

Positive Relationships and Behaviour for Learning Policy 2025/2026

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Introduction

At Creative Education Trust, we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all.

As a family of schools, all of our academies share a common purpose: to make a difference every day to the lives of the young people and communities that we serve. However, all of our academies also have their own unique identity, which we deliberately foster. For this reason, this policy should be read in conjunction with each school or academy's individual approach to Promoting Positive Relationships and Behaviour for Learning, which is included in the appendices (Appendix 2-5) at the back of this documentation.

This policy is based on legislation and advice from the Department for Education (DfE), which is clearly referenced at appropriate points within this documentation. In particular, the trust acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding¹ and in respect of pupils with special educational needs (SEND)². The trust believes that pupils with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.

Relationship to Other Trust Policies

- Anti-bullying
- Suspensions and Permanent Exclusion
- SEND
- Attendance
- Child Protection and Safeguarding
- Teaching, Learning and Curriculum
- Equality, Diversion and Inclusion
- Relationships and Sex Education

¹ [Keeping children safe in education 2024](#)

² [SEND Code of Practice January 2015.pdf](#)

Principles and Purpose

Creative Education Trust's approach to behaviour for learning is centred around building the relationships that promote positive behaviour and learning.

Using the principles of Therapeutic Thinking³ as a framework, our academies are developing whole establishment approaches that foster positive relationships, thus creating a calm, safe and supportive environment, free from disruption, in which our children and young people can thrive, both in and out of the classroom, and reach their full potential.

This approach complements our trust ethos and supports our shared trust values of **Ambition, Equity and Opportunity**:

Positive Relationships and Behaviour for Learning Policy – Our Values in Action		
Ambition	Equity	Opportunity
<p>We have unapologetically high expectations – our pupils deserve this.</p> <p>As a result, we expect all of our pupils to:</p> <ul style="list-style-type: none">- Have positive attitudes and demonstrate a commitment to their education and school.- Behave with consistently high levels of respect and regard for all members of our learning community.- Be polite and have good manners- Wear their uniform smartly and with pride.	<p>We have clear rules, routines and systems, to ensure good relationships and behaviour, so that all our pupils can learn safely and disruption-free.</p> <p>However, we realise that positive relationships and behaviour needs to be explicitly taught, and that some of our pupils will need more support to reach that standard than others.</p>	<p>We expect our teachers to deliver an effective curriculum during lessons, employing appropriate pedagogy that is inclusive, whilst maintaining high expectations.</p> <p>This is so that our pupils can develop their knowledge and understanding, and be able to apply it when they leave school, wherever they work or study.</p>

³ [Therapeutic Thinking](#)

Roles and Responsibilities

All members of the CET family have a responsibility for promoting and maintaining positive relationships and behaviour in our schools and academies.

Our specific roles are outlined as follows:

Trustees/Education Directors

Our trustees, in consultation with the central team of Education Directors, set our vision, values and strategic direction. This is usually via agreed trust wide policies, including this Promoting Positive Relationships and Behaviour for Learning policy. They review these regularly to ensure that our pupils receive the best possible provision.

CET's Education Directors provide support and challenge to school staff ensure that the trust's policies are embedded, and that the quality of relationships and behaviour is regularly and effectively monitored.

Headteachers/Principals and Senior Leaders

The Headteacher or Principal, and other senior leaders, are responsible for developing and maintaining a positive learning community that embeds the values of the trust. In practice this means:

- Ensuring that there are clear policies for routines, rewards and consequences that promote positive relationships and behaviour, including good attendance, both during lessons and at other times
- Providing induction, ongoing training and, if required, further support for all staff and pupils, which makes known the routines, rewards and consequences and which helps to ensure that they are always fairly applied
- Ensuring that the policy promotes equality for all pupils and addresses individual needs. Where there are underlying causal factors for unacceptable behaviour, the headteacher or principal, supported by senior leaders, are ultimately responsible for ensuring that these are considered when deciding which actions to take in response.
- Supporting the practical day-to-day aspects of the policy's implementation by: being visible; responding to and investigating serious instances of unacceptable behaviour; ensuring all relevant information about individual pupils is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.

- Ensuring that suspensions and permanent exclusions are issued in a manner that is compliant with the relevant statutory guidance and as a 'last resort', and that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.
- Making all staff aware of the statutory guidance contained or alluded to within the relevant sections of Keeping Children Safe in Education, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse, sexual harassment, sexual violence, or when pupils report bullying
- Scrutinising and reporting, using the agreed processes, data in relation to routines, rewards and consequences to ensure that they remain effective. This includes keeping written records of all significant behaviour and safeguarding incidents, using the trust's MIS system and CPOMS, as well as ensuring that individuals and groups are closely monitored to allow for early intervention, and reviewing the support provided to individual pupils and the impact of this
- Prioritising the explicit teaching to pupils about the school's behaviour routines, rewards and consequences, including the rationale for each, and providing a relevant PSHE programme.

Staff

Staff will model leadership and act as positive ambassadors of the school and the trust, acting, at all times, in line with this and other policies through their professional behaviour and conduct. In practice this means that all staff will ensure that they are:

- Modelling the behaviours that they wish to see, engaging with pupils in a polite, calm and respectful manner
- Encouraging the development of social, emotional and behavioural skills by highlighting and promoting positive behaviour
- Always doing their best to 'de-escalate' situations when a pupil behaves in an unacceptable manner, both inside and outside of the classroom, by applying this policy fairly and attempting to repair relationships with a pupil before their next lesson
- Seek to understand any underlying issue, including SEND, or contextual challenges that may help explain – if not excuse – unacceptable behaviour
- Ensuring that pupils have 'thinking time' in between warnings so that they have a chance to adjust their behaviour
- Helping pupils to understand the reasons for any consequences they are given – either at the time they are given or afterwards
- Reporting, using the agreed processes, any safeguarding, wellbeing and/or relationship and behaviour concerns.

Additionally, all staff will endeavour to develop positive relationships with pupils which, according to role, may include:

- Greeting pupils in the morning/at the start of lessons and, if appropriate, undertaking supervisory or other 'duties'
- Establishing clear routines and communicating expectations of behaviour
- Preparing lessons that ensure all pupils can access the curriculum appropriately.
- Responding to – and, where possible – minimising the likelihood of - low-level disruption, in line with the school's policies and procedures. For example, getting to know pupils well, developing an understanding of potential 'triggers' for any unhelpful behaviour and using this knowledge to plan the best ways to support individuals to better manage their behaviour
- Providing support programmes for identified individuals so that they learn how to better manage their behaviour
- Communicating with parents regarding concerns and, where appropriate, providing or signposting advice and/or support for families.

Pupils

Pupils are ambassadors of our schools even when off site. They are expected to follow the school's behaviour rules and routines; to listen to and follow instructions by staff, and accept and learn from any consequences that they receive. This extends to any arrangements put in place to support them in forming positive relations and improving their behaviour for learning.

Parents

Parents play a big part in ensuring that their children are successful at school. Sending their child to the school implies an acceptance of, and support for, the school's policies by parents, including the Positive Relationships and Behaviour for Learning Policy. Parents should inform leaders about any known or potential special educational needs, or personal issues, that may result in their child displaying unacceptable behaviour. Parents may be asked to attend meetings with staff to discuss their child's behaviour, including after a suspension at the point at which their child is re-admitted to school.

Policy Detail

Our Core Expectations

In line with our shared values and ethos, all CET schools consistently promote both our high expectations, and any necessary support, to ensure that all pupils have the best opportunity to thrive both in and out of the classroom.

As a result, all CET schools will prioritise:

1. Agreeing a shared set of values that communicate expectations for relationships and behaviour, and which help all members of the learning community understand how they can work and succeed together
2. Having clear and simple routines, rewards and consequences which link directly to the school or academy's values, and which foster high standards of behaviour and a calm and safe environment
3. Providing training and support to staff on managing behaviour through the continuing professional development cycle
4. Considering poor behaviour in relation to SEND and other relevant circumstances, making reasonable adjustments to these policies, where appropriate, to ensure that the Positive Relationships and Behaviour for Learning policy is always applied fairly.
5. Regularly and deliberately teaching pupils about both acceptable and unacceptable behaviours, in society at large, as well as at school
6. Planning a well sequenced curriculum with a view to ensuring that pupils are always engaged in purposeful learning.

Routines and Consequences

All of our staff and pupils have a right to work in a school where they can learn and are treated with courtesy and respect. Likewise, expectations and boundaries are necessary and normal part of our society. They support emotional, psychological, and physical safety, as well as providing points of reference for what we expect of ourselves and each other.

For this reason, a cornerstone of all of our schools and academies' behaviour for learning processes is a system of agreed routines, during both lesson times and social times, and consequences or ways of dealing with unacceptable behaviours.

In line with the trust values, and in response to our commitment to Therapeutic Thinking, our 'consequences' are not designed to be punitive but are either:

- Developmental and restorative, helping the pupil to understand the impact of their behaviour, or
- Protective, preventing the pupil from behaving in these ways until they receive the support they need to help them to make better decisions.

Staff can apply agreed consequences to pupils at any time that the pupil is in school, or when out of school if:

- The pupil is taking part in an activity organized by the school or trust
- The pupil is travelling to and from the school
- The pupil is wearing school uniform
- The pupil is in some way identifiable as a member of the school
- The actions of the pupil could have repercussions for the orderly running and/or reputation of the school
- The pupil could, on the balance of probability, be a threat to a member of the school community.

