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Behaviour policy

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

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

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

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

1 Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the academy
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave and consequences of behaviour

2 Legislation, statutory requirement and statutory guidance

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

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

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

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

3 Definitions

Misbehaviour is defined as, but is not limited to:

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

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the academy rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual
- touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments.
    - Sexual jokes or taunting.
    - Physical behaviour like interfering with clothes.
    - Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
    - Knives or weapons.

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

4 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying **can** include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, and gender identity)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

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

5 Roles and responsibilities

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

5.1 MLP Director of Trust Safeguarding and Culture

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

5.2 MLP Trust Board

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

5.3 The Academy Governance Committee (AGC)

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

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

5.4 The Headteacher

The Headteacher is responsible for:

- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

5.5 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships, including through restorative conversations.
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the academy's expectations

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

5.6 Parents

Parents and carers, where possible, should:

- Get to know the academy's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

5.7 Students

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

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

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
Students will be supported to develop an understanding of the academy's behaviour policy and wider culture.
Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
Extra support and induction will be provided for students who are mid-phase arrivals.

6 Academy Behaviour Curriculum

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

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

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

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

6.1 Mobile Phones

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

7 Responding to behaviour

7.1 Classroom Management

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

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own classroom rules.
- Will develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Following the academy procedure for dealing with low-level disruption.
  - Using the rewards procedures to encourage positive behaviours.

7.2 Safeguarding

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

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

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

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

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

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

7.4 Responding to misbehaviour

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

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

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

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

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

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

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

7.5 Restrictive Interventions

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

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

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

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

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

- **It is necessary** and all alternative ways to de-escalate and manage the situation and achieve the desired outcome have been considered.
- It is proportionate – the least restrictive intervention for the least amount of time should be used. The individual circumstances of the pupil including age, size, SEND and medical conditions should be considered.
- **The pupil's welfare has been considered** – including the pupil's life events and the need to maintain respect for their dignity.

A Restrictive Intervention must never be used as a punishment.

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

- Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.
- Seclusion should only be used where the pupil is not acting with intent.

- Seclusion should not be implemented by staff through threat of punishment.
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.
- The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm is reduced, the pupil should be allowed to leave.
- An incident involving the use of seclusion must be recorded and reported

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

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

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

Following a restrictive intervention:

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

Recording and Reporting Restrictive Interventions

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

All Academies must report the incident to each of the pupil's parents / carers as soon as possible, unless telling the parents / carers would likely cause significant harm to the pupil (by any form of abuse or neglect). In such a case, academy leaders must report the incident to the local authority. This requirement to report applies even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan. The report should include at least:

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

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

7.6 Searching, screening and confiscation

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

7.7 Off-site unacceptable behaviour

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

- Taking part in any academy-organised or academy-related activity (e.g., academy trips).
- Travelling to or from academy.
- Wearing academy uniform.

- In any other way identifiable as a pupil of the academy.

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

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

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

7.8 Online misbehaviour

Academy staff can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police. When establishing the facts, academy staff will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

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

The academy's response will be:

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

Individual academies have their own procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.

- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to the Academy Safeguarding and Child Protection Policy and procedure for more information.

7.11 Malicious allegations

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

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

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

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

8 Serious sanctions

8.1 Detention

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

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

8.2 Removal from classrooms

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

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

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.

- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

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

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

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

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

8.3 Suspension and permanent exclusion

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

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

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

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

9 Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (Equality Act 2010).

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must cooperate with the local authority and other bodies.

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

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

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

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, academy staff will take into account:

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

The academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

The special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, academy staff will liaise with external agencies and plan support programmes for that child. Academy staff will work with parents to create the plan and review it on a regular basis.

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

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

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

9.5 Supporting pupils following a sanction

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

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

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

10 Inducting incoming pupils

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

10.1 Preparing outgoing pupils for transition

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

11 Training

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

12 Monitoring arrangements

12.1 Monitoring and evaluating academy behaviour

Data will be collected on the following:

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

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

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

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

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

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

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

13 Links to other policies

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

- MLP Safeguarding and Child Protection Policy.

- MLP Suspensions and Exclusions Policy.
- Each academy's Anti Bullying Strategy (See Appendix 3)
- Drugs and Alcohol Policy (See Appendix 4)
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Appendix 1: Magna Learning Partnership Behaviour Principles

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

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

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

In all MLP academies:

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

Appendix 2: Academy Behaviour Procedures

Our behavioural ethos

At The Trafalgar School at Downton, we believe that positive relationships are the foundation of a successful, inclusive, and thriving learning community. Our approach to behaviour is rooted in the understanding that young people learn best when they feel valued, respected, and connected to the adults and peers around them. This Relational Behaviour Policy sets out our commitment to building strong, trusting relationships that enable every student to feel safe, supported, and ready to learn.

