Summary of Rewards and Behaviour systems at The Milton Keynes Academy 2025-26

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.

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.

Meaningful praise is a key component of good teaching and strong relationships.

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.

Merits

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

- Respect
- Responsibility
- Aspiration
- Resilience
- Equality

At The Milton Keynes Academy we deliver a Behaviour Curriculum built on the foundations of our Academy values: **Respect, Responsibility, Resilience, Aspiration and Equality**. Students are taught and reminded of behaviour expectations that mirror that of wider society. This encourages students to achieve development into safe and successful citizens. We deliver our behaviour curriculum regarding safety, decision making, school systems, expectations and rewards through weekly pastoral sessions, assembly programme and our PSHE programme. Expectations and systems are clearly signposted visually in every classroom and on plasma messaging screens. We support all students in their understanding and application.

Correction, sanctions, and the consequence system

ROD Board - If a teacher notices a pupil behaving in a way that disrupts teaching or learning, the teacher will write the student's name on the board. This is a non-verbal way to provide the student with a warning, and time to change their behaviour. We call this a 'behaviour step.' If the student does not change their behaviour…Ultimately, the student may be asked to leave the lesson and spend some time in 'reset'. They may also have to serve a sanction like a detention. Whenever possible, we try to get the student back into their normal lessons when we think they are calm and ready to learn and behave well.

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.

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.

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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. An example could be threatening behaviour towards others. A full list of defined Red Line Behaviours is within the full policy.

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. All detentions are sat immediately after-school the next working day, after the detention was issued. Parents/Guardians and students are always informed of the detention.

Missed Detentions - 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 60-minute detention being issued. Failing to attend 60-minute detention will result in Reset.

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. As part of their suspension, students will be expected to complete work set. A re-admission meeting will occur following a suspension. This is to support with correction of behaviour and a review of support in place to ensure successful outcomes in the future.

30 Minute Detention (1 Point)	60 Minute Detention Reset Room (RLI) - (5 Points)	Suspension
Banned Item	Missing 60 minute detention	Extreme rudeness or threatening / abusive / violent behaviour towards a student / member of staff (can also be PEX).
Uniform infringement	Extreme defiance	
Late to lesson/ school	Fighting	
Littering	Truancy	
Missing Equipment	Leaving a classroom without permission	Dangerous behaviour that jeopardises the welfare / safety of students and staff, including fighting and inciting violence
Corridor Behaviour	Uniform (unresolvable)	
Social Time 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	Theft of school property or items belonging to a student or teacher (can also be PEX).
Defiance	Aggressive conduct	
Rudeness	Possession of Vapes	
Graffiti	Bringing school into disrepute	Actively Vaping/ Smoking
Dishonesty	Inciting Violence	
Mobile Phone	Peer on peer abuse	
Social Media	Discrimination of Protected Characteristic	Harmful and abusive comment directed at student/ staff regarding Protected Characteristic
Community behaviour		

Persistent Poor Behaviour

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 will allow us to pre-empt behaviour issues by putting in place careful support in advance.

Where instances of persistent and repeated poor behaviour occur, a cumulative response will be used by the school. To discourage persistent re-offence, we operate a system of escalated responses to poor behaviour over time. As a last resort, or in extremely serious cases, permanent exclusion made via a referral to the Bridge Academy will be made.

Anti-Bullying Policy

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 ensure bullying does not occur and deals with such incidents in line with the behaviour policy. Further details can be found in the Anti-Bullying Policy.

DREAM-BELIEVE-SUCCEED