Rewards

The positive reinforcement of good relationships and behaviour is a powerful tool for establishing a strong learning community. For this reason, all our schools detail the rewards pupils can receive, and how these link to the school values (see appendix). They may include, but are not limited to:

- Verbal and written praise
- Points systems
- Letters or phone calls home
- Special responsibilities/privileges, especially where the position actively supports the creation of a positive learning community, as well as the personal development of the young person concerned
- Celebration events, including, but not limited to reward trips, assemblies and presentation evenings.

Detentions

These may be set before, during or after school, on any school day or Staff Training (INSET) Day. If pupils are detained during the lunch break, they will still be given reasonable time to eat, drink and use the toilet. Please note that parental consent is not required for a detention to take place, although staff will always endeavour to give notice on the day or day before the detention.

Where appropriate, staff will also always take into consideration any special needs a pupil may have, that may, for example, impact on their ability to travel home safely after serving a detention.

Removal from the classroom

Some of our schools and academies use a removal system in response to serious or persistent breaches of this policy during lesson times. This offers pupils important 'time-out', and also allows other pupils the opportunity to learn without disruption.

Staff will seek to minimise the amount of time that the pupil who has been removed from a lesson spends outside of the classroom. Wherever it is considered likely that the pupil can be re-integrated into the lesson after a brief conversation, then staff will seek to do this. Otherwise, staff will try to re-integrate the pupil back in to a subsequent lesson later on during the day. Brief periods of time

educated outside of the classroom may be considered to be a supportive intervention rather than a 'punishment.' Where this intervention is not effective – or where the initial unacceptable behaviour was particularly serious or repeated – a pupil may be required to serve an internal exclusion, as an alternative to an external suspension from school. This may start, and end, at a time later than the normal school day.

Pupils who are removed from lessons will usually continue to follow the normal curriculum. If this is not possible, they will be provided with appropriate work for their age and ability. In addition to completing work during the period of removal, pupils will also be supported with their behaviour, by being helped to consider how they can behave differently in the future. Sometimes, staff may consider that this behaviour support work must take priority over curriculum learning. Where this is the case, arrangements will be made to ensure that the pupil can catch the missed learning up before they return to their normal lessons.

Parents, carers and guardians will be informed of the removal on the same day.

Details about how removal systems, if appropriate, work in this school are set out in the appendix to this policy.

Suspensions and Permanent Exclusions⁴

All children and young people have a right to an education and to be protected from a life of underachievement and social exclusion⁵. This does not, however, mean that our schools and can always avoid excluding a pupil or placing them in a specialist educational setting. Used in the right way, a suspension or exclusion can be followed by actions that are restorative or interventions that help the pupil avoid carrying out the unacceptable behaviours again.

This said, suspensions and permanent exclusions will only be used as a last resort. Staff actively seek to prevent suspensions through proactive approaches to relationships and behaviour, including through the use of systems and procedures to identify and support pupils whose behaviour is causing serious concern. A range of possible strategies, including off-site directions, 'managed moves' and the use of alternative provision, that staff might use to support pupils are outlined in the appendix to this policy.

Where a fixed term suspension or permanent exclusion is being considered, the headteacher or principal will ensure that there is a full investigation, which will include:

1. Evidence being collected (from pupils involved, other witnesses, staff and CCTV etc.).
2. The SEND team being consulted about any recognised SEND that may have caused/contributed to the behaviour
3. The pastoral/safeguarding team being consulted about any known issues that may be affecting the pupil, as well as the level of support that has been provided

Only when all of the above steps have been taken, and the information provided has been reviewed in line with the relevant statutory guidance, will the headteacher or principal decide what action will be taken. Typically, pupils who engage in persistent disruptive behaviour will be internally excluded rather than externally suspended. When the headteacher or principal decides to issue an external suspension instead, they will explain the rationale for this in their letter to parents, as well as any behaviour support previously provided to the pupil.

⁴ [Suspension and permanent exclusion guidance](#)

⁵ Article 48, UN Convention on the Rights of the Child (CRC)

Suspensions and exclusion will never be used for poor academic performance, lateness or truancy, a breach of the uniform rules, or the behaviour of the pupil's parents, carers or guardians.

On returning from suspension, the pupil and their parents will attend a reintegration meeting. This will include a focus on the support staff will provide the pupil to correct their behaviour, and how this support, and its impact, will be monitored. For details of the different kinds of support that may be available, please see the appendix to this policy.

Should a pupil serve three suspensions, in any given term, or more than three during any given academic year, the pupil and their parents will be invited to a meeting of relevant professionals, to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward.

Where a pupil has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the pupil and their parents to such a meeting to see what can be done to support the pupil. Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

For more detailed information regarding exclusions, please see the trust Suspension and Permanent Exclusion Policy.

Adapting consequences for pupils with SEND

Any consequences given will always be in line with this policy. They will also be fair, reasonable, proportionate and in accordance with the Equalities Act, 2010. As part of this, staff recognise that pupils' behaviour may be impacted by a special educational need and/or a disability (SEND).

This means that staff will try to anticipate, as far as possible, all likely triggers of misbehaviour and, where appropriate, put in place support plans for identified pupils to prevent issues from occurring. Where necessary, support and advice will be sought from relevant external agencies, including the Local Authority, and we will always work with the child or young person's family to create a plan⁶.

Plans might include specific strategies, such as rewards, visual cues, interventions or calm-down areas, where pupils can go to regain control of their emotions. These plans will be shared with teachers so that they know how to support individual pupils in their learning and behaviour. Staff will regularly review these plans, working collaboratively with the pupil and their parents, to ensure they remain appropriate.

When incidents of unacceptable behaviour arise, staff will also consider them in relation to a pupil's SEND and the consequence system may be adapted to cater to the specific needs of that pupil.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis by senior staff; not every incident of misbehaviour will be connected to an additional and/or unmet need.

When considering a behavioural sanction for a pupil with SEND, staff will take into account the following three things:

1. Whether the pupil was able to understand the agreed expectation or instruction
2. Whether the pupil was unable to act differently at the time as a result of their SEND
3. Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, senior staff at the school or academy will then assess if it is appropriate to use a consequence at all, and, if so, whether any reasonable adjustments need to be made.

What are 'reasonable adjustments'?

Any variations to our policies will always take into account the specific circumstances and requirements of the pupil concerned. In practice, however, this means:

1. Modifying the consequence, for example internal exclusion with the SEND team, as opposed to mainstream internal exclusion or external suspension, to provide a more appropriate work environment, to support with school work and/or to create a more familiar structure to the working day, for example
2. Pausing the usual behaviour processes whilst the pupil completes interventions or coaching to build confidence/understanding of the expected behaviours.

It should be noted, however, that, whilst staff will always consider the impact that their actions will have on the pupil with SEND, they also need to consider the safety and well-being of all other members of the school community. Learning community as a whole.

For this reason, staff will work with relevant external agencies, including the local authority, when they identify a pupil who is at risk of suspension/nearing the threshold for permanent exclusion, to identify any further support that could be put in place.

Should a pupil in receipt of an Education Health Care Plan (EHCP) be at risk of permanent exclusion, then an Emergency Review of that plan will be called at the earliest opportunity.

Uniform

Effective teaching and learning starts with a smart and tidy appearance as it helps to instill discipline and pride, reducing the risk of distraction in lessons. The uniform expectations, and support available to families, is outlined in the appendix to this policy.

Individual academy uniforms should be worn by all pupils. Prohibited items can be confiscated. Likewise, pupils may be lent correct uniform or placed in isolation with appropriate work until uniform issues are resolved.

Mobile phones

Mobile phones are part of everyday life, However, allowing access to mobile phones in the school day gives rise to a number of risks, including disruption and serious bullying and abuse.

Headteachers and Principals have discretion as to whether, and in what circumstances, mobile phones and other devices can be used during the school day. This can include restricting or prohibiting mobile phones. The school's approach to mobile phones is set out within the appendix to this policy.

Visiting the toilet during lessons

Pupils are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a pupil to visit the toilet during lesson times, the pupil may be asked to leave their switched-off mobile device in a tray on the teacher's desk. The pupil will be able to collect their mobile device immediately on return to the classroom. This is to minimise the ability of pupils to use their mobile phones in an unsupervised manner, which can represent a safeguarding risk.

Social media/unacceptable online behaviour

The misuse of social media, or the undertaking of unacceptable on-line behaviour in general, may fall under the remit of this policy in the following circumstances:

1. Damage is caused to the reputation of one or more members of the school community, or to the school as a whole
2. Use that may harass, bully or discriminate
3. The posting of demonstrably false or misleading statements.

In accordance with DfE guidance, online safety is a core feature of our PSHE curriculum and age-appropriate internet filtering is used within school.

Physical Restraint⁷

Staff have a legal power to use physical restraint – sometimes known as 'positive handling or 'reasonable force' - where necessary, including to:

- Prevent a child from causing disorder
- Prevent a child hurting themselves or others
- Prevent a child damaging property and committing an offence

The trust's Physical Restraint Policy sets out our approach. Incidents of physical restraint will always be used as a last resort when all appropriate de-escalation techniques have failed and will be applied using the minimum amount of force and for the shortest amount of time possible. It will

⁷ [DfE advice template](#)

never be used as a punishment. All incidents of reasonable force will be recorded and reported to parents.

When considering using physical restraint, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Wherever possible physical restraint will be carried out by trained staff who are competent in the use of a recognised behaviour management system.

Where it is known that a pupil's behaviour could present a significant risk of injury to themselves, other people, or property, staff will complete a risk assessment and determine if the pupil requires a positive handling plan to be put in place.

These plans will be developed in the pupil's best interests and agreed by the parents and the child concerned wherever possible. They will be reviewed regularly with any support plans and/or if the needs of the pupil change.