We recognise that behaviour is a form of communication and that students flourish when they experience fairness, consistency, and a sense of belonging. Our aim is not simply to manage behaviour, but to understand it, respond to it with empathy and high expectations, and teach the skills students need to regulate, reflect, and take responsibility for their actions.

This outlines how we create a culture where positive behaviour is noticed, reinforced, and celebrated; where mistakes are treated as opportunities for learning; and where every interaction is guided by respect and restorative practice. Through clear routines, predictable boundaries, and meaningful relationships, we seek to equip our students with the social, emotional, and academic tools they need for success both in school and beyond.

Above all, this policy reflects our belief that **behaviour is everyone's responsibility**, and that strong relationships — between students, staff, and families — are central to maintaining a safe, calm, and purposeful environment in which all students can learn, grow, and thrive.

Support for students

Our approach to supporting students is grounded in relationships, consistency and care.

To support students, we expect **all staff** to ensure that:

There is a calm, orderly and positive environment in which students feel safe and happy

There is a focus on consistency, with clear routines and expectations for students that allow students to focus on their learning, both in and outside of the classroom. This is contained in our Visible Consistencies document in each classroom which clearly states our expectation that staff should ***connect before they correct.*** (Please see Appendix 2.2.1)

They apply this policy fairly and consistently

They know and care about all students and know them well individually. They create an environment in which students feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

Suspensions and Permanent Exclusions are used as a last resort to be used only when relational and supportive strategies have not been successful.

There are a range of supportive measures that can be used to support specific students with regard to managing behaviour. These include:

Extra-curricular club involvement

Careers appointments

Positive report cards

Tutor, Head of Year and SLT Report cards

Behaviour Contracts

Pastoral Support Plans

In-school counselling and mentoring

Support from external services – for example, Early Help Assessment

Support from our community police team

Mentoring from older students

Reasonable adjustments to the school day

Managed Moves or STEPS placements

Alternative Provision

Staff will identify students who need to access support through a number of means:

Students or parents self-identifying a need for support

Positive relationships between staff and students, to notice patterns or changes in behaviour

Daily review meetings between the Deputy Headteacher and Heads of Year

Close tracking and monitoring of data by tutors, Heads of Year and the Leadership Team

Analysis of data and trends by senior leaders.

Review and report data

This is about noticing early, responding with care and preventing difficulties from escalating.

We provide our students with a Behaviour Curriculum which is taught explicitly through our tutor programme, assemblies, our Learning Behaviour programme and reinforced by all staff. We understand that students need to be taught what good behaviour looks like and supported to maintain high standards.

Reasonable adjustments

In any whole school behaviour system, it is important for all stakeholders to recognize the importance of making reasonable adjustments for all students who may be unable to comply with the rules and expectations set out in this policy for legitimate reasons. We will make reasonable adjustments for students who have a clear diagnosed special need or disability as well as students who have identified additional needs which require SEND or pastoral support. Each case will be dealt with on an individual basis and advice from the SENDCO or Learning Support team will be sought as necessary.

Rewards

As a school we notice good behaviour and we reward it. School values and behaviour such as kindness and politeness are rewarded because these are the foundation of a community

which works together well. Further details on our reward system and process can be found in the Rewards Protocol.

In lessons teachers should reward students via ClassCharts with Positive House Points each lesson. All students should receive a positive point for each lesson so long as they have not received a warning or negative point.

An additional point should be awarded to any student who has shone during the lesson (some/most) and a third point is allowed for exceptional work (one or two).

Students will be awarded 'badges' as they accumulate reward points and can 'spend' points on online shop items or tickets for the end of term draw.

Further details on our reward system and process can be found in the Rewards Protocol.

Managing Behaviour – In Class

We respond to behaviour in ways that protect learning and strengthen relationships.

Instances of unacceptable behaviour will always be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will apply this strategy fairly and consistently and will consider afterwards how to prevent such behaviour from recurring.

Pastoral Leaders will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding concerns. Those incidents which require a more detailed log will be logged on CPOMS. All incidents will be added to the school's Management Information System (ClassCharts) and will remain on the child's record. Behaviour incidents will only be deleted by the member of staff who logged the incident (where an error was made) or with the express permission from a member of the senior leadership team.

Pastoral Leaders will be expected to deal with behaviour incidents which are repeated or more serious and those which sit outside of the centralised sanction system. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided. alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

At all points consideration must be given to supporting the student to make better choices. A sanction should create the opportunity for the student to be able to learn from the situation, so they can modify their behaviour, the next time the same situation occurs.

Staff will

Build professional and caring relationships with all students

Use relational language and de-escalation strategies

Model self-regulation, empathy and respectful communication

Maintain clear predictable routines and expectations.

Communicate clearly with parents when appropriate

Give students the opportunity to repair and connect.

Reward students for doing the right thing

Students will

Show respect for themselves and others as well as the learning environment

Engage in learning and work hard

Communicate needs respectfully and ask for help as required

Take accountability for their actions and understand how what they do affects other learners.

