



Behaviour Policy

2023-2024

Table of Contents

Introduction

Vision, Mission & Values

Behaviour Mission Statement

Aims of our Behaviour Policy

Behaviour

Student Code of Conduct

Routines and Expectations

Uniform

Rewards

Sanctions and the ROD Board

Movement around the School

Social Spaces

Playfighting

Social Media

Discipline in the Wider Community

Dealing with Malicious Allegations

Persistent Poor Behaviour

External Support: Alternative Provision

Behaviour Points Explained

Defining a serious incident at Milton
Keynes

Incident Investigation

Dealing with Offensive Weapons

Searching Students

Our Values

Respect

We demonstrate respect and tolerance for everyone in our environment.

Responsibility

We ensure we foster a culture of no excuses so students are self-regulated, independent learners.

Aspiration

We strive to do our best by demonstrating leadership, dreaming big and aiming high.

Resilience

We embrace challenges and we're aware that setbacks & errors are just opportunities to improve.

Equality

Treating others fairly helping to remove barriers and embodying the protected characteristics.

Mission Statement

Milton Keynes 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, focussed 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 focussed 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 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 in order to identify why behaving in a particular way will be advantageous to their learning and outcomes.
- Ensure Milton Keynes Academy is a calm and orderly environment for staff, students and visitors.
- 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.
- Milton Keynes Academy values and ethos will be fostered through our rewards system.

Milton Keynes Student Code of Conduct

All Milton Keynes 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 Milton Keynes Academy
- In lessons
- In the local and wider community

In the community of Milton Keynes, 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 5 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
- Shut 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 Milton Keynes Academy

Because I am an ambassador for Milton Keynes 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 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 Milton Keynes Academy student, 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 Milton Keynes 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
- 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)
- f. Expect to be sent to Reset or sanctioned if 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 08:25am
- b. Smile and greet each other on the gate and in corridors
- c. Turn off and put away headphones/mobile phones before entering
- d. Arrive by 08:40am as the back gate will close
- e. Be in the playground or dining hall before the first bell/ whistle at 08.35am, head to line up and assemble in register order on second bell/ whistle at 08.40am

3. Line-up

- a. Arrive at line-up by second bell at 8.40am
- b. Assemble in register order in your tutor group with impeccable uniform
- c. Equipment in left hand ready for inspection
- d. Be in position and silent when the whistle sounds at 08:42
- e. Respond immediately to hand signal/countdown – remain silent and await instructions
- f. Listen to notices
- g. Walk silently with their teacher to registration, lesson or assembly
- h. Ensure all outdoor clothing is removed before entering learning spaces.

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

- a. When walking from line up to registration, walk in single file and in silence
- b. For lesson changeover, walk calmly and follow the one-way system
- c. Go straight to lessons
- d. Students may get water or go to the toilet during lesson transition however if students arrive late to their lesson they will be sanctioned
- e. Always hold doors open for others
- f. If you arrive after 5 minutes of the lesson starting, you will be recorded as late and have a 30-minute detention

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

- a. Ensure you reach your next class within 5 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'.
- g. There must be silence during the 'Do Now' and register

6. 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
- d. Celebrate the successes of others
- e. Take risks and try their very best so they can 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 be permitted to leave the lesson during the lesson. In an emergency, Patrol will be called to collect a student

7. End of a lesson all students will:

- a. Pack away, stand behind their chair in silence and wait to be dismissed when asked
- b. Be dismissed one row at a time, in silence
- c. Go directly to their next destination.