Drugs

The school operates a robust approach on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all schools and to school related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the school will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Searching and Confiscation⁸

Searching, screening and confiscation will be conducted in line with the DfE's latest guidance. Although this list should not be treated as exhaustive, banned items include:

⁸ [Searching, Screening and Confiscation](#)

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or to damage to property
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

As long as it is reasonable in the circumstances, staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item. If a prohibited item is confiscated (including clothing and/or jewellery), and presuming it does not need to be retained, as per DfE guidance, it can only be collected by a parent. Staff cannot look after items for pupils and individual schools cannot be held responsible for lost or stolen articles. We therefore strongly encourage pupils not to bring valuable or banned items into school.

In the interests of the health, wellbeing and safety of our community, all pupils will have relevant PSHE education on issues such as drugs and alcohol. Any pupil found to be involved in a banned item incident, including on the way to and from school, will face appropriate consequences under this policy. Such incidents, except in exceptional circumstances, could lead to suspension and, under some circumstances, a permanent exclusion.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

Police searches/questioning and the requirement for an appropriate adult to be present

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned⁹ before being questioned about an offence¹⁰, or asked further questions if the answers they give provide the

⁹ The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

¹⁰ A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in

grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the statutory guidance - [PACE Code C 2019](#).

Suspected Criminal Behaviour, including Harmful Sexual Behaviours

If criminal activity is suspected, a report to the police will be made. The DSL will make a tandem report to children's social care and/or the LADO, if appropriate. All investigations, decisions, actions and rationale behind decisions and actions will be recorded on CPOMs.

Malicious Allegations

Where a pupil makes an allegation against a member of a school or academy community, including staff, and that allegation is shown to have been malicious, the individual school or academy, in consultation with the LADO, if appropriate, will consider what consequence is appropriate.

Other

Details of our trust's approach to preventing and addressing bullying and our expectations regarding attendance and punctuality are set out in our Anti-bullying and Attendance policies.

Monitoring and Evaluation

The policy will be reviewed annually and reported to the Education Standards Committee, or in the following circumstances:

- Changes in legislation and / or government guidance.
- As a result of any other significant change or event.
- In the event that the policy is determined to no longer be effective.

furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

If there are urgent concerns these should be raised with the relevant school in the first instance. Minor changes to individual academy procedures (Appendix 2-4) can be agreed within the year by the Chair of the Academy Improvement Board. Parents will be informed in the usual ways i.e. via letter/the school's website etc.

The Academy Improvement Board, as well as the Trust Board, in consultation with the Trust Executive, regularly reviews key behaviour data with a view to evaluating this policy and identifying and addressing any issues at the earliest opportunity.

As part of the wider trust "voice" activities, stakeholders including staff, parents and pupils will be regularly consulted regarding this and other policies.

AMBITION – EQUITY - OPPORTUNITY			
Purpose	Policy Checklist	Relevant Guidance	Equality Diversity and Inclusion
To foster positive relationships, high standards of behaviour, and a calm and safe environment, within which all members of our community can thrive and reach their full potential.	<ul style="list-style-type: none"> - Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour. - Having a clear and simple Rewards, Routines and Consequence policy. - Providing training and support to staff on managing relationships and fostering positive behaviour. - Planning, implementing and reviewing pastoral intervention packages, in-line with need. - Planning a strong curriculum, including explicitly teaching pupils about positive relationships and behaviour. 	<p>Behaviour In Schools – Advice for Headteachers and school staff (February 2024) Behaviour in schools - advice for headteachers and school staff</p> <p>Suspension and Permanent Exclusion Guidance (August 2024) Suspension and permanent exclusion guidance</p> <p>Searching, Screening and Confiscation – Advice for Schools (July 2022) Searching, Screening and Confiscation</p> <p>Use of Reasonable Force in Schools (July 2013) DfE advice template</p> <p>Keeping Children Safe in Education 2024 Keeping children safe in education 2024</p>	<p>The trust believes that pupils with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.</p> <p>This means making reasonable adjustments to this policy, where appropriate.</p>

Appendix 2 – Positive Relationships and Behaviour for Learning Milton Keynes Academy



Behaviour and Rewards Policy 2025-2026

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The Milton Keynes Academy:

Our mission is a relentless drive to empower everyone to take control of their future.

We inspire each other to:

Dream with high aspirations.

Believe we can achieve through respectful, responsible, and resilient learning.

Succeed and achieve the highest quality outcomes regardless of the starting point.

We are committed to developing everyone at the Academy and wider community through our values:

Respect - We listen to others and their ideas, together creating an environment that champions high quality learning, academic success and understanding of each other.

Responsibility - We take ownership for our actions and choices, through self-regulation, to become leaders of our Academy and wider community.

Resilience - We do not give up. Challenges are embraced, we thrive in developing skills and knowledge to overcome our learning barriers.

Aspiration - We dream big, for ourselves and each other; we will achieve our potential.

Equality - We are proud to be diverse. Our differences make us stronger; we celebrate them.

Our values ensure excellent academic achievement, providing the master key to access future destinations, lifelong learning and make our communities better places.

Behaviour Mission Statement

The Milton Keynes Academy will provide a positive, calm, focused and purposeful learning environment. Behaviour will always be respectful and considerate. Exemplary standards will be established through consistency of expectations and explicit teaching of expected conduct and key learning dispositions. Students will behave according to our values.

Exemplary standards of behaviour will be at the heart of our school, providing a positive, calm, focused and purposeful environment. This will allow students to learn, act according to our values and develop the character and behaviours that will enable them to fulfil their potential and play a full role in society. The school will be calm and well ordered. All transitions will be managed carefully to ensure that students arrive calmly, focused, and ready to learn. The routines will be completely consistent across every member of staff and implemented in a clear and kind, respectful and nurturing manner.

Many of our classroom routines will be communicated with non-verbal signals, meaning teacher talk can remain focused on learning. Students will be taught self-regulation of behaviour. We will explain our expectations very clearly, why they are important and then we will expect all students to meet expectations. Students will understand how the routines will help to create an excellent school and provide a safe, inclusive environment for all students, allowing them to thrive. They will also understand how the development of their self-discipline, alongside living according to values and character development will help them in the future. The school's behaviour systems reflect the school's values and are designed to positively reinforce good conduct through praise and reward, as well as to support students to reflect upon and learn from their mistakes and develop their ability to make good decisions.

Alongside these attributes, students will develop Lead Learner Characteristics. These are learning habits that allow students to make the most of the excellent teaching they will receive at The Milton Keynes Academy and will enable them to engage in study at the highest level. They will be able to organise themselves, take notes, listen, discuss, and debate, conduct research, give presentations, manage extended projects, and write at length. We will equip them with the knowledge, skills, self-awareness, high expectations, confidence, and other personal qualities to thrive in their studies, careers, and lives. Our students will take responsibility to shape their own futures.

Aims of our behaviour policy

- Students will become self-regulated learners to identify why behaving in a particular way will be advantageous to their learning and outcomes.
- Ensure The Milton Keynes Academy is a calm and orderly environment for staff, students, and visitors.
- The Milton Keynes Academy students display respect for their community as well as staff and peers.
- To encourage a positive approach to behaviour by demonstrating the behaviours we desire from our students and using praise and reward for good behaviour.
- To ensure that where behaviour falls short of accepted standards, procedures are followed, and sanctions are applied, fairly and consistently.
- The Milton Keynes Academy values and ethos will be fostered through our rewards system.

The Milton Keynes Academy student code of conduct

All of The Milton Keynes Academy students will:

- Wear their uniform with pride.
- Be prepared for learning and have all their equipment, every lesson, and every day.
- Communicate politely and respectfully to each other, staff, members of the local community and visitors to the school.
- Make sensible choices and avoid risky behaviour, including appropriate use of social media.
- Live the school values of Respect, Responsibility, Aspiration, Resilience and Equality.

Our student code of conduct outlines our expectations for our students:

- In the community of The Milton Keynes Academy
- In lessons
- In the local and wider community

In the community of The Milton Keynes Academy, I will:

- Listen to members of staff and follow instructions politely and calmly, the first time I am asked
- Be courteous and polite to all staff, visitors, and fellow students I encounter and treat all people as I would wish to be treated myself
- Go straight to lessons, holding doors open for others on the way
- Walk sensibly (quietly), keeping to the left, without running or causing a disturbance
- Respect other people's privacy and family life so they are not offended by what I say or do
- Never insult, undermine, or use abusive language towards a member of staff, visitor, or other student, be it in person or via social media
- Never engage in physical contact (do not rush, fight, play-fight or engage in any other form of physically inappropriate behaviour at any time)
- Never touch other people's property without their clear permission and always treat other people's belongings with respect

In lessons to help me achieve, I will:

- Stay focused and on-task at all times
- Try my hardest, and not look for shortcuts
- Arrive within 4 minutes and be ready to learn
- Greet the teacher at the door.
- Enter the classroom quietly and take my seat
- Place my books, pencil case and any necessary resources on the desk
- Write and underline the title, date
- Complete the 'Do Now'
- Be silent during the 'Do Now' and register
- Follow all instructions from my teacher first time and without question
- Be an active learner and participate fully in all activities
- Respect other people's responses and questions and learn from them by active listening
- Drink water when necessary
- Make sure I catch up with my learning when I am absent from school or behind in my work

To take pride in the school's surroundings I will:

Help keep teaching rooms pleasant, clean and tidy for myself, and others to work in, by:

- Shutting down PCs and any electrical items and not leave them on standby
- Never, ever drop litter and always pick up litter when I see it
- Never, ever indulge in graffiti
- Remember that energy drinks & chewing gum are banned from The Milton Keynes Academy

Because I am an ambassador for The Milton Keynes Academy both inside and outside of school, I will...