We recognise that students may not always get this right and when they don't, they need clarity from staff to understand why.

Some issues are better dealt with by a quiet word and do not require a warning or removal. **Teachers should only use removal for something which disrupts learning for other students.**

After staff have applied the principles of Visible Consistencies, then the following system should be followed.

Incident	**Staff Action**	**Student Sanction**
1st incident of disruptive behaviour in a lesson	Staff issue a **warning** on Class Charts	This is logged. Behaviour monitored.
2nd incident of disruptive behaviour in a lesson	Staff issue a **removal** on Class Charts & removes student to Behaviour Support	Student attends behaviour support for remainder of lesson.

Removal Process

1st Removal- Teacher contacts home by phone explaining why the removal was issued and asking the parent/carer to discuss this with their child. If parent is unavailable, then a message may be left/sent by email/ClassCharts.

2nd Removal- Teacher contacts home by phone explaining why the removal was issued and asking the parent/carer to discuss this with their child. If parent is unavailable, then an email may be sent.

3rd Removal- After School Detention (ASD) triggered. Teacher contacts home by phone explaining why the removal was issued and asking the parent/carer to discuss this with their child. If parent is unavailable, then an email may be sent. Parents and students notified of ASD via ClassCharts announcement.

Continuing issue in single subject- Subject leader places student on subject report and arranges parental meeting. Subject targets for improvement set.

Continuing issues in multiple subjects- HOY to place student on HOY report and arrange parental meeting. General targets for improvement set.

Behaviour Support and Escalation

Removal from lessons is a serious sanction whereby a student will be required to spend a limited time out of the classroom at the instruction of a member of staff. At The Trafalgar School students are expected to attend Behaviour Support when being removed from a classroom.

Removal from lessons is a serious sanction and is used in response to persistent disruption to the classroom environment, as a result of persistent breaches of aspects of the behaviour policy or as a result of a single serious incident as a step before formal (external) suspension from school.

Our Behaviour Support room is a classroom staffed by suitably trained members of staff, where students are expected to work silently to allow for reflection and reintegration to a normal classroom setting.

When students arrive at Behaviour Support following a removal.

Students complete a Reflection Form and then are expected to face forwards and work in silence until the end of the lesson they arrived.

Students are expected to ‘work hard’, making notes from a Knowledge Organiser using the Cornell Notes sheets provided.

Escalation process

Students unable to work effectively will 'fail' and stay in BS for the next lesson &/or the next break/lunch. They are given this opportunity to 'get it right.'

Students unable to meet expectations (= 'fail') will be rehoused with a member of SLT and will be expected to stay in Behaviour Support for the next lesson &/or the next break/lunch.

If a student receives 2 removals in a day they will work in Behaviour Support for the remainder of the day, including break time and lunchtime, and ensure they do not amass further sanctions. Parents will be informed by Class Charts**.**

If a student refuses to leave a classroom, or fails to arrive at Behaviour Support following a Removal, they will likely be internally suspended - to be decided on a case-by-case basis.

For incidents of serious unacceptable behaviour, students will likely be issued with a day of internal suspension in Behaviour Support, to be decided on a case-by-case basis. An Internal Isolation checklist will be completed and agreed by PS/RF before an internal isolation takes place.

Removal from lessons and the use of Behaviour Support is monitored weekly by senior members of staff in order to interrogate patterns and make data-based decisions to consider whether frequently removed students may benefit from additional or alternative approaches.

Detentions

A student who receives an after-school detention will have disrupted learning and been Removed at least 3 times. This shows a disregard for their student peers and is not acceptable. Students who attend our school must attend detentions they receive. We expect parents and carers to support this. Failure to attend will lead to the escalation process below.

After School Detentions will be held after-school from 3:00pm until 4:00pm on Wednesdays in the Behaviour Support room. They will be run by senior teachers

Red-Line Detentions will be held after-school from 3:00pm until 4:00pm on Thursdays in the Behaviour Support room. They will be run by SLT

Students at detention will be expected to 'work hard' on English writing tasks (FWC bank) and/or Maths skills checks (KS3) and/or Exam Papers/Qs (KS4)

The expectation is that **all students** sit after school detentions. By parental request this can be reset for Thursday **in exceptional circumstances** and in the case of absence reset for the following week. If a detention is missed without reason, then students will be internally suspended starting at lunchtime and incorporating lesson 5 and an After School Detention.

If this is not done, then the student will be externally suspended or receive off-site direction for a day's internal suspension at another MLP school.

1st After School detention [3 Removals] - Tutor/HOY or Subject leader to flag that student needs an after-school detention. Admin/Reception to contact re day of completion. Tutor/HOY follow up contact with parents to stress importance of attending.

2nd After School Detention [6 Removals] - Tutor places student on tutor monitoring report and informs parents- targets set.

