ACADEMY BEHAVIOUR

The Academy will collect data on the following:

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

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

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

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

The Academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 MONITORING THIS POLICY

This behaviour policy will be reviewed by Executive Leaders, Principal and Local Governance Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be considered and approved by the CEO.

14. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

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

MALTBYACADEMY

OUR VISION

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

OUR KEY DRIVERS

RESILIENCE
Learn from failures, work through problems and never give up. Be better today than you were yesterday.

ASPIRATION
Aim high and set yourself challenging goals both academically and personally. What does the future hold for you?

COMMUNITY
Accept support and offer it. Give something back to the Academy and the community.

RESPONSIBILITY
Be responsible for your actions, celebrate successes and learn from your failures. Do not make excuses.

CONFIDENCE
Don't be afraid to get things wrong. Believe in yourself and your abilities and step outside your comfort zone.

	Attitude and Effort	Oracy	Homework	Response to Feedback
4. Fully Invested in	• I am always punctual to lessons. • I am always fully equipped for learning. • I have a positive attitude towards my learning, 100% of the time. • I have high aspirations for myself. • I am always resilient in lessons. • I learn from my mistakes; I understand that they are vital in my progress. • I never receive warnings. • I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson.	• I articulate myself confidently. • I actively take on any of the 6 Oracy roles during discussions, debates and when sharing ideas. • I express my opinions and ideas, without needing the sentence stems provided. • I work effectively in a variety of different Oracy groupings. • I apply accurate, subject-specific vocabulary in my contributions. • I always listen carefully to my peers and build on their ideas.	• I take responsibility for my homework and always complete it to a high standard. • I always hand in my homework on time. • If needed, I always seek support, well in advance of the deadline. • I often complete extra work and submit this work for feedback. • I always actively catch up on work that I miss due to authorised absence, so no gaps in my learning appear.	• 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 CTG activities in order to improve. • I always have a resilient attitude when mistakes are made. • I can ask important questions to help improve my work.
3. Engaged in Learning	• I am mostly punctual to lessons. • I am well equipped for learning most of the time. • I have a positive attitude towards my learning, almost all of the time. • I am mostly resilient in lessons. • I rarely receive warnings. • I complete work to a high standard and to the best of my ability.	• I articulate myself with growing confidence. • I take on most of the 6 roles during discussions, debates and when sharing ideas. • I express my opinions and ideas, sometimes without needing the sentence stems provided. • I work in different Oracy groupings. • I apply some subject-specific vocabulary to my contributions. • I mostly listen effectively to my peers and build on their ideas most of the time.	• I take responsibility for my homework and complete it. • I almost always hand in my homework on time, but sometimes need a reminder. • I rarely complete extra work and submit this work for feedback. • If absent from school, I usually catch up, meaning there are sometimes gaps in my learning.	• I often seek support on how to improve. • I am willing to go back and improve my work most of the time, showing some resilience. • I mostly engage with CTG activities in order to improve. • I have a mostly resilient attitude when mistakes are made. • I ask questions to help improve my work.
2. Partially Engaged in Learning	• I am sometimes late to lessons. • I am not always equipped for learning. • I have a positive attitude most of the time. • I am sometimes passive in lessons. • I sometimes receive warnings. • I complete my work, but sometimes it is not to the best of my ability.	• I communicate clearly with my peers, but I am not always confident beyond that. • I take on some of the 6 roles during discussions, debates and when sharing ideas. • I can sometimes explain my opinions and ideas, but I need the sentence stems and need prompting. • I work well in some of the Oracy groupings. • I apply some subject-specific vocabulary to my contributions, but not always. • I sometimes listen effectively to my peers and occasionally attempt to build on their ideas.	• I complete homework most of the time. • I sometimes rush my homework because I am not yet in the habit of working independently. • I do not always hand in my homework on time and often need a reminder.	• I sometimes seek support, but I do not always make a quick start. • I sometimes need encouragement to go back and improve my work. • I sometimes engage with CTG activities in order to improve. • I do not always make the effort to avoid repeating mistakes and misconceptions. • I ask occasional questions about how to improve my work.
1. Disengaged from	• I am rarely on time to lessons. • I am rarely equipped for learning. • I sometimes have a positive attitude towards my learning, but at times it is negative. • I am passive in lessons. • I often receive warnings, which sometimes results in removals. • I do not always complete work to the best of my ability.	• I sometimes communicate with my peers. • I do not take on any of the Oracy roles or participate in discussion. • I occasionally share opinions and ideas, when prompted, and I am working on justifying my ideas. • I cannot yet work in the Oracy groupings. • I cannot yet apply subject-specific vocabulary to my contributions. • I do not always listen carefully to my peers, consequently, I miss opportunities to build on their ideas.	• I am not yet in the habit of completing homework. • I do not ask for any help and support.	• I never seek support about how to improve. • I find it difficult to go back and improve my work. • I do not engage with CTG 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 ask any questions to help improve my work.

17. APPENDIX 2 – FAILURE TO FOLLOW MOBILE PHONE POLICY

Any digital or electronic device that can be used for games, photography, music or recording images are brought at owner's risk and should be kept in the students' bag. They should NOT be seen or heard on Academy premises at any time.

No mobile phone, ear phones/air pods or electronic devices should be visible, switched on or used during the Academy day. If seen, they will be confiscated and behaviour points will be issued. The first instance will result in the student being able to collect this at the end of the day, after this the mobile phone will only be returned to a parent/carer.

18. APPENDIX 3 – REWARD SYSTEM

Students at Maltby Academy are allocated achievement points based around the five key drivers. They can also receive negative points for failing to meet the expectations set out in this policy. Each half term, students NET points (Positive – Negative) determines whether they will be invited to the Academy's rewards day. If they are successful they are allocated either:

- Golden Ticket.
- Silver Ticket.

These are an invitation to a set reward that will take place in the school day over a set period of time.

Other rewards include:

- Maltby Stars. Students will also be invited to a rewards event, along with parents/carers, when they complete a set range of tasks that are stipulated through the 'Maltby Stars' element of their planners.
- Attendance Rewards:

        - Half termly rewards for 100%.
        - Weekly rewards for 100%.

Once a lesson has commenced, if a student at Maltby Academy does not comply with behaviour expectations, they will be issued with a warning. Their name will be placed on the warnings board and allocated a tick. If they get four ticks, the student will be removed from the classroom and taken to the 'Park room', where they will complete their work away from the rest of the class and they will then complete a 15 minute detention at the end of the lesson.

- P1 Over break.
- P2 Over lunch.
- P3 15 minutes at the end of the day.

However, a students may be removed immediately if the member of staff warrants that behaviour is too extreme to remain in the classroom.

If a student receives four warnings in the 'Park' room, they will be removed into Internal Exclusion (IE), where they will remain until the end of the day. Students that fail IE, will either be excluded or isolated at another school.

Where a student is late to school or has persistently broken the uniform code, they will receive a 30 minute detention that evening.

If a student fails to attend the detention with no valid reason, this will result in the sanction being escalated.

20. APPENDIX 5 – ACADEMY REINTEGRATION AND SUPPORT FOLLOWING SANCTIONS

Following a suspension, the student alongside their parent/carer will meet with senior leaders and pastoral staff at Maltby Academy. This meeting will give staff the opportunity to reflect on the incident with the student and parents/carer. This meeting will:

- Be recorded on official suspension paperwork.
- Have three SMART targets for the students to help secure an improvement in their behaviour.
- Be agreed to by staff, student and parent/carer through the signing of the official suspension paperwork.

Where needed restoratives will also take place between the student and member of staff, or their student peer.