- Dress smartly in the correct school uniform at all times (including to and from school)
- Ensure I am in a supervised area if staying on site after the school day, e.g. library or club
- Leave the school and go straight home to change from my uniform

- Never cycle on the school site
- Be away from the immediate area of the school and either home or on my way home within 20 minutes of the school day finishing
- Never congregate in a large group (no more than 6 students)
- Display common courtesy to all in our local community
- Be sensitive to members of the public we share our community with, on the local streets, in shops, on buses etc. and never shout or behave in a way that is anti- social to others
- Always offer my seat on the bus to an older person/parent with young children
- Always wait my turn when in a queue for transport

The school may reprimand a student as they see appropriate for incidents which occur off site and after school hours whether in uniform or not.

As a student of The Milton Keynes Academy, I understand that there will be rewards if I follow the code of conduct and consequences if I do not. I understand that all my actions should reinforce my commitment to our values of:



At The Milton Keynes Academy our aim is to:

‘Ensure students go on to the education employment or training of their choice’.

Routines and expectations

The following routines and expectations apply to all students and will be rigorously and consistently upheld:

1. Before arriving at school all students will:

- a. Eat breakfast or access breakfast at school
- b. Make sure that all homework is complete
- c. Pack their school bag with the following items:

1 x pencil case to include:

- 2 x black or blue pens
- 2 x red pens (peer marking)
- 2 x green pens (self-marking)
- 2 x highlighter pens
- 2 x sharpened pencils
- 1 x rubber
- 1 x 6-inch ruler
- 1 x calculator
- **1 x reading book**

- d. Be in full uniform and smartly presented (see uniform section)
- e. Have an appropriate haircut, no extreme designs (including unnatural colours, moderate dyed red is only acceptable additional colour)
- f. Expect to be sent to Reset or sanctioned if they are not wearing the correct uniform or not equipped for lessons
- g. Not have any fizzy drinks or chewing gum, as these are banned from the school

2. On arrival at Milton Keynes Academy all students will:

- a. Arrive from 08:20am and 08:10am on a Friday
- b. Smile and greet each other on the gate and in corridors
- c. Turn off and put away headphones and mobile phones before entering
- d. Arrive by 08:35am as the back gate will close
- e. To arrive at tutor rooms by 08:40am

3. Walking around school and moving to/from lessons:

- a. Students walk directly to Registration calmly and safely on sounding of bell and Bodet. If students are completing a line-up they should walk silently and in single file led by the form tutor directly to form room.
- b. For lesson changeover, walk calmly and follow the one-way system
- c. Go straight to lessons and arrive when Bodet music ends/falls silent
- d. Students may get water or go to the toilet during lesson transition without being late to the next lesson.
- e. Always hold doors open for others
- f. If you arrive after 4 minutes of the lesson starting, you will be recorded as late and have a 30-minute detention
- g. Arrival after 8 minutes without a note of explanation will result in Reset for truancy. Pastoral staff will investigate the reason for lateness and ensure the student is returned to lesson promptly if reason was justified and unavoidable

4. All students will follow the same routines for entering the classroom:

- a. Ensure you reach your next class within 4 minutes.
- b. Greet the teacher at the door.
- c. Enter the classroom in silence and take your seat.
- d. Place your books, pencil case and necessary resources on the desk.

- e. Write and underline the title, date.
- f. Complete the 'Do Now' task.
- g. Remain silent during the 'Do Now' and register.

5. During a lesson all students will:

- a. Put their hand up and wait for permission before asking or answering a question.
- b. Always speak in full sentences (no slang terms to be used)
- c. Be an active listener and respond to 3,2,1 annotated Track to ensure they pay attention to the teacher avoiding disruption, lost learning time and sanctions.
- d. Celebrate the successes of others in an appropriate way.
- e. Take risks and try their very best to make progress.
- f. See mistakes as steps on the road to understanding.
- g. Help maintain a supportive culture based on respect and teamwork.
- h. Not walk out of lesson without permission. In an emergency, Patrol will be called to collect a student.
- i. Always respond to the ROD system in class to ensure rewards for excellent engagement and avoid sanctions.

6. End of a lesson all students will:

- a. Pack away, stand behind their chair in silence and wait to be dismissed when asked.
- b. Support teachers or staff with collection of items and requested tasks.
- c. Be dismissed one row at a time, in silence.
- d. Go directly to their next destination.

7. Moving to and from assemblies:

- a. Students will move in silence from their Tutor room to enter the Hall in silence and maintain register order.
- b. Students will remain silent unless directed to speak.
- c. In response to staff members "Good Morning" students respond with "Good Morning/ Afternoon" and the member of staff's name. Copy the tone of the greeting you are given.
- d. Students will listen and engage respectfully when requested.
- e. Form Tutors and/or teachers will sit amongst their form group.
- f. At the end of the assembly, all students will remain in silence whilst they are dismissed by a member of staff, one group at a time.
- g. All teaching and support staff will attend whole school assemblies and awards ceremonies.
- h. Staff will be on the corridor to ensure students walk quietly to their next lesson.

8. During break and lunchtime all students will:

- a. Use their break and lunch time effectively:
 - Drink some water.
 - Eat food and snacks in the dining hall or al fresco dining area.

- Put all litter in the bin.
 - Go to the toilet.
 - Complete any work or revision that is required.
- b. Say thank you to catering staff.
 - c. Only play authorised ball games in the allocated areas.
 - d. Follow all school rules to maintain a calm and pleasant environment for all.
 - e. Do not gather in large groups (maximum 6 students)
 - f. Never engage in any physical contact (this includes violent or aggressive behaviour, including play-fighting, pushing, bundling) Adhere to No-hands policy.

9. At the end of the school day all students will:

- Leave the building immediately and calmly unless attending an extra-curricular activity, intervention, or detention.
- Make their way directly to any club.
- Collect any items they need from their lockers before leaving.
- Ensure phones and earphones (any electronics) remain switched off and out of site until out of the building. Phones seen or heard will be confiscated.
- Walk their bicycle off the school site.
- Make their way directly home, in full school uniform, remembering that they are an ambassador for The Milton Keynes Academy.

Students are expected to leave site at the end of the school day once dismissed. They are not permitted to stay for unsupervised activities and will be sanctioned should this occur. Staff are available on duty after-school every day to support. Students are permitted to stay for the following:

- Enrichment clubs
- At the request of a teacher
- To use the supervised library and study areas
- Intervention sessions
- Attend detention.

Uniform

Students are expected to be in full and correct uniform every day. This includes:

- The Milton Keynes Academy blazer
- The Milton Keynes Academy tie
- Formal plain black trousers that *must* cover the ankles or formal plain black skirt.
- Plain white cotton blouse/shirt with collar worn always tucked in.
- Plain black socks or plain black tights
- Plain black formal shoes that can be polished to a shine or plain black trainers with plain black sole and know flashes/designs of other colours on the trainer.
- *The Milton Keynes Academy V-neck jumper (optional)*

Footwear

Students must wear closed-toe, hard-soled, all black, plain shoes with a flat sole or plain black trainers. All laces need to be black. Footwear with flashing lights is not appropriate for school. Boots are not allowed. Plain black trainers are allowed, they must have plain black sole, black laces, no flashes of colours or designs on the fabric.

Prohibited uniform items

- Boots or shoes that lace up above the ankle.
- Skin-tight/stretchy trousers and those short at the ankle (no jeans or leggings)
- Skin-tight/stretchy skirts or any that are patterned or textured.
- Hair that is dyed in unnatural colours; dark or moderate red dye colour is allowed, red being a natural colour. We celebrate hairstyles such as braids – must not have un-natural colours added to the weave, suitable no offensive shaved, afro, ponytails, hair worn down in exception of when participating in PE, Science and Technology subjects
- Facial piercings and plastic retainers (only one plain spherical stud per ear lobe will be permitted)
- One nose stud piercing allowed. Must be only one stud, in one nostril and must be plain gold, silver or clear stud.
- Hoodies, branded jumpers, and baseball caps (will be confiscated if seen)
- Knee-high socks

Ensure you are always wearing your uniform appropriately:

- *Shirts tucked in*
- *Top button done up.*
- *Tie neat – of appropriate length.*
- *Trousers pulled up to waist – with a belt if needed.*
- *Skirts worn to the knee and not rolled.*
- *Blazers worn around the school. Never wear coat instead of blazer □ No jumpers tucked into skirts or trousers.*
- *Laces done up.*

You may take off your blazer in lessons if the teacher gives permission. Hang this on the back of your chair.

Should a student have a specific item of uniform missing, they will be expected to borrow the item from the school and return it at the end of the day. Sanctions can be applied for persistent borrowing and non-addressing of uniform concern. Should a student not meet the uniform expectations and refuse to use the item provided, they will be placed in Reset (internal exclusion) until this is rectified.

We expect all parents/guardians to support us in maintaining these standards.

Rewards

We are a school which celebrates and rewards student achievement at every opportunity. Rewards play a central role in communicating our values to students, and they underpin our positive ethos.

We educate students in relation to rewards linking with the Academy values as part of our behaviour curriculum in assemblies and tutor times.

Meaningful praise is a key component of good teaching and strong relationships. As professionals we know good behaviour is best promoted by drawing attention to and rewarding well-behaved and hardworking students, and not singling out poor behaviour and escalating issues unnecessarily. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within these guiding principles.

Rewards System

The reward system is based on the awarding of merits.