8. Moving to and from assemblies:

- a. Students will move in silence from line up to enter the Hall in silence and maintain register order
- b. Students will remain silent unless directed to speak
- c. When the SLT or member of staff prompts students to stand up, students will do so in silence
- d. 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
- e. Students will remain standing until they are directed to sit down
- f. Listen to the assembly in silence and participate fully in any activity
- g. Form Tutors and/or teachers will sit amongst their form group
- h. 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
- i. All teaching and support staff will attend whole school assemblies and awards ceremonies
- j. Staff will be on the corridor to ensure students walk quietly to their next lesson

9. 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

- All litter placed 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)

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

- Leave the building immediately unless attending an extra-curricular activity 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 bicycle off the school site
- Make their way directly home, in full school uniform, remembering that they are an ambassador for Milton Keynes School

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. Students are permitted to stay for the following;

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

Uniform

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

- Milton Keynes Academy blazer
- Milton Keynes Academy tie
- Formal plain black trousers that *must* cover the ankles and laces or formal plain black skirt
- Plain white cotton blouse/shirt with collar worn tucked in at all times
- Plain black socks or plain black tights
- Plain black formal shoes that can be polished to a shine
- *Milton Keynes Academy V-neck jumper (optional)*

Footwear

Students must wear closed-toe, hard-soled, all black, plain shoes with a flat sole. All laces need to be black. Footwear with flashing lights are not appropriate for school. Boots are not allowed. Trainers are prohibited from Milton Keynes Academy unless students have a medical note and provided with a uniform exemption pass by the Principal.

Prohibited Uniform Items

- Trainers or any trainer-type footwear; Nike, Adidas, Converse, Reebok and other sports brands are not permitted

- All canvas/fabric type footwear
- 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
- 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 wearing your uniform appropriately at all times:

- *Shirts tucked in*
- *Top button done up*
- *Tie neat – 5 stripes showing down*
- *Trousers pulled up to waist – with a belt if needed*
- *Skirts worn below 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. No sanction is imposed for this. However, 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.

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 centres 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 crystallisation 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

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

At the end of each term there will be a full rewards assembly. This is similar to 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.

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 SEN 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 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 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's name will be ticked 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 3 learning periods for disrupting learning. 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.

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. 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*
- *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;*
- *Wilful 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.

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 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 will lead to a suspension, which will be issued by the Principal. The student will do their sanction in the Reset room (additional days could be applied) on their return from their suspension.

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. The school is under no obligation to rearrange detentions out of convenience to a parent or child. The exception to this will be a medical appointment (evidence provided) or a pre-established reason authorised in advance by a member of the pastoral team. 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 taken into account 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 their Suspension, students will be expected to complete work set. This may be in isolation in the Reset Room, or alternatively students on Suspension will be sent home with appropriate work. This work should be returned to their year team upon return to the school. Failure to complete the work set is likely to result in further sanctions.

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 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.
- 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
- Students in Reset for Disrupting Learning will remain in Reset for at least 3 learning periods
- 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 failed to meet expectations on more than one occasion. The student will repeat the sanction.

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 or posted home.
- The student is not permitted on the school site or immediate area around the school.
- 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. If a guardian/parent fails to attend meeting the student may be placed in Reset until this can occur.
- The student may be put on a pastoral report following their Reintegration meeting.

Detention/ Disruption/ RLI/ Suspension

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	
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	15:25 – 15:55
60 Minute Detention	15:25 – 16:25
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, in spite of 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.
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; 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

Student punctuality will be tracked weekly by the attendance team. Students should arrive to school promptly every day before 08:40am. The following escalating sanctions apply for punctuality each week:

Late	Student must sit a 30-minute late detention after school the next working day
-------------	---

Movement around the School

The movement of students around the school is monitored extensively by members of staff on duty, as well as via the extensive CCTV system. All of which is in place to support the safety of all students. All Milton Keynes Academy students should have the independence to 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 rainbow lanyard on them which indicates they have permission to be out of lesson.

Staircases and Corridors

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 5 minutes to get to their next lesson, they must walk quietly 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 are able to 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. It is essential that use of these areas are sensible and staff supervising these areas will issue the appropriate sanction should student behaviour fall below expectations. This includes queuing sensibly for access to the dining hall.

Playfighting

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. This rule must be managed and enforced in a measured way. 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 and 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 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 is sanctioned accordingly by a 30-minute detention.

Social Media

The school does not permit students to represent the school on social media without its permission; this includes posting content of other students or 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 a Suspension.

