



ASPIRATIONS

Behaviour Policy

Magna Academy

Also includes;

- Uniform/Equipment policy inc. Jewellery and Hairstyles
- Mobile phones/Electronic devices policy
- Smoking

Approved by Regional Board:

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1. Aims

Our Academy aims to:

- Promote a safe, calm, orderly and positive environment
- Establish clear routines and high expectations across all aspects of the Academy life, which are commonly understood
- To ensure that all aspects are applied consistently and fairly
- Establish long term impact of enjoyment, engagement and positive outcomes
- Create a well-established culture of praise and encouragement in which all students can develop, progress and achieve
- Encourage a positive relationship with parents/carers through increased and effective communication

Magna Academy Poole will promote positive behaviour and put students' interests first in order to make well-informed decisions throughout the Academy community. This will be encouraged through positive working relationships based on respect for all.

Magna Academy will provide a safe learning environment, free from disruption, addressing all issues in relation to violence, bullying and any form of harassment for all within the school community.

Magna Academy Poole will support the personal development of each student by offering an education that ensures students are well informed, empathetic and able to appreciate differences.

2. Legislation and guidance

This policy is created with guidance from the Department of Education. It provides advice to Principals and staff on developing the school behaviour policy and explains the powers members of staff have to sanction students.

The purpose of this document is to provide an overview of the powers and duties for school staff. This policy has been created in consultation with a staff working party and also through the

student leadership team. Draft policy documents are to be shared with parents, carers and the wider community, when reviewed and major amendments made.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools January 2016
- Keeping children safe in education September 2019
- Below the radar: low level disruption in the country's classroom
- Behaviour in Schools (Independent Review)
- Searching, screening and confiscation at school January 2018
- Use of reasonable force July 2013
- The Equality Act 2010
- Approaches to preventing and tackling bullying June 2018
- Exclusion from maintained schools, academies and pupil referral units in England September 2017
- Education and inspectors Act 2006

DfE guidance explains that academies should publish their behaviour policy online.

All secondary schools are required to comply with relevant requirements of the [Equality Act 2010](#) and pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act).

3. Roles and Responsibilities

Principal

The Principal is responsible for ensuring a strong behaviour policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. The policy must promote good behaviour, prevent bullying and ensure students complete assigned work. It should also recognise that home-school relations are important and state how best to foster these relationships.

Staff

All staff are responsible for modelling positive behaviour around the Academy. They must ensure they implement the behaviour policy consistently and fairly. Staff should adapt their approach to certain behaviours, taking into account the individual needs of the student and making reasonable adjustments where necessary. Nevertheless the Academy is committed to ensuring the highest standards of behaviour from all students. Staff are also responsible for accurately recording all behaviour incidents on our monitoring system.

Students

Students have the responsibility of behaving within the expectations of the policy. This shows a level of maturity that allows them to recognise the rights of other students to learn and staff to teach. Students will gain recognition and rewards for positive behaviours. They have the opportunity to contribute towards the Academy policy through the Student Leadership Team.

Parent/Carers

Parents and carers should work in partnership with the Academy to maintain high standards of behaviour and attendance and contribute to the policies through consultation. Parents and carers can access the Academy's policies through the Academy website, or via information given in newsletters and the prospectus.

4. Policy

4.1 In Class Behaviour

Magna Academy expects the behaviour of its students to be of a very high standard at all times. We expect students to behave in a sensible and responsible manner both on and off the Academy site, showing respect for staff and other students. Positive behaviour within a classroom will allow all students to engage in the learning, make progress and achieve. Reasonable adjustments will be made to meet the needs of all our students and support put in place as and when is necessary.

Classroom Expectations:

- Arrive promptly to lesson
- Line up in a calm, orderly and quiet fashion until the teacher invites the class in
- Ensure all equipment is in hand
- Start work promptly
- Maintain all uniform expectations and correct if challenged
- Positively respond to any request made by the member of staff
- Do not eat, drink or chew in lesson (water is an exception, where permitted)
- If requested to move within the classroom, do so safely and quickly
- Respect the environment
- Use items of Academy equipment as intended, minimising the risk of damage or unnecessary replacement
- Produce work to the best of their ability at all times

There is a reciprocal responsibility for staff to behave in a supportive, non-confrontational manner towards students in order to help build positive relationships, encouraging the students to achieve. Staff are expected to challenge poor behaviour in a consistent and appropriate manner.