Merits

Merits will be based and awarded on the 5 core values of Milton Keynes School:



- Any student who earns a merit will be awarded with 5 Reward points.
- Merits are recorded on Arbor.
- Staff can nominate students for Silver Merits for an outstanding achievement above what is expected for a merit, which are then approved by SLT. (50 Reward Points)
- Staff can also nominate students for a Gold Merit for going above and beyond the expectations of a Silver Merit. These nominations are then approved by the principal. Gold merits (100 Positive points) will only be given to students who have shown through their actions a strong support for the school, for example by representing the school in some regional or national competition or speaking at a school assembly or event.
- Codification and can be found in appendices.

The rewards diagram (below) outlines the different methods staff can communicate/issue rewards to students. Select groups of students will also be selected for external reward trips in relation to consistent positive behaviour, excellent attendance, progress and academic achievement in specific subjects and whole school productions.

Rewards

<u>Verbal</u> Verbal recognition of student work or attitude in lessons; student work could be shared amongst peers	<u>Merit</u> Excellent work/ effort which demonstrates the core values of the school	<u>Postcard/ Phonecall home</u> Outstanding work/ effort may prompt a teacher to notify parents directly of <u>students</u> success	<u>Shout out</u> Students who have displayed MKA values will receive a shout-out at line-up and their name displayed on school screens
<u>Attendance</u> A whole array of rewards available for students who meet attendance targets	<u>Form Tutor Recognition Award</u> A student will be selected by their tutor to receive a certificate and prize each half-term for their efforts	<u>Year Team Recognition Award</u> Awarded to a student selected by the year team who has gone above and beyond in regards to a facet of school life.	<u>Subject Recognition Award</u> Awarded to students who have made rapid progress by applying themselves for a sustained period in a subject
	<u>Silver Merit</u> Behaviour/ work that is noteworthy beyond a regular merit issued by SLT on teachers' recommendation	<u>Gold Merit</u> Exceptional work/ behavior: issued by the Principal on teachers' recommendation	

Rewards and Celebration Assemblies

At the end of each half-term there will be a celebrations assembly to acknowledge the successes of our students and the merits they have received. A student from each tutor group will also be selected by their tutor to receive the Form Tutor Recognition Award and receive a certificate and prize for their efforts.

Student voice reviews are regularly completed to gain feedback on student view of the value of the rewards and lead discussion of possible moderation or additions.

At the end of each term there will be a full rewards assembly. This is like the end of half term assembly except that it also includes musical and drama performances, additional individual awards, readings and reflections from students and staff, and is attended by external visitors (e.g. members of the CET central team).

Sanctions and the consequence system

Overview

Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives school's authority to detain students after the end of a school session on disciplinary grounds.¹ This section of the policy details the legal position for schools as laid down in the 2011 Education Act: The Education Act 2011 repeals the legal requirement to give parents 24 hours' notice before detaining students after school.² The Act confirms school's powers to use detentions by making it lawful for schools to put students aged under 18 in detention without parental consent at a variety of times outside school hours. Other legal requirements as regards detentions remain unchanged.³

Whilst no longer statutory, the school will endeavour to give parents notice in most cases. This is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements regarding the child. Although legally the school does not have to give notice, where long detentions after school are given, the school will endeavour to notify parents/guardians via Arbor where an email or text message will be sent home. It is the student's responsibility to ensure that his/her parents are made aware of the reason for detention.

Behaviour Curriculum in detention

In detention students will complete tasks and be provided with information of topics from our behaviour curriculum. This will target improving student knowledge and routines of important behaviours such as: respecting personal space, punctuality, presentation of uniform, appropriate social behaviours, impact of disruption to learning. The behaviour curriculum materials will explain the expected positive behaviours, describe what they look like and why it is important to carry them out in school and post leaving school in environments such as the workplace. The intention is to teach students expected behaviours and prevent persistent or repeated behaviours. The behaviour curriculum is also delivered in the form of assemblies, PSHE sessions, weekly pastoral messages and messaging around school site.

Purpose

Our behaviour system is based on respect and safety for all. If we allow this culture to be breached, then we will undermine the civil liberties of our students and staff: they are all entitled to feel safe and respected at school. The protection, comfort, and security of all members of our community is paramount. We will, through careful transition, extensive neuro-diverse support and consistently excellent teaching do our very best to support students who find it hard to behave. We will also have fair and transparent systems for dealing with disruptive behaviour that interferes with the efficient education of our wider student body. We keep all behaviour systems under review and from time to time will make refinements, which will be communicated to all staff, parents, guardians, and students.

ROD Board

The principal system we have for tackling low-level behaviour in the classroom is the use of the Milton Keynes Academy "ROD Board". This system is used consistently by every teacher in every classroom. It sets out for students and parents in a transparent way the consequences for poor behaviour. A behaviour step is issued for any behaviour which is off-task and interferes with teaching of subject content or interferes or distracts others from learning.

This differs from behaviour which requires immediate sanction (see immediate sanction section).

The steps are designed to depersonalise behaviour management by communicating clearly to all students that actions have consequences and that sanctions are the inevitable result of poor behaviour. A final advantage of the steps is that they help teachers give students the opportunity to correct poor behaviour before being issued with a Reset Sanction. Students should be able to self-manage and make positive behaviour choices.

ROD Board (Disruptive Behaviour – Reset up to 3 Learning Periods)

A student who demonstrates off-task behaviour, despite the teacher implementing behaviour strategies and providing clear instructions, will be issued with a 'behaviour step' (name on the board). A student will receive a second and final warning with a consequence of a detention if disruptive behaviour persists; this is visually identified by a tick being applied to the student's name on the ROD board. A student's name will be ticked a second time on the board should the student demonstrate further off-task behaviour. This sanction (Reset) is recorded on the students' behaviour record. The student will be sent to Reset for up to 3 learning periods for disrupting learning. The student is provided with the incentive to reduce periods in Reset. This is achieved by completing the allocated lesson curriculum work during the period they were sent from a lesson and the next period without gaining two or more behaviour warnings in Reset for each period. If the periods are passed (this is signed off by the members of staff supervising Reset) then the student will return to lesson and not be required to complete the third period in Reset. Pastoral staff will discuss the behaviour with the student and if the matter can be resolved appropriately, and the student returned to lessons sooner. All behaviour steps will be recorded on the ROD board (where possible). This means any judgement related to behaviour is transparent to both the teacher and student. Any step or sanction issued will be communicated to the student. This can be discreetly or openly depending on what the teacher feels is appropriate.

Reset from the classroom is designed to ensure the lesson can continue uninterrupted and students are all made to feel safe and secure with classrooms remaining calm and orderly. The student will be expected to independently make their way immediately to Reset. The teacher will email 'Patrol' for reference and information purposes. Failure to follow the reset process is likely to result in the student receiving a higher-level sanction; however, this will be investigated and supported by Pastoral staff to support the student make the right choices, and thereby avoid further sanction.

If a student is sent to Reset for disruptive behaviour, an e-mail will be sent to the parent/guardian. A member of staff will endeavour to inform the parent/carer of the reason for the Reset via email or telephone call. Alternatively, parents/ guardians should consult Arbor.

Examples of off-task behaviour include (this list is neither exhaustive nor definitive);

- *Turning around to distract others.*
- *Talking when the teacher is talking.*
- *Not starting work despite prompts and instructions*
- *Making noises to distract others, including repeated tapping, and calling out.*
- *Asking inappropriate questions to disrupt the pace of the lesson.*
- *Throwing objects in the class, e.g. throwing stationary*
- *Swinging on your chair, despite warnings*
- *Getting out of your seat without permission*
- *Refusing to sit in the allocated seat or to work with specific students or support workers.*
- *Refusing to follow a simple instruction given by teaching staff at the first time of asking but adhering afterwards.*

30 Minute Detentions (Immediate)

A member of staff will issue an immediate 30-minute detention for behaviour which warrants this sanction. There are no escalating steps which apply in this circumstance and students are made fully aware of these expectations. Reasons for immediate 30-minute detentions include.

- *Banned items*
- *Second disruption infringement in a lesson (name ticked on ROD board)*
- *Uniform infringement*
- *Late to lesson/school*
- *Littering*
- *Missing Equipment*
- *Corridor behaviour*
- *Social Time behaviour*
- *Assembly infringement*
- *Homework*
- *PE Kit*
- *Playfighting*
- *Inappropriate language*
- *Defiance*
- *Rudeness*
- *Graffiti*
- *Dishonesty*
- *Mobile Phone*
- *Social Media*
- *Community Behaviour*

Red Line Incidents - Patrol (Immediate – removal to Reset Room)

A Red Line Incident is identified as a situation in which a student needs to be removed from the classroom with immediate effect. This is irrespective of whether the ROD board has been used. Any student involved in a reported Red Line Incident or under investigation for an incident, will be taken to the Reset Room. Examples of such incidents include:

- *Refusal to leave the classroom.*
- *Leaving a classroom without permission*
- *Swearing or inappropriate gestures – directly at staff/peer* □ *Verbal aggressiveness towards a peer or adult.*
- *Bullying or other harmful behaviour; including behaviour which poses a health and safety risk.*
- *Threatening behaviour – e.g. having to be restrained by a peer/staff.*
- *Vandalism; destruction of another person's or School property.*
- *Playing with fire alarms or extinguishers.*
- *Deliberate involvement in or instigation of conflict.*
- *Sexually inappropriate behaviour.*
- *Willful disobedience or serious disrespect to an adult, including personal comments towards staff.*
- *Missing a 60-minute detention*
- *Extreme defiance*
- *Fighting*
- *Truancy*
- *Uniform (unresolved issue)*

- *Inappropriate / offensive language*
- *Demonstrating a range of inappropriate behaviour*
- *Theft*
- *Selling items without school permission*
- *Smoking*

All of the above examples may also be subject to suspension. Any such behaviours would be fully investigated and where possible and appropriate, the student will be supported to make appropriate choices so that a suspension can be prevented. Alternative sanctions such as Reset/internal isolation may also be used to prevent suspension.

In the case of a Red Line Incident, teachers will email 'patrol' and a member of staff will attend immediately. Where further action may be required an incident report should be completed by the class teacher and sent to the student's year team. Parents will be informed of the incident via phone or email at a convenient time, following the sanction being applied. Refusal to attend the Reset room could lead to a suspension, which will be issued by the Principal. However, all attempts with support staff, year team and leadership team would be provided as appropriate to support the student in correcting their decision and complying with expectations with the aim of avoiding a suspension sanction. The student will complete their sanction in the Reset room on their return from their suspension, should the matter unavoidably escalate to a suspension.

Confirmed Red Line Incidents will allocate up to 5 periods (1 school day) working in Reset. Students have the incentive to reduce time in Reset through compliance and completion of allocated curriculum work lesson by lesson. If students complete the expected work and do not receive 2 or more behaviour warnings per period and Red Line Incident sanction will be reduced from 5 periods in Reset to 3 periods. The exception to this will be when an investigation has concluded a very serious behaviour that requires a substantial all day internal sanction. In this time students will be expected to discuss the behaviour and will be supported by the Pastoral team. Learning from behaviour and reconciliation is the focus to prevent repeat incidents.

In Teaching village staff workstation support – 'Stop the clock'

Wherever possible the Academy maintains a rota of support where a member of staff from Senior Leadership, Pastoral or Curriculum teams work from a station in each learning village, period by period of the school day. Due to our open classroom door policy this enables staff at the workstation to support students and staff, where a student may have struggled with good behaviour choices or other issues at the start of the lesson. This early intervention can prevent escalation of behaviours such as defiance and quickly support the student and member of staff teaching with reconciliation and promptly return the student to learning in their lesson. This can be an effective diversion to prevent a reset escalation. This supports students in the skills of conflict resolution and reconciliation.

Missed Detentions

We encourage Parents/Guardians to communicate with us about any practical difficulties they have in their child attending a detention. Any student who misses detention, without a valid reason, will be issued with the next level sanction. For example, missing a 30-minute detention will result in a 60minute detention being issued. Failing to attend a 60-minute detention will result in Reset. The school is under no obligation to rearrange detentions out of convenience to a parent or child, however we will try to be supportive where circumstances are difficult. Clearly, there will be some outright exceptions such as where we have advance notice that a pupil needs to attend a medical appointment. Students will also accrue additional behaviour points for failing to complete their sanction.

Exclusions: Reset (Internal Exclusion) and Suspension

Exclusions can be internal (Reset), external (suspension) or a combination of both. The Reset Room is a behaviour intervention strategy which can be used as an alternative to suspension, at the discretion of the principal and on recommendation from senior staff. A student will face suspension following a serious breach of the school behaviour policy or evidence of repeatedly failing to comply with expectations. The number of days a student will be in Reset or suspended will be determined by the severity of the incident. A student's previous behaviour will also be considered when determining the severity of the sanction imposed. Parents will be notified by phone if their child is suspended, and a letter will be sent via email.

As part of the students suspension, students will be expected to complete work set and complete the suspension reflection sheet that is issued at the time of suspension, with the work pack. This may be in isolation in the Reset Room, or alternatively students on suspension will be sent home with or emailed/signposted appropriate work and provided with the suspension reflection sheet. The suspension work pack and reflection sheet should be returned to their year team upon return to the school. Students that have completed the reflection sheet and work pack have reduced periods in Reset on their return to school and would complete maximum of 2 periods in Reset. Students not attempting the work pack or suspension reflection sheet would complete an additional period in Reset.

Reset Room Student Expectations

- Students do not talk in Reset Room, unless addressed by a member of staff.
- Toilet breaks cannot occur during changeover periods and cannot be excessive.
- Food for lunch will be collected and sent to the Reset Room.
- Students must complete the curriculum, subject by subject work set – which will be checked by the staff on duty.
- Students will not be allowed to leave the Reset Room to collect work or give work to a teacher.
- Students must never argue with the staff on duty about the reasons for their reset– as this will lead to more severe consequences, such as extended time in the Reset Room or suspension. All students are provided with support in discussion of concerns and behaviour choices with Pastoral leaders.
- Students must complete a full day (5 lessons) starting from time of entry to the Reset Room if they are in Reset for an RLI or returning from suspension. This can be reduced to 3 periods if student makes the correct behavioural choices, completing allocated curriculum work or in case of return from suspension have attempted suspension reflection sheet and suspension work pack and resolve issues with the help of a member of the pastoral team. Students must not gain 2 or more behaviour warnings whilst working in Reset as well as completing curriculum work to successfully pass periods and reduce sanction periods in Reset.
- Students in Reset for disrupting learning will remain in Reset for up to 3 learning periods. This may be reduced if a pastoral member of staff is confident that the student can return to lessons more swiftly without unhelpful behaviours being repeated. Periods will also be reduced to the period sent to reset and the next working period and the third period of sanction removed, and student returned to lesson, is student completes or makes significant attempt to complete the allocated curriculum work. Periods can be added to the Reset sanction, should the student's behaviour become increasingly defiant, despite support to amend decisions and actions.

- Students that spend a day in the Reset Room will sit a 60-minute detention after school the next working day.
- A restorative conversation will be held between relevant persons where appropriate.

The Reset Room operates a pass/fail system:

Pass: Student meets all expectations and returns to mainstream lessons on completion of their time in Reset.

Fail: Student fails to meet expectations on more than two occasions per period. The student will not have periods in Reset reduced as expectation and incentive has not been met. Students will be supported by Pastoral staff in correcting decisions and resolving behaviour concerns with the aim of preventing escalation in sanctions.

Suspension from MKA

- Parents will be notified by phone/e-mail and by letter. If they are not contactable by phone after repeated attempts, parents will be notified via the student and letter.
- Work will be sent with the student, posted home, or signposted via email.
- Students will be issued a suspension reflection sheet to enable reflection on behaviour and start of reconciliation process. Students should complete this during their suspension and return it in their readmission meeting or return to school site.
- The student is not permitted on the school site or immediate area around the school.

Students should be under supervision of Parent/Guardian/Carer.

- The student must complete all work set and bring to the Reintegration meeting.
- The student must have a Reintegration meeting with their parent/guardian and a member from the pastoral team or SLT.
- The student may be put on a pastoral reward incentive report following their Reintegration meeting.

Detention/ Disruption/ RLI/ Suspension

30 Minute Detention (1 Point)	60 Minute Detention Reset Room (RLI) - (5 Points)	Suspension
Lesson Disruption	Missing 60 minute detention	Extreme rudeness or threatening / abusive / violent behaviour towards a student / member of staff (can also be PEX).
Banned Item	Extreme defiance	
Uniform infringement	Fighting	
Late to lesson/ school	Truancy	
Littering	Leaving a classroom without permission	Dangerous behaviour that jeopardises the welfare / safety of students and staff, including fighting and inciting violence
Missing Equipment	Uniform (unresolvable)	
Corridor Behaviour	Damage to school property	
Assembly infringement	Swearing directly at member of staff/peer	
Homework incomplete	Range of inappropriate behaviour	Behaviour, inside or outside of school, that brings the School reputation into disrepute.
PE Kit	Theft	
Playfighting	Selling items without school permission	
Inappropriate language (swearing)	Bullying	
Defiance	Aggressive conduct	Theft of school property or items belonging to a student or teacher (can also be PEX).
Rudeness	Possession of Vapes	
Graffiti	Bringing school into disrepute	
Dishonesty	Inciting Violence	
Mobile Phone	Peer on peer abuse	Actively Vaping/ Smoking
Social Media	Discrimination of Protected Characteristic	
Community behaviour		
Disruption to Learning – Reset Room for 3 Learning Periods		

	Monday – Friday
30 Minute Detention	15:22 – 15:52
60 Minute Detention	15:22 – 16:22
All detentions will take place 24 hours after being issued.	

Reset Room (minimum one full day)

An accumulation of behaviour points for disruptive or defiant behaviour, including rude or abusive behaviour towards a member of staff.	A single, serious incident (RLI) that a senior member of staff considers deserving of Reset; including theft and community behaviour.
Repeated bullying or threatening behaviour.	Accumulating 5+ behaviour points in a day
Continued and serious rule breaking, despite repeated interventions or following a suspension, as part of a higher sanction.	Pending an investigation into an incident and witness statements need to be gathered.
Repeated uniform infringements, including earrings, inappropriate haircuts, and trainers.	Failing to respond to senior staff instructions.

Suspension

Extreme rudeness or threatening / abusive / violent behaviour towards a student / member of staff (can also be PEX).	Dangerous behaviour that jeopardises the welfare / safety of students and staff, including fighting and throwing objects over the bannisters.
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An accumulation of serious incidents.	Behaviour, inside or outside of school, that brings the school reputation into disrepute.
Failing to respond and adhere to the behaviour sanctions process outlined in this policy.	Theft of school property or items belonging to a student or teacher (can also be PEX).

Mobile Phones

Mobile phones are not permitted at Milton Keynes Academy; however, we recognize that you may need your child to have access to their mobile phone before and after school to make contact and ensure safe. Therefore, should a student choose to bring a mobile phone to school they must have it switched off. At the end of the day students may only switch their phones on once they leave the school site. Should a mobile phone be seen or heard within the school, it will be immediately confiscated by a member of staff. The phone will be placed in the Milton Keynes Academy Student Reception. A 30-minute detention will be issued by the teacher. If a student fails to hand over the phone, the student will be placed in Reset until this occurs and the confiscation process can begin.

Punctuality

The Academy will make allowances for extenuating circumstances for the below system. For example, if the region has experienced very poor weather that is impacting upon travel to school we would communicate to all parents/guardians that no sanctions would be applied for lateness to school.

Student punctuality will be tracked weekly by the attendance team. Students should arrive to school promptly every day by 08:35am. The back gate (student entrance to school) will be closed after this time. Students that arrive after 08:35am are late and would need to report to front entrance and report in late. Students will be supervised and supported in the pop-up area by the attendance team. The following escalating sanctions apply for punctuality each day:

Late	Student must sit a 10-minute same-day detention, at lunchtime in the Main Hall.
	<p>If a student fails to attend this detention it will be escalated to a 30-minute next working day, after-school detention. Parents will be informed via Arbor notification.</p> <p>If a student fails to attend the 30-minute detention it will be escalated to a 60minute next working day, after-school detention. Parents will be informed via Arbor notification.</p> <p>If a student fails to attend the 60-minute detention it will be escalated to a Reset sanction – Red Line Incident – 5 period sanction and completion of 60-minute afterschool detention.</p> <p>It is very important that Parents/Guardians communicate any barriers to detention attendance with us, including factors such as medical appointments, so that we can provide alternative arrangements for a detention to be sat.</p>

Movement around the School

To help keep pupil safe the movement of students around the school is monitored via the extensive CCTV system. All Milton Keynes Academy students should move between their lessons in a sensible and purposeful manner following our one-way system. The immediate sanctions process outlined in this policy will be applied to those students not conducting themselves appropriately. Any defiance towards staff implementing the behaviour system outside of the classroom will also be dealt with in accordance with this policy. Students who have permission to leave a classroom during learning time must have a rainbow lanyard on them; this indicates that they have permission to be out of the lesson. A member of staff, will provide a clearly annotated note granting permission should the rainbow lanyard not be available.

Staircases and Corridors

As part of the behaviour curriculum, we educate students on safe movement and managing busy routes around school, including use of polite interaction and good manners. This is delivered via assemblies and safety in school PSHE lessons.

During the transition between lessons, students should make their way directly to their next lesson via the quickest route following the one-way system. Students will have 4 minutes to get to their next lesson, they must walk quietly and with purpose to reach their next destination when in the corridor.

The following are examples of inappropriate stairwell and corridor behaviours, which will result in an immediate detention being issued (this list is neither exhaustive nor definitive):

- *Sliding down a stairwell banister or causing a deliberate obstruction to general student movement*
- *Being on a corridor without a rainbow lanyard during lesson time* ○ *Running up or down the staircase or jumping multiple steps/ running in the corridor*
- *Pushing, hitting or tripping over other students or any other behaviour which could cause harm*
- *Screaming or shouting in the corridor or stairwell*
- *Throwing objects between floors; including bags, uniform or sports equipment*

Social Spaces

It is important that students have dedicated time to relax and socialise with their peers at break and lunch times. It is also paramount that all students can enjoy the facilities and feel safe and secure in these environments. The school has dedicated spaces for use during these times, including playground, dining hall, and library. Adequate space is also provided for students to exercise and play sport responsibly including dedicated, supervised year group football and basketball areas. An extensive range of lunchtime and after-school enrichment clubs are also available and will be publicized before they begin from the second full week of an academic year. Staff supervising these areas will issue the appropriate sanction should student behaviour fall below expectations; they may also reward students who demonstrate through their behaviour one or more of the MKA values. This includes queuing sensibly for access to the dining hall.

Playfighting

As part of the MKA Behaviour curriculum, we educate students via assemblies and PSHE safety lessons and regular pastoral messaging on the importance of non-contact behaviour and respecting the personal space of others.

The school operates a 'no playfighting' rule as this can lead to more serious incidents. Playfighting can be intimidating as it invades personal space and we do not want any of our learners to become alarmed and distressed. It is made clear to all students that playfighting of any nature will not be tolerated. Incidents of playfighting will be dealt with by immediate sanction.

Milton Keynes Academy will not tolerate the use of physical violence to resolve any situation or conflict; provocation is not seen as justification for resorting to violent behaviour. It is highly likely that any student involved in an incident of physical aggression, whether provoked or otherwise, will face Reset (internal suspension) or suspension, as deemed appropriate by the Principal.

We recognise that 'play-fighting' during social times is often the catalyst for more serious incidents. Physical aggression, even towards friends, can result in injury and cause harm and distress to others. As stated in our mission statement, we aim to create a culture of safety in which no student is in fear of harm. Incidents of 'play-fighting' contradict this policy and are sanctioned accordingly by a 30-minute detention and removal from the playground to supervision in the Main assembly hall.

Social media

As part of the MKA Behaviour curriculum, we educate students via safeguarding assemblies and PSHE safety lessons and regular pastoral messaging on the importance of responsible and safe use of social media. This includes recognising bullying via social media and how to report.

The school does not permit students to represent the school on social media without its permission; this includes posting content of other students or of themselves in MKA uniform. Students should not engage in group chats/pages online that could bring the school into disrepute. Any student who creates an account representing Milton Keynes Academy or its partners without school permission could be at risk of an internal or external suspension.

Representation in the Wider Community

Milton Keynes serves a vibrant and ambitious community of students and parents/guardians in Buckinghamshire. It is also a very close community. In any secondary school it is true that the behaviour of students towards each other and members of the wider community outside of school is as relevant to the welfare and safety of students inside the building. In a community school such as Milton Keynes Academy, the behaviour and interaction of students outside of school is particularly relevant to the day-to-day management of the school.

An essential element of our behaviour curriculum is the teaching of representation in the wider community as well as teaching students how to remain safe and seek help. Our Academy values underpin the pillars required in maintaining a good community.

As such, any student who breaks the code of conduct outside of school will face the same consequences as if they were in school, irrespective of whether they are wearing school uniform. An example is that behaviour at the bus stop or on the journey to and from the school is bound by the same rules as if in the school grounds. Also, any defiance or rudeness towards staff outside of school will be treated in the same way as it would have the incident happened in school. For instances outside of school reset or suspension, can be considered if the school considers the incident to be damaging to the school reputation or of an extreme or dangerous nature that risks the safety and welfare of student and/or staff. This may also include actions which take place over the weekend or during the school holidays. This is consistent with the DfE 2014 guidance for schools which gives schools the power to regulate off-site behaviour, and states that incidents outside school (including those where a student is not in uniform) can be considered grounds for suspension when the safety/welfare of others is put at risk, and/or when the school is brought into serious disrepute.

Dealing with malicious allegations

All members of staff are expected to treat students with appropriate respect, as outlined in the Milton Keynes Academy Staff Handbook, and any allegations made against a member of staff will be investigated and appropriate action will be taken. Any investigation, and any subsequent disciplinary action, must remain confidential.

Where an investigation concludes that the allegation was, on the 'balance of probabilities', malicious in nature, a decision will be taken by the Principal about what further action may be appropriate. In the event of the deliberate making a false allegation by a student, suspension may be considered where it is believed appropriate, including when the staff member's name and reputation has been tarnished.

Persistent poor behaviour

We deliver a behaviour curriculum outlining expectations aligned through our Academy values consistently via assemblies, pastoral messaging and PSHE lessons. We have systems such as the ROD board and annotated '3,2,1 Track' that are a common language in supporting students to behave appropriately in class.

We expect that our strong school culture, excellent teaching, and clear behaviour systems will ensure that most students behave well and achieve great things at Milton Keynes Academy. Where poor behaviour is exhibited, we expect it to be dealt with effectively and improvement to occur. Our transition programme, mentoring provision and SEND arrangements are in place to try pre-empting behaviour issues by helping individuals manage their behaviour appropriately.

Where instances of persistent and repeated poor behaviour occur, despite this support a student may expect to receive and more serious sanction consequence. As a last resort, or in extremely serious one-off incidents, permanent exclusion/a referral to the Bridge Academy will be made. All avenues of intervention and redirection of decisions and behaviour will be explored by the Academy, before such a sanction.

To make this process transparent a negative behaviour event carries a 'behaviour points' (detailed below). Running in parallel to the escalated responses and the accumulation of 'behaviour points' there are a range of therapies, interventions, and personalised support services to help a student who is persistently breaking the rules to improve their behaviour.

These could include:

- *Head Start*
- *Student Support HW Club*
- *Success Centre Support*
- *One-to-one behaviour resilience mentoring*
- *A Pastoral Improvement Plan (PSP)*
- *Pastoral Report*
- *Referrals to Early Help*
- *Student Passport*
- *In class support through learning support assistants, keyworkers or co-teachers*
- *Referrals to CAMHS*
- *Cognitive Behaviour Therapy*
- *Ride High*
- *Part Time Timetable*

- *External mentoring through external agencies*
- *NHS Mental Health Team support*
- *Action 4 Youth Inspiration programme*
- *Boxing intervention*
- *Ruston internal provision support centre (school within school, focused on breaking cycles, support and re-integration)*
- *Redirection placements at another school as alternative to suspension*
- *Redirection 6-week trials at alternative school if available/possible/suitable must be agreed between schools*
- *Social behaviour and situation programmes*
- *Suspension triage -supervision and intervention to prevent escalation to suspension*
- *Thinking for the Future behaviour and resilience mentoring*
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These strategies are continuously reviewed and improved as we learn what works best for our students. Students of high-level concern will be strategically discussed in a highly vulnerable student panel. This panel will consist of Senior Leaders, Designated Safeguarding Lead, SENDco, key workers, Progress leader for the Year group and any other professionals as deemed appropriate. The purpose is to review current interventions around the child, its impact and adjust plans accordingly.

External support: alternative provisions

Students who have received a high number of behaviour points and/or received a formal warning will be considered for a temporary alternative provision placement for a fixed period (typically 4-8 weeks). This would always be established alongside parental/guardian consultation. The school may also decide it is necessary for a student to attend the alternative provision following an isolated serious incident or where an extended investigation period is foreseen. Attendance at an alternative provision will entail a number of steps: interview with the alternative provision centre; agreed targets worked upon to resolve issues raised; work sent weekly and regularly marked; weekly contact with allocated member of staff; weekly contact made with parents by the centre; final report reviewed and Reset plan put in place to either fully reintegrate into the School or full time alternative provision to be considered.

Behaviour points explained

The system of stepped sanctions is not applied in any automatic or mechanistic manner; both the individual needs of students and 'mitigating factors' surrounding each incident will be considered by the Principal and Governing Body. Wherever possible and appropriate strategies to avoid suspension will be used and every effort will be made to **'include'** the student and support them to improve their behaviour. However, in fairness to other pupils, and as part of preparation for adult life, we cannot provide individuals with endless chances to improve. Most students are able to make choices about how they behave.

Students whose behaviour is unhelpful will accumulate behaviour points, such as those relating to detentions.

Sanction	Behaviour Points Value (BP)
30-minute detention	1
Missing 30-minute detention	3

If a student accumulates above 4 behaviour points in one day, it will result in Reset. Students should be purposefully tracking their personal conduct during the day to self-regulate their behaviour to avoid high level sanctions.

Prior to a suspension being issued all the relevant personal circumstances of the student and family will be considered. This might include, for example, a student's SEND and any related and appropriate 'reasonable adjustments' It might include any mitigating factors that help to explain, if not excuse, their behaviour,

- a. Minority ethnic and faith groups, travellers, asylum-seekers, and refugees
- b. Students who need support with English as an additional language
- c. Students with special educational needs
- d. Students experiencing significant trauma or recent traumas.
- e. Children looked after by the local authority.
- f. Sick children
- g. Young carers
- h. Children from families under stress
- i. Pregnant School students and teenage mothers

SLT will use their discretion where they deem appropriate, however it is important to note that the behaviour policy applies to all students.

Anti-bullying policy

Our PSHE and assembly programme deliver education on students' safety, including definitions of bullying and expectations regarding anti-bullying.

The safeguarding team complete break and lunchtime duties within the library every school day and students can access them to raise any concerns. Students are advised that they can seek support via any member of staff and report concerns.

The Academy shares the online platform 'You're invited' with all students. This contains a QR code that students can scan and access to report any safety or bullying concerns. This is monitored by the safeguarding team and responded to as swiftly as possible.



Our mission statement makes clear the entitlement of all in the school to be equally valued and respected and the responsibility of all to show understanding and respect for others. Considering this, bullying in any form has no place in Milton Keynes Academy and will not be tolerated.

The school takes active measures to try to minimize the frequency at which bullying occurs and deals with such incidents in line with the behaviour policy. Further details can be found in the AntiBullying Policy.

Drugs education policy

The school understands the importance of providing students with a clear understanding of the dangers of drugs and the implications of drugs misuse.

Our drugs education programme is mainly delivered via our compulsory PSHE curriculum. Both academically and socially it is our duty to enable students to make informed choices and receive support where appropriate. Further details around drugs education can be found in the PSHE Policy.

Defining a serious incident at The Milton Keynes Academy

In line with our behaviour curriculum, we educate all students in assemblies, extended tutor time sessions and PSHE lessons on what constitutes serious incident behaviour choices, why students should not make them, and the consequences that may occur if they do. We are transparent with students in defining the behaviours and consequences and direct education through our Academy values.

The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct. Involvement in any of the incidents listed is likely to result in Reset (internal suspension), suspension or permanent exclusion.

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances, including products which imitate such items.
- Where a student is aware that one of their peers has a weapon onsite and does not alert staff
- Bullying or other harmful behaviour – including the misuse of social media.

- Bringing 'outsiders' onto school property or the immediate area to threaten or create conflict.
- Sexually inappropriate behaviour – including behaviour that does not include physical contact, such as gestures, inferences, and social media misuse.
- Threatening others – physically or verbally
- Cursing or the making of inappropriate gestures – particularly towards an adult
- Use of intolerant language (such as racist, sexist, homophobic, biophobic, transphobic or disablist language)
- Deliberate involvement in or instigation of conflict
- Verbal or physical aggressiveness towards a peer or adult
- Wilful disobedience or serious disrespect to an adult
- Theft - stealing on school premises or in the community.
- Bringing the academy reputation into disrepute by actions outside the academy, which includes verbal/physical abuse to members of the community.
- Possessing stolen property
- Destruction of a person's property or vandalism on academy grounds or in the community
- Playing with fire alarms or extinguishers □ Smoking or drinking alcohol.
- Vaping
- Skipping class or truanting from school
- Cheating in a test, assessment, or formal exam
- Wearing, displaying, or drawing graffiti which references 'gang' affiliated items and phrases, including online references to postcodes, gang names or gang members **Incident investigation**

Unlike the police, the school does not need to prove beyond reasonable doubt that a student is responsible for a specific action. Instead, it is the academy's responsibility to determine on the balance of probability and based on witness testimony, whether an incident occurred, and which student(s) were involved in it.

Those alleged to have been a part of an incident, victim, and alleged perpetrator(s), will be asked to complete a formal written statement. Following these statements, witnesses will be identified who will be required to complete witness statements. The use of CCTV will be used where possible to support the investigation process.

Students are likely to be held in the Reset Room or alternative isolated spaces, until the incident investigation has been concluded. This is so the that the investigation can proceed in an 'untainted manner, rather than a constituting sanction. Parents/guardians will be notified at the earliest convenience once the staff member dealing with the incident is satisfied that, they have a sound understanding of events. This contact will also be used to inform the parents of any sanctions being imposed. Any incident which would be a breach of the law is likely to be referred to our Police School Liaison Officer. Following presentation of the findings, they may deem it necessary to speak to both the parents/guardians and students. This will be communicated to the parent/guardian prior to any interview and an appropriate adult will be present.

Dealing with knives and offensive weapons

At Milton Keynes Academy we provide education to all students on the danger of carrying or withholding information regarding someone in possession of an offensive weapon, or an item intended to be used as a weapon. This information and the 'why' is delivered to all students via safeguarding assemblies, PSHE sessions, start of term assemblies and through occasional external agency assemblies or workshops. Students are educated on the responsibility we all hold

to keep others safe in the community, including by sharing information with staff regarding any potential safeguarding concerns.

It is illegal to carry knives or other offensive weapons both outside of the academy or in and around academy premises. The Academy Council at Milton Keynes Academy recognises that the presence of weapons, or items which could potentially be used as offensive weapons, would not only create unacceptable risks of bullying, injury, or death, but also create a climate that undermines the educational purposes of the Academy. Accordingly, it is Academy policy to forbid the possession, custody, and use of weapons by unauthorised persons in the school or wider community and during school activities.

These rules always apply except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the school or is required by the school for the purposes of teaching and learning, as necessary, for the delivery of the curriculum (for example in design technology). Misuse of such items will be dealt with as though possession was not authorised.

For this policy a “weapon” is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun; knives, including all variations of bladed object, i.e. pocketknives, craft knives, scissors etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches, and. o Laser pens or other objects, even if manufactured for a non-violent purpose but having a potentially violent use (i.e. the purpose of keeping or carrying the object is for use, or threat of use, as a weapon)
- Bats, batons, martial arts items such as nun-chucks

Any student found to be in breach of the policy shall be subject to action under Milton Keynes Academy Behaviour Policy.

The permanent exclusion of any student in possession of an instrument which the school believes is intended for use as a weapon is most likely, although the Principal maintains the right to make the final decision. This will include incidents taking place outside of the school where the safety and welfare of students is directly put at risk, or where the reputation of the school is called into disrepute.

Under most circumstances, both the police and the school’s Designated Safeguarding Officer should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff member, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the police, the school should give their evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or confirmation of weapon secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required.

There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on school premises decide that they need to act before the Police arrive. If this is the case:

- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected.

- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife, or blade, it might be appropriate for the Principal, Vice-Principal or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent.
- In making that decision, a risk assessment approach should be adopted, and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation.
- Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student. At least two members of staff will be present and of the same biological gender as the child during the search.

Searching students

The Academy recognises the process of a search can be distressing and therefore we educate all students on scenarios where a search would be necessary, how to prevent the need for a search to occur and the steps that will be taken to ensure the student feels safe and supported during the process of a search.

School staff can search a student for item which is banned from the school. The Principal, senior leaders and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons.
- alcohol and illegal drugs.
- stolen items.
- tobacco and cigarette papers. o vapes. o fireworks.
o pornographic images.
- any article that the member of staff 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) and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for, including mobile phones, chewing gum, sweets and confectionary.

A member of staff carrying out a search:

- May not require a student to remove any clothing other than outer clothing, i.e. any item of clothing not being worn next to the skin or immediately over a garment being worn as underwear.
- Must be of the same sex (biological) as the student.
- May carry out the search only in the presence of another member of staff who is also of the same sex (biological) as the student.
- A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff.

- If during a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it.

Members of staff may, on occasion, take possession of a knife or other weapon brought to the school by a person in circumstances which contravene the Offensive Weapons Act 1996. Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it, and:

- Pass immediately to the Principal or in the Principal's absence the Vice-Principal

and arrange without delay to surrender it to the Police or Safeguarding Officer, or

- Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken.

However, some weapons are by their very nature offensive (e.g. flick knives and knuckle dusters) and should, under no circumstances be returned.