3+ After School Detentions [9-14 Removals] - HoY places student on HoY report and parental meeting arranged for PSP to be started.

5+ After School Detentions [15+ Removals] - SLT monitoring report to PS/RF – if no improvement made, then STEPS or Managed Move at MLP school considered

Throughout this process the focus remains on repair, understanding and helping the student re-engage successfully. Parents are an integral part of this.

Internal Suspension

Internal suspension will be considered by **HoY and/or SLT** for incidents including behaviours related to any of the suspension codes – most commonly persistent disruption; repeatedly refusing to follow instructions; physical or verbal aggression to students or adults. Please see serious incident section for further examples.

An Internal Suspension Checklist must be completed by **SLT/HoY** and agreed by RF/PS.

Internal suspensions mirror the formal external suspension process in that they are implemented either as a "half day" (8:30am to 12:15pm or 12:15pm to 3:00pm) or whole day (8:30am-3:00pm) sanction. The decision as to the severity rests with **SLT and HoY**. Parents will always be informed by telephone should their child received an internal suspension.

Students will be placed in Behaviour Support. KS3 students will work on core subjects and KS4 students will be provided with a laptop to complete exam preparation or revision activities.

Internal Truancy

This shows an unwillingness to work positively with the school community and is sanctioned as follows

Students who truant part of a lesson will sit the minutes they have truanted with HoY at break or lunch.

Students who truant a whole lesson will trigger an After School Detention.

Students truanting more than 1 lesson will be placed in internal suspension including break and lunch. They will also be expected to sit an after-school detention. HoY will inform student/parents & teachers/Trafalgar Admin for register.

Other approaches which can be used by staff

Staff may also issue sanctions outside of the centralised system, where appropriate.

These sanctions may include, but are not limited to:

A verbal reprimand

Extra work or repeating unsatisfactory work until it meets a required standard

The setting of written tasks as a sanction, such as a letter of apology

Loss of privileges – for instance the loss of a responsibility, such as being a prefect, or not being able to participate in a school event, trip or visit

School based community service or imposition of a task – such as picking up litter; tidying a classroom; or removing graffiti

Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.

Meeting with the local community police team

Removal from a lesson or a series of lessons (SLT or HOY only)

A period of time in Behaviour Support (SLT or HOY only)

These are used proportionately and explained clearly, so students understand the purpose and pathway back to success

Being prepared for learning

All students are expected to arrive promptly for lessons and fully equipped throughout the school day. We support students to get this right by using consistent routines and regular reminders. The equipment list is readily available for parents and students to review and all items can be purchased from Student Services. Lesson start and end times are marked by the sounding of a bell.

At The Trafalgar School all staff are expected to follow clear routines to support students in meeting our expectations as regards preparedness for learning.

Students are expected to be on time and have equipment for all lessons.

Punctuality

3+ times late to lessons in a week	Tutor Punctuality report - review after 1 week.
Student does not respond to tutor report and lateness still occurring.	HOY punctuality report. Detain for additional minutes at break/lunch in BS.

Equipment

Equipment issue in lesson or equipment check	Logged on CC as Equipment issue with note. Tutor to run equipment report weekly and contact parents if required.

Uniform, Make-up, Jewellery and Hair

Uniform is how we create the sense of belonging and shared identity. We want every student to feel comfortable, confident and included in our school community. We set clear expectations and we work with students and families to resolve any difficulties.

Parents and students are expected to familiarise themselves with the Uniform Policy which details expectations around uniform, make-up and jewellery. Students are expected to comply with the Uniform Policy at all times. If a student is not wearing the correct uniform, tutors will contact home to verify accuracy of the reason for this and agree a timeframe for resolution. Repeated uniform issues will result in sanctions being implemented at the discretion of school leaders, this may include internal suspension.

Students who are wearing unacceptable make-up will be expected to remove this in Student Support. Repeated issues related to make-up will result in sanctions being implemented at the discretion of school leaders, this may include internal suspension.

Jewellery expectations are clearly stated in the Uniform Policy. Students will have inappropriate jewellery confiscated and returned on the following Friday. This will be logged on ClassCharts. If a student refuses to remove the inappropriate jewellery it is likely they will be internally suspended.

Long nails are a health and safety issue. Students are allowed to have natural short French polished nails. All acrylics or bright nail varnish is not allowed.

If hair is of a non-natural colour or has patterns cut into it, then the student will be asked to rectify this as soon as possible. In the meantime, they may be asked to wear a head covering to attend lessons or be in internal suspension if they refuse to comply with this.

Homework

Homework is an important part of a students' learning and an expected extension to their classroom experience. Students are expected to complete all homework set by the required deadline. KS4 students may be asked to attend Working Lunch opportunities to complete homework.

Staff should discuss with parents and carers about whether the student has the right environment at home to complete homework. If not then After School Homework Club should be offered.

Incident	Staff Action	Student Sanction
Homework not completed	Staff log on Class Charts	Class teacher to contact parents at end of week if pattern of non-completion is clear. If no change, Subject Leader to contact home. HOY to run homework report fortnightly and contact parents if homework not completed across several subjects.

Managing Behaviour – Out of Class

When students are not in lessons, they are expected to maintain high standards of conduct around the building. Vandalism and graffiti will not be tolerated. This school is a community where all members need to respect the environment well. We have a series of rules for how students should be in corridors and outside while at break and lunch. These can be found in Appendix 2.5.1

Anti-Social Behaviour

In order to maintain a calm and purposeful environment, staff and students at The Trafalgar School are expected to follow clear routines around the school site. This includes using one-way systems, entering and exiting classrooms through external doors wherever possible and maintaining a calm and respectful manner in corridors.

Students who display behaviour that is generally against our school values can be given a **Values Warning.** These carry no immediate sanction but will be monitored by tutors and HoY.

Certain anti-social behaviours have been specifically identified as being particularly unacceptable and are known as **Red Line incidents**. These behaviours are:

Chewing gum

Phone use

Observed dropping of litter

Casual swearing (e.g that which is used in conversation and not directed aggressively deliberately to cause offence)

Casual discriminatory language including but not limited to homophobic, misogynistic, racist and religious discrimination (e.g. that which is used in conversation and not directed to deliberately cause offence)

Unacceptable use of sexualised language

Toilet misuse (including more than one student in a cubicle or anti-social behaviour within the toilet facilities)

Low-level vandalism (that which does not result in a cost to rectify)

Incident	**Staff Action**	**Student Sanction**
Red Line behaviour (as above)	Reported to Head of Year or SLT who issue a Redline detention on Class Charts	Student attends 1-hour red line detention on Thursday from 3-4pm
Student issued with 3 red lines in a term	Parental meeting called and decision on sanction issued.	Decided on a case-by-case basis but will likely result in an internal suspension with restorative work to complete.

Vandalism

We are committed to maintaining a safe and high-quality learning environment for our students and staff. Vandalism, which is defined as the deliberate damage or defacement of school property, undermines this and will not be tolerated.

Our response as a school is set out below

Accidental damage- addressed on a case-by-case basis. Parents informed.

Careless or reckless damage- addressed on a case-by-case basis. Parents informed. Invoice for repairs issued if appropriate. Restorative process to highlight consequences of damage.

Restorative process- student and relevant HOY to meet with member of staff affected, or site team if it is a whole school issue. Discussion about the consequences of the damage. Student then signs a restorative meeting form to say they accept the consequence of their actions and that they will undertake a restorative punishment. Member of staff and HOY to identify a

suitable restorative punishment, which may be in addition to other sanctions depending on the severity of the issue. Parents informed and form logged on CPOMS.

Intentional Damage- Restorative process followed. Failure to do so will result in an internal or external suspension as appropriate. Replacement costs invoiced and contribution requested. STEPS placement considered.

Repeated serious damage- external suspension and managed move considered. Restorative process followed. Replacement costs invoiced and contribution requested.

Bullying

Our school community wants everyone to feel safe, secure and happy at school and we celebrate difference. We do not tolerate any racist, sexist, homophobic, trans, disablist or other types of bullying. Anyone who decides to bully at Trafalgar is not working within the school values and needs to be both sanctioned and educated. This is set out clearly in the MLP Behaviour Policy and Anti- Bullying Strategy (Appendix 3) which is reviewed annually.

Bus Behaviour

Students are expected to behave in a way that makes the journey safe and comfortable for everyone on the bus.

They should not behave in a way that distracts the driver from driving the bus safely, e.g., continually ringing the 'stop bell', moving around the bus whilst it is moving or throwing anything.

They should also not behave in a way that could impact negatively on the experience of another student.

Behaviour that meets expectations	**Unacceptable Behaviour**
Remain seated throughout the journey	Leaning over seats and walking up and down when the bus is in motion.
Press the Stop bell to alert the driver to your stop.	Continual pressing of the bell
Play personal music, games or clips via phones through earphones	Playing music aloud without a speaker
Talking and laughing with friends	Saying anything which makes another student feel uncomfortable.
Treat the bus and the driver with respect	Throwing food or anything else or leaving litter on the bus.
	Damaging the bus or ignoring the driver.

1st offence Students will initially be spoken to by Mr Sutton (PS) or HoY and an appropriate in-school sanction applied – usually a D20 added

Parents will be informed via ClassCharts

2nd offence Students will receive an appropriate in-school sanction – usually an internal suspension.

Students will also be allocated a specific seat or area of the bus to travel e.g. to sit downstairs for at least a fixed period of time

3rd offence Students/parents will receive a warning letter - a reminder of the Bus Behaviour Expectations and that a continuation of unacceptable behaviour will lead to ban/removal of the right to travel by bus without refund.

Students will also receive an appropriate in-school sanction – usually an internal suspension (isolation)

Continued unacceptable behaviour Students will receive a ban from the bus for a fixed period – usually one day initially - depending on the severity of the behaviour. If unacceptable behaviour continues, these bans will increase and eventually become permanent. Students will continue to receive additional appropriate in-school sanctions – usually an internal suspension.

We do not take lightly the disruption caused to parents by banning students from the bus and this really is a last resort but the safety and comfort of all students remains our number one priority.

Behaviour in the community

Students are expected to maintain their high standards of behaviour within the community and show pride in our school by how they conduct themselves and interact with people from the local and wider community. We expect them to be exemplary representatives of Trafalgar and show the wider community what a great place our school is. Anyone, who does not behave like this, lets the school community down and will be sanctioned as necessary.

Trips and Visits

Students will be expected to follow the Behaviour Policy and when attending all trips and visits. Failure to do so will result in the school sanctions being issued.

Eligibility for a place on a trip or visit will be at the discretion of the school and students may be precluded from trips and visits should their behaviour record be a cause for concern.

Parents will be informed should a students' behaviour raise concerns about their eligibility for school trips and visits. Examples of behaviour that would cause concern regarding a student's eligibility for a trip or visit may include (but not be limited to) single incidents of violent or threatening behaviour, frequent and persistent disruption or defiance which may have led to internal or formal (external) suspension from school and any behaviour which may suggest that students could disrupt the smooth running of the trip of visit.

A students' place on a trip or visit may be withdrawn should their subsequent behaviour prior to the trip or visit give cause for concern as described above.

Serious One-off Incidents

When a serious incident occurs, we respond in ways that are calm, fair and relational ensuring that students are treated with dignity while the situation is addressed with clarity.

On occasions students may exhibit behaviour which is deemed to be so serious that it sits outside of the above systems and processes. Each incident will be evaluated on a case-by case basis but it is expected that students should be sent to Behaviour Support immediately while the incident is investigated.

A serious incident is any behaviour, which causes damage to or threatens the safety, wellbeing or integrity of the school community.

Violence

Blatant defiance

Abusive language towards a member of staff

Graffiti/vandalism (that which brings a cost to rectify)

Racist language at a student or member of staff

Our response balances accountability, safety and support.

Staff intervene quickly and calmly to ensure safety.

Staff use de-escalation and relational communication to reduce distress.

The incident is recorded and reviewed by senior leaders to ensure

Responses are fair

Patterns are identified early

Students receive appropriate follow-up support

Safeguarding concerns are addressed

Having been assessed by a senior member of staff, Incidents of this nature are likely to result in either internal suspension, formal (external) suspension from school or alternative provision being sought. Physical violence or swearing at a member of staff is likely to lead to a formal (external) suspension from school (see Suspension and Exclusions Policy for further details).

Seclusion

Seclusion refers to an exceptional and emergency restrictive intervention where a pupil is prevented from leaving a space of their own free will in order to prevent immediate and serious risk of harm to the pupil or others. This may occur only where pupils present with severely dysregulated behaviour and all reasonable de-escalation strategies have been unsuccessful.

Any use of reasonable force to move a pupil to such a space must be lawful, proportionate, and the least restrictive option available.

Seclusion is never used as a punishment, sanction, or behaviour management strategy, nor is it a planned or routine intervention. It is used solely to maintain safety and is not promoted by the school. The pupil will be continuously supervised, the environment will be safe, dignified, and non-threatening, and the pupil will remain in the space only for the shortest time necessary to restore safety and emotional regulation.

Use of seclusion requires immediate authorisation from a member of SLT, and its use will automatically trigger a review of the pupil's support plans, including risk assessments, PSP and restraint-reduction strategies, to ensure future incidents are minimised.

All incidents of seclusion constitute a significant restrictive intervention and will be recorded promptly and accurately in a secure file on the SLT drive, including the rationale for use, duration, supervision, antecedents, de-escalation attempts, and post-incident support. Parents/carers will be informed without delay in line with statutory guidance. Recorded data will be analysed to identify patterns, triggers, and preventative strategies, and will inform ongoing monitoring and governance oversight.

This approach reflects the school's statutory duty to have regard to the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (2026). Please see MLP Behaviour Policy: Section 7.5 for further details.

Banned items

Our priority is to create a school environment where everyone feels safe, respected and able to learn. Some items can cause harm, increase anxiety or disrupt learning.

All students are banned from bringing the following prohibited items on to school site:

Ttobacco, cigarette papers, all forms of vapes and e-cigarettes, lighters, matches, or any smoking related paraphernalia

knives and weapons

alcohol

illegal drugs and drug paraphernalia

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 damage to property of; any person (including the student)

fireworks; and

pornographic images.

Possession of the above items is likely to be sanctioned with a formal (external) suspension, however the full range of sanctions will be available including the use of permanent exclusion – the likelihood of this is increased if a student is found not only in possession of the item but to have used/been under the influence of or intended to distribute the item (s).

Under the *DfE (2022) Searching, Screening and Confiscation* guidance, Headteachers, and staff they authorise, have the right to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited or banned item listed below.

If students are found to have a banned item, the school will decide on an appropriate sanction, which may include any of the full list of sanctions detailed in this policy including permanent exclusion. The same may apply to students who are caught with others who are using a banned item, for example, a student found in the presence of another student who is vaping, as it is reasonable to assume that the student is condoning the use of this banned item.

The following items are allowed on school site, but are banned for use on school site and must be kept away in a bag for the duration of the school day. If seen or heard by staff they will be confiscated and in the first instance returned to the student at the end of the school day. Students who repeatedly breach these rules will have the items confiscated with them being returned only to parents. All of the items below are the responsibility of the owner. Under no circumstances will the school or Academy Trust accept any responsibility for their loss of theft.

Mobile phones, smart watches, ear pods/headphones

Hoodies

Clothing or jewellery not permitted under the school uniform rules

Chewing gum

Pupils must not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes, unless explicitly authorised by a member of staff (for example, for a specific medical reason).

The Trafalgar School uses Yondr phone pouches to restrict the use of mobile technology. All pupils are provided with a mobile phone pouch when they join the school and are expected to replace, at a cost to parents, any pouch that is lost or damaged.

The school recognises that mobile technology provides an important communication tool between parents and children. Additionally, the semi-rural nature of the school and geographically wide catchment area means that many students' journey to and from school is 'disjointed' and often not straightforward.

As a result students may use mobile technology whilst travelling to and from school. They may also use mobile technology when on Trips and Visits at the discretion of the leading member of staff.

During these occasion students are expected to comply with all expectations as set out within the behaviour policy. Students continue to represent the school on these occasions and the school will use all necessary measures within the Behaviour Policy to sanction mobile technology misuse, including confiscation and reporting criminal use to the police.

Any mobile technology misuse that brings the reputation of the school into disrupt whilst using school or public transport could result in students being banned.

Staff may permit the use of mobile technology on trips or visits. On these occasions students must adhere to staff instruction with regard to when mobile technology must be switched off, turned to silent or not seen.

The sanctions associated with mobile technology breaches are:

All students must have a Yondr Pouch whether or not they bring a mobile phone to school. If a pouch is lost or damaged it must be replaced by the student and until then any phone must be handed in to Student Services.

Students found with their mobile phone out of their Yondr once school has started will receive a Red Line detention and their phone will be confiscated until the end of the day

Use of mobile technology without permission will result in a Red Line detention.

If the mobile technology has been used to further breach behaviour or safeguarding expectations then further sanctions will be administered to be decided on a case by case basis.

Confiscation is permitted under Sections 91 and 94 of the Education and Inspections Act 2006.

For a first offence confiscated mobile technology will be returned to the student at the end of the day. Further unpermitted use of mobile technology may result in it only being returned to parents.

For further specific guidance related to mobile technology see TSD Mobile Phone Policy.

Roles and Responsibilities

The Academy Governance Committee (AGC) will support and uphold the high standards required by the Trafalgar School of its students, in order to maintain good order and discipline

to ensure learning experience and positive relationships. The AGC will fulfil; its statutory obligations to conduct disciplinary committees and appeal panels for Suspensions as required.

The Headteacher will take responsibility for the good order and discipline of the school, ensuring clear boundaries and expectations are established and that resources are deployed appropriately. Suspensions will only be used as a last resort when other strategies to manage behavioural issues have been tried and the learning and or safety of other students has been compromised.

All Senior leaders will lead, manage and model appropriate behaviour management strategies within the school, implementing the standards of the policy with regard to repeated or serious infringements of the school rules. They will support the teams that they line manage to consistently apply the behaviour policy.

Middle leaders will lead, manage and model appropriate behaviour management strategies within their designated areas, supporting staff to become autonomous in their management of behaviour but also providing a point of referral if required.

Pastoral leaders will implement school policy on procedures and sanctions relating to discipline e.g. lesson checks, reports, take statements after incidents, detentions, suspension processes and paperwork, ensure all student logs are kept up to date and that appropriate action is taken as and when required.

The SENDCo will ensure that suitable programmes are planned and developed which are appropriate to individual needs and entitlements for students with educational needs related to behaviour, and liaise accordingly with specialist external agencies

All teachers and teaching assistants will set high expectations for student behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. Teachers will be positive role models for students and follow the procedures for behaviour management as laid out in this policy.

All staff have a responsibility to:

Be familiar with the Principles of Behaviour

Establish a positive and trusting relationship with students and parents

Demonstrate a level of care and respect for all students

Act justly and fairly (and be seen to do so)

Deal promptly and personally in matters, which affect the quality of teaching and learning and the personal development of the individual

Apply a consistent approach to all students

Support and implement Learning Expectations, reward good behaviour and both challenge and sanction inappropriate or unacceptable student behaviours.

All students will be expected to familiarise themselves with this policy, and abide by The Code of Conduct.

Parents and Carers are expected to sign and support the Home School Agreement.

Families are expected to support and work with the school in maintaining good behaviour and discipline:

Encourage children to develop good habits of diet, sleep and a healthy lifestyle

Comply with the Academy's Attendance Policy

Ensure that children wear their uniform with in accordance with the

Academy's Uniform Policy

Support the school's mobile phone protocol

Be familiar with The Code of Conduct

Keep the school up-to-date with home and emergency telephone numbers and other pertinent information

Bring to the attention of the school any potential problem that might

affect their child's education

Be responsible for the behaviour of their children to and from the school

Encourage children to develop effective study habits at home

Participate in parent/carer/teacher meetings to discuss attainment, progress and welfare

Discuss progress reports with their children and contact the school if necessary

Ultimately, our approach to behaviour is rooted in the belief that strong, trusting relationships are the foundation of a thriving school. We recognise that every interaction is an opportunity to model respect, empathy, and fairness. By working together—students, staff, and families—we can create a culture where mistakes are seen as opportunities for learning, and where every young person is empowered to reach their full potential both academically and personally.

Appendix 2.2.1

Visible Consistencies

"Connect before we correct"

What to do before a 'Warning'	Examples
1. Ensure clear classroom routines and expectations are in place	Line up and entry Seating plans Yondr Register Toilet script ('Not at the moment') Dismissal and exit
2.If a student arrives dysregulated allow them time to calm before entering the lesson	Ask the student(s) to wait outside your classroom to calm themselves for a minute
3. Reinforce the positive	'It is great to see so many of you with your equipment out and ready to learn.'
4. Name the behaviour	'Hugo- you are turning round.'
5. Non-verbal cues	Proximity, eye contact, name check
6. Use a countdown	3-2-1 with commentary on each number
7. Warn and allow student time to regulate	Give take up time once warning given.
8. Nudge the behaviour you want	Scan, connect and intervene.
9. Sanction the behaviour not the person	Be clear that they are not rude or disruptive but that their behaviour is. Keep it impersonal.
10. If you do issue a '**Warning**' or '**Removal**', do it calmly.	For a '**Warning**' use the following phrase: ***"Because you are slowing the learning for everyone, I am now going to record a Warning for you on ClassCharts"*** make sure that during the exit routine you have a quiet word with the student to set up the next lesson positively. If a '**Removal**' has been issued, consider if you need to take further steps to ensure the next lesson is positive for both of you.

Appendix 3: Anti Bullying Strategy

Appendix 4: Drugs and Alcohol Policy and Procedures

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

To whom does the policy apply?

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

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

Definition of a drug

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

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

Overall Aims of the Policy

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

Roles and responsibilities

Headteacher

The Headteacher takes overall responsibility for providing a safe place of work for all staff and pupils and as such takes responsibility for this policy, its implementation, and for liaison with parents/carers, Trust, and

appropriate outside agencies in the event of a drug related incident. Pupils who are suspected of being at risk from drugs will be supported and monitored with assistance from relevant agencies such as social workers and police.

PSHE Lead

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

Parents and Carers

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

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

Staff

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

Equal Opportunities Statement

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

Drug Education

Aim of Drug and Alcohol Education

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

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

What Drug and Alcohol Education looks like in our academy

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

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

teaching healthy coping mechanisms and the importance of seeking support and help. Drugs and alcohol education is also part of the statutory science curriculum.

Teaching programme, strategies and resources

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

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

Special Educational Needs

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

Children Vulnerable to Substance Misuse

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

Use of visitors and outside agencies

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

Dealing with Drug-Related Incidents

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

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

Unauthorised substances

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

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

- Parents will be contacted by the relevant teacher. Parents' support will be sought in stressing to the pupil how the use of unauthorised substances in academy is a serious breach of academy rules.
- A suitable sanction will be considered. The severity of the sanction will depend upon various factors such as the age of the pupil, the circumstances of the incident, whether it is a pupil's first offence and whether it affected other pupils.

- The substance and associated paraphernalia such as vapes, matches, or lighters found in a pupil's possession in academy will be confiscated. They will be placed in a labelled envelope and kept securely until parents are able to collect them.

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

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

EXTREME CARE SHOULD BE TAKEN

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

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

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

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

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

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

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

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

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

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

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

When to contact the police

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

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

Dealing with the Media

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

Discipline

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

- a pastoral support programme;
- referral to an appropriate agency;
- home-academy contract;
- behaviour support plans;
- alternative provision;
- fixed term exclusion;
- permanent exclusion.

Consideration should be given to:

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