Discipline in the Wider Community

Milton Keynes serves a vibrant and ambitious community of students and parents 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.

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 the same. This may also include actions which take place over the weekend or during the school holidays.

For instances outside 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 students and staff. In event of a suspension longer than five days or the family can, if they consider the decision unfair, make representations to the governing body. This is consistent with the DfE 2014 statutory and non-statutory guidance for schools which states that incidents outside school (including those where a student is not in uniform) can be considered grounds for Suspension when safety/welfare is put at risk, or 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 taken. Any investigation will follow guidance from the Local Authority where appropriate.

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. Suspension may be considered where it is felt appropriate, and the member of staff's reputation has been tarnished or they have suffered in the process.

Persistent Poor Behaviour

We expect that our strong school culture, excellent teaching and clear behaviour systems will ensure that the overwhelming majority of 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 will allow us to pre-empt behaviour issues by putting in place careful support in advance.

However, we must prepare for the eventuality that a Milton Keynes Academy student repeatedly misbehaves despite extensive support and intervention or demonstrates behaviour that jeopardises the safety of others.

Where instances of persistent and repeated poor behaviour occur, a cumulative response will be used by the school. In order to discourage persistent re-offence, we operate a system of escalated responses to poor behaviour over time. The more negative behaviour reports logged on a student's file the more serious the sanction/intervention. As a last resort, or in extremely serious cases, permanent exclusion/a referral to the Bridge Academy will be made.

To make this process transparent a negative behaviour event carries a number of '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*

These strategies are continuously reviewed and improved as we learn what works best for our students.

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). 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 of course not applied blindly; both the individual needs of students and 'mitigating factors' surrounding each incident will be considered by the Principal and Governing Body. At all times strategies to avoid suspension will be used and every effort will be made to **'include'** the student and support them to improve their behaviour.

It is however important that all students and parents understand there are limits and boundaries which they cannot go beyond, and they do not have endless chances to improve. Instead, if they find themselves in trouble, they must make significant efforts to modify their behaviour and take advantage of the support they are being given.

Sanction	Behaviour Points Value (BP)
30-minute detention	1
Missing 30-minute detention	3
Reset 60-minute detention	5

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 the personal circumstances of the student and family will be considered which include:

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Students who need support with English as an additional language
- Students with special educational needs

- d. Children looked after by the local authority
- e. Sick children
- f. Young carers
- g. Children from families under stress
- h. 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 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. In light of 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.

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 Milton Keynes Academy

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 (the list is not exhaustive) is likely to result in Reset, 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 gestures, inference and social media misuse
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult
- Use of intolerant language (protected characteristics)
- 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
- Actively Vaping
- Skipping class or truanting from school
- Cheating in a test, assessment or formal exam
- Wearing, displaying or graffiti which acknowledges 'gang' affiliated items and phrases, including online references to postcodes, gang names or gang members

Incident Investigation

It should be noted that 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, which student(s) should be held accountable for the incident which occurred.

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. Failure to complete a written statement and give their version of events, may hinder the outcome for that specific student. 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. Parents/guardians will be notified at the earliest convenience once the staff member dealing with the incident is satisfied, they have a sound understanding of what transpired. This contact will also be used to inform the parents of any sanctions being imposed. Any incident which would be considered breaking 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

It is illegal to carry knives or other offensive weapons both outside of the academy or in and around academy premises. The Governing Body 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 school. Accordingly, it is school 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 apply at all times 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 the purpose of 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;
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use (i.e. the purpose of keeping or carrying the object is for use, or threat of use, as a weapon)

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 the reputation of the school 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, 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 down to 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 take action 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, and;
- 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.

Searching Students

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.⁴ Prohibited items are:

- knives or weapons;
- alcohol and illegal drugs;
- stolen items;

- tobacco and cigarette papers;
- vapes;
- fireworks;
- 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 as the student;
- May carry out the search only in the presence of another member of staff who is also of the same sex 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 and;
- If in the course of 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.