Appendix 1

Challenging poor behaviour in class

Classroom Routines

Staff at the doorway of the classroom ready to greet students, and reinforce expectations, in a positive manner.

If the teacher is not at the doorway, students wait, lined up outside in a calm, quiet and orderly manner until the teacher arrives. On arrival teacher to greet students and explain the do now/settling activity.

Do now/settling activity

Retrieval practice (doesn't have to be completed in silence) or an activity that will support the needs of the group (handing resources out for those who would benefit). This will promote a calm start to any lesson.

Promotion of the positive learning environment, addressing any negative behaviours on entry – clear difference between in class and out of class behaviour.

This must be completed using positive talk for example, 'Well done year 11, you've entered ready to learn' or 'Year 9, we are much better than this, prove to me that you know how to enter a classroom ready to learn'.

If the group do not settle, stand up behind chairs quietly, then remove the students from the lesson, line up and start the entry again.

Non-verbal/Verbal Direction

Staff to take a graduated response to initial off task behaviour (See appendix 1a)

- A look/nod towards the student that is off task.
 - Staff to change position in the room, stand next to the student who is off task.
 - Staff to place hand on the table to prompt the student to start work.
 - Crouch down to the student's level and speak to the student, encouraging them to start working.
- Examples of this 'Is everything ok?' 'Is there a problem?' 'Come on, you can give this a go'

Please ensure you use any specific SEND interventions identified on individual learning profiles

These are not warnings, simply supportive strategies to engage the student.

Allow the student time to respond to the strategy used
Walk away from the student so they can correct behaviour.

Direct Assertiveness

Challenge off task/poor behaviour directly when/if it continues

Graduated Responses

- Challenge the behaviour directly, set specific targets e.g. Come on you haven't started yet, you need to complete 3 questions in the next 3 minutes
- Move the student within the classroom

Maintain a positive tone, outlining the unacceptable behaviours they are displaying and set a clear expectation so the student clearly understands what they must do.

This is now a warning – explain clearly what will happen if the poor behaviour continues.

Students need time to respond and process the information given to them, do not react immediately to negative behaviours or responses for example eye rolling, tutting – address this once the student is compliant, this needs to be done in a positive way. Do not move to the next sanction.

Walk away from the student so they can correct behaviour.

Removal of student to reset behaviour

Sanctioning persistent negative behaviour

Graduated Responses – Avoid announcing it to the class

- Crouch down and explain why the sanction point is being issued
- Ask the student to stand outside the classroom (must be somewhere you can see them)
- Teacher to settle class, only then, step outside the threshold of the door to speak with the student
- Explain to the student why they were removed for a timeout, inform the student that a 'Sanction Point' has been issued. Allow them to reset their behaviour in order to continue in the lesson
- Student is returned to the lesson (move the student if necessary)

Sanction point issued – Staff to log this on Progresso with clear details given.

Staff do not need to remove the student from the classroom to issue this sanction.

If you feel the student needs a further minute to reset please allow them to, they must stay where you can see them.

If a student walks off, email Patrol as normal.

Lesson Removal

When the student does not respond to previous graduated responses and the negative behaviour continues

Graduated Responses – Avoid announcing it to the class

- Student is now removed to a 'BUDDY' room (within the same department)
- Student to remain in the buddy room as an expectation and to work in silence
- Student to be removed by Patrol if they remain disruptive
- Patrol collect student and offer a triage support before delivering to the KS3/4 intervention room

This is now a 'Removal Card'

Staff responsibilities following a Removal Card (the same day it is issued)

- Log removal card on Progresso
- Attempt to call home, leave message if the facility to do so is available
- Email if above point is not possible
- Log on Progresso that contact has been made, be specific with what type of contact made

Students who are consistently removed from specific subject areas will be placed on subject report, a meeting with the parents will be arranged and supported by the Head of Subject, Academic Director or Line Manager. The Classroom Removal Ladder will guide staff through what is expected and what further support can be put in place if poor behaviour persists.

For Classroom Removal Ladder see Appendix 2

Extreme Poor Behaviour

This is for extreme acts of poor behaviour only

- Swearing directly at a member of staff
- Physical assault on another student
- Dangerous behaviour (flipping tables, throwing chairs etc.)

Students will be removed from the situation whilst this issue is investigated by Patrol, statements collected and an informed decision made on appropriate sanction. This level of behaviour will most often result in an Academy Based Exclusion (ABE) or external exclusion.

4.2 Out of Class Behaviour

When outside of lessons students should;

- Behave respectfully around the Academy
- Walk calmly, orderly and quietly during all transitions, including break and lunch, showing courtesy to other students, staff and visitors to the Academy
- Respond quickly to any instructions given by staff
- Not walk away from a member of staff if requested to wait or speak with them
- Maintain all uniform expectations and correct if challenged
- Eat only in the specified areas (chewing gum is not allowed in the Academy)
- Avoid gathering in large groups/crowds, as this can be intimidating to other students and staff
- Be silent and responsive during line ups and listen when being spoken to by staff
- Move silently from line ups
- Wait quietly, in a single file outside of the classroom until greeted by the member of staff
- Not engage in bullying or harassment of any kind
- Treat all people with respect
- Respect the environment
- Use items of Academy equipment as intended, minimising the risk of damage or unnecessary replacement
- Not endanger others by interfering with Fire Prevention devices and alarms
- Not bring the Academy into disrepute by unacceptable behaviour off-site, whether in the locality, to and from the Academy, or further afield e.g. on Academy visits

Students who fail to meet out of class expectations above, will receive a negative signature on their Ready for Learning Card. Two signatures result in one negative behaviour point, this is recorded by the tutors at the end of each week. Positive signatures are also recorded by the tutor at the end of each week, with one positive signature equal to one positive behaviour point.

Students who show poor behaviour outside of lessons that would be the equivalent to a lesson removal, extreme poor behaviour or are picked up during lesson time would receive an appropriate sanction from the Senior Leadership Team.

4.3 Detentions, Academy Based Exclusion (ABE) and Exclusions

Detentions at Magna are centralised and supervised by members of the Phoenix Team, Head of Year and the Senior Leadership Team. Depending on the level of detention, what it was issued for and the students' behaviour within detention may influence the duration and location. During the detention students are encouraged to complete homework, therefore supporting them to establish a positive routine that can be maintained outside of the detention. Although detentions are centralised, staff who have removed students from their lesson are encouraged to discuss behaviour during the subsequent detention. If staff wish to speak with a student about the

behaviour displayed they are able to remove the student from the detention room quietly. These conversations should not last the duration of the detention and will help develop relationships and will support a more positive environment within the classroom.

Detentions can be issued for the following, but is not restricted to:

- *Arriving to the Academy late – 30 minutes
- *Failure to complete homework – 30 or 60 minutes (60 minutes maximum)
- *Failure to bring full correct PE Kit – 30 minutes
- *Failure to bring ingredients for food technology – 30 minutes
- *Removal Card - 30 minutes (max 60 minutes)
- 20 negative behaviour points – Head of Year detention for 60 minutes (Thursday)
- 35 negative behaviour points – Senior Leadership detention for 75 minutes (Friday)
- Excessive behaviour points – Senior Leadership Team Academy Based Exclusion

*Detentions are set for the following day. The parent/carer will receive notification via a text message with the specific time and date of the detention.

Poor behaviour during any detention will result in the detention being reset, this will escalate the detention to a higher level and often for a longer period of time.

Students who fail to attend a detention will automatically be placed into a Senior Leadership Team detention or escalated if this is the detention they have missed. If absent on the day that the detention is due, this will be reset for the following day. For persistent non-attendance further sanctions will be applied.

Academy Based Exclusions (ABE)

Students placed in Academy Based Exclusion will follow the structure of the Academy day; they will have break, lunch and regular movement breaks, however, this will be conducted in an exclusion room, supervised by members of the Senior Leadership Team. Students will be required to follow their normal timetabled lessons. A laptop will be provided if required. Once all work is complete students will be expected to complete homework tasks for the following day.

Support may be offered during this time by the Phoenix Team and a parental meetings will be required following the second ABE, and then after each subsequent ABE. This will also trigger a Behaviour Support Plan, if one is not already in place. When students are successful they will be supported back into their timetabled lessons.

Exclusions

Guidance from the Department of Education states that the decision to exclude a student must be lawful, reasonable and fair. The Principal or their delegates will have the final decision on any exclusions. The Academy has a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. The Academy should give particular consideration to the fair treatment of students from groups who are vulnerable to exclusion. Students who are excluded from the Academy will require a formal reintegration (Appendix 3) when they return. This will be conducted by the Head of Year and supported by other relevant members of staff when necessary.

The Phoenix Team should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, the Academy should consider whether a multi-agency assessment that goes beyond the student's educational needs is required.

4.4 Student Support/Sanction Ladder

Magna has a designated team that are qualified to support the diverse demographic of needs visible within the Academy. The Phoenix Team will work with students that require adapted support throughout their time at the Academy.

There are a number of ways that students can be identified, these are:

- Class teacher referral
- Head of year referral
- Data monitoring

Our monitoring system allows staff to run detailed reports using different criteria, these reports will be run on a daily basis and will support the identification of students through the patterns that emerge. The Head of behaviour and Pastoral Support will monitor the data to establish any key issue areas that are influencing students learning and progress.

The Phoenix Team will meet on a weekly basis to assess patterns for key students of concern and will assess key students' needs and obstacles to overcome in relation to negative behaviour, taking into account, time of day, subject, class teacher and potential pastoral issues that may be affecting them.

There are a number of interventions that the Phoenix Team will offer, these are:

Compulsory Homework Club – Compulsory homework club will run twice a week, they will work to establish the reason behind the non-completion and if there are any ongoing barriers to this completion going forward.

Behaviour Detentions – These will be supervised by the phoenix team, looking into main root cause for the behaviour sanction, completing reflective work whilst in detention to address behaviour barriers. These will be booklet style exercises requiring students to reflect on choices and implications or poor behaviour choices. Persistent issues will result in parental meetings and targeted interventions.

Academy Counsellor – We have our onsite counsellor who will work with specific students on a regular basis and also offer group working sessions within the Academy day.

Phoenix Provision – This will be available to students who require regular intervention or support in relation to behaviour, pastoral and Social, Emotional and Mental Health (SEMH) needs. These will be students who have been identified through monitoring of behaviour that are having a significant impact on learning and development of themselves and others. There are 4 levels of this provision, these are:

- Stage 1 – 1:1 mentoring with pastoral worker or behaviour manager
- Stage 2 – Targeted lesson provision within the Phoenix Centre
- Stage 3 – Targeted timetabled provision within the Phoenix Centre, part time
- Stage 4 – Targeted timetabled provision within the Phoenix Centre full time

Students who engage in this provision will move stages as and when the staff feel ready to do so, this will be closely monitored and supported and will be in agreement with parents/carers.

Use of external Agencies – The Phoenix staff will work closely with a number of different external agencies offering expert support for our students at Magna. The Academy has already established relationships with a number of external agencies such as Dorset Police, Early Help, CAMHS and Social Care who provide ongoing support to a number of our vulnerable students.

For those students who have been identified as having a behavioural need, the Academy has produced a clear ladder that identifies each step of intervention to support their educational journey. The ladder below shows the support and intervention in place that will monitor students' behaviour.

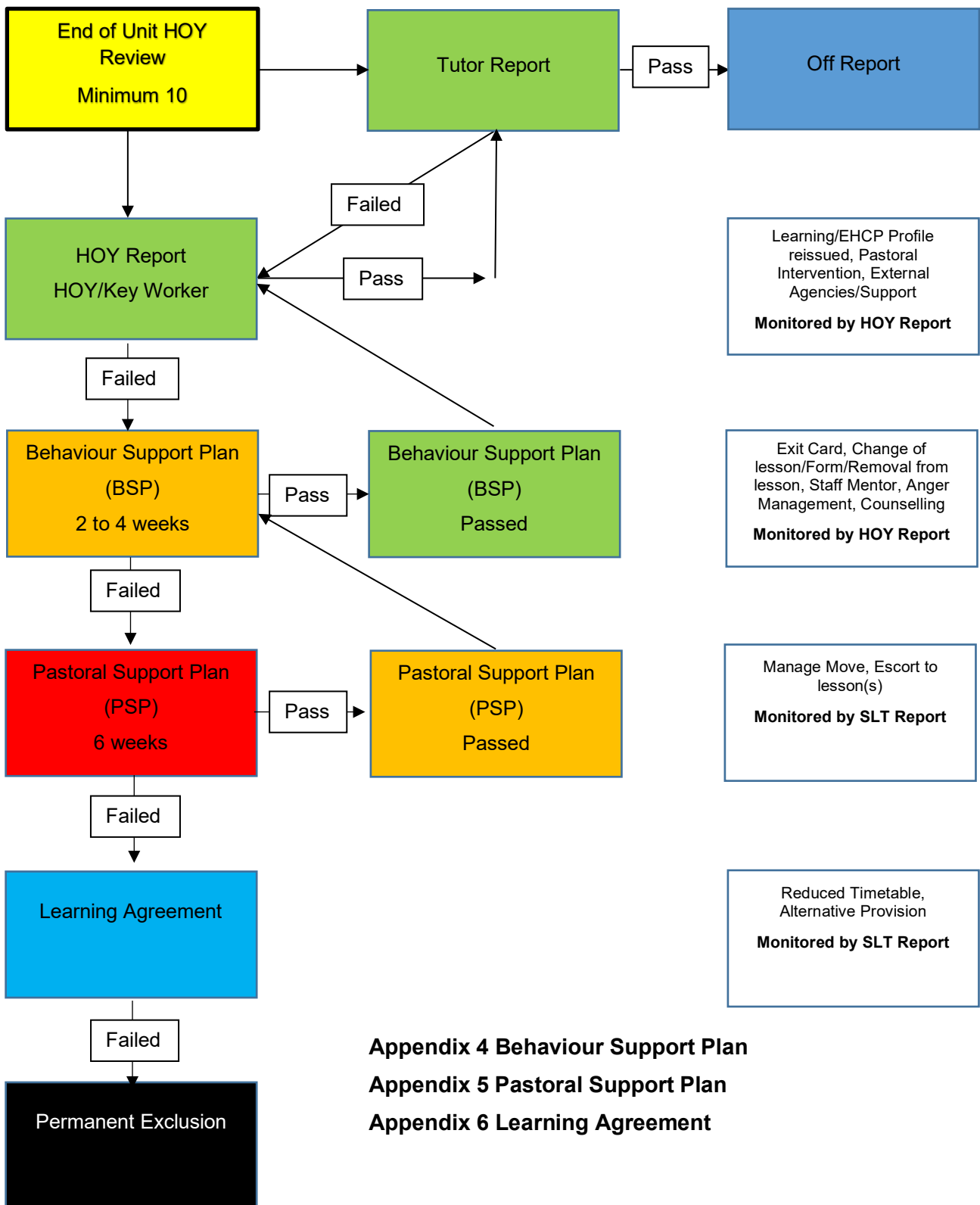
The Student Behaviour Support Ladder (below) shows clear progression if poor behaviour continues and what will happen if the student does not respond to the support put in place.

Levels of support and intervention:

- Tutor Report
- Head of Year Report
- Behaviour Support Plan
- Pastoral Support Plan
- Learning Agreement

As well as these documents, students will be supported by a number of different strategies that will be monitored by the Head of Year, a member of the Phoenix Team or a Senior Leader. At all levels the students will have the support needed to be successful, if the student does not engage and displays persistent poor behaviour, the Academy, as a last resort may be forced to permanently exclude.

Student Behaviour Support Ladder



The Academy will use reports as a form of monitoring, this will provide a snap shot of the student's behaviour over a period of time. The level of report will determine the frequency that the report is monitored, and to which member of staff the student will report. Students are responsible for maintaining their report, ensure they produce it at the beginning of each lesson and collect it at the end. Failure to complete the report will be deemed as unsuccessful and the student will move to the next level of the behaviour support ladder. As you will see from the diagram above there are main levels of report, these are:

- Tutor Report
- Head of Year Report
- Senior Leadership Report

In addition, there are also Subject and Academic Director Reports, these will focus on specific behaviours within specific subject areas. The report will aim to rectify any poor behaviour in a specific class or with a specific member of staff. These reports will be kept in subject areas.

Each of these reports will come with different interventions, but will focus on very clear personalised targets that all students should be achieving. It is important to understand that the movement up to a higher level of report will come with additional behaviour support and monitoring. When a student is successful they will move down through each level as an additional supportive measure.

4.6 Out of Academy Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the Academy, such as on an Academy trip or when using public transport on the way to or from the Academy. There may be times when students will need to be challenged on their behaviour when not representing the Academy, this will include their general behaviour in the local community.

All staff have the authority to challenge students whose behaviour is unacceptable or who break the Academy rules or who fail to follow a reasonable instruction. Their power of discipline applies to student behaviour in the Academy and certain behaviour outside of the Academy, including but not restricted to the following:

- Taking part in any Academy organised or Academy related activity
- Travelling to and from the Academy
- Taking part in behaviour whilst wearing Academy uniform
- Behaviour which could have repercussions for the orderly running of the Academy
- Behaviour which poses a threat to another student or member of Academy staff
- Behaviour against other people, which is related to their involvement with the Academy eg. Bullying/including Cyber Bullying of another student outside of Academy hours
- Any form of anti-social behaviour both inside and outside of the Academy

Sanctions will be issued depending on the behaviour, these may include detentions, community service on or offsite etc.

4.7 Uniform/Equipment (inc. Jewellery, Hairstyles and PE Kit)

The Academy believes in high standards, high aspirations and the highest expectations in every aspect of its operation. Students and staff are expected to take pride in their appearance and this will support in developing high levels of self-worth and belonging. The Academy aims to give all students the foundations for a successful life by helping them to develop the skills and attitudes that will provide them with real life-chances. Students are expected to work hard and to achieve their individual best academically, to develop skills relevant to the 21st Century and to develop the self-confidence and sense of purpose necessary for success in a highly competitive global society.

A smart appearance is an increasingly important aspect of modern life as it does help a person to display an air of self-confidence and a sense of respect. The Academy aims to prepare students for a successful life and so an emphasis on taking pride in one's own appearance is an essential part of the educational process. The Academy has a strict uniform policy which helps to enhance the purposeful and successful climate of the Academy. Our uniform policy demands professionalism and ensures safety which also ensures that students are fully focused on learning as opposed to other distractions.

The Academy uniform provides students with many positive advantages, because uniform:

- Diminishes the social exclusion of students based on what they are wearing
- Places stronger focus on academic performance
- Reduces family tension as students do not have to compete with their peers for the latest trends in clothes
- Creates an atmosphere of teamwork
- Encourages pride in personal appearance and of the Academy
- Promotes safety, particularly through making it easier to identify strangers
- Increases self-esteem and reduces peer pressure
- Most cost effective to parents in the long run
- Makes them ambassadors for the Academy in the local community

Students are expected to wear full Academy uniform on the way to and from the Academy.

Essential items of uniform, e.g. Academy blazer, skirts and some items of PE kit, are only available from the Academy uniform suppliers, [Brigade Schoolwear](#)*

Appendix 7 Full list of Academy Uniform expectations

Uniform	Acceptable	Not acceptable
Blazer*	<ul style="list-style-type: none"> • Magna Academy Poole Blazer 	<ul style="list-style-type: none"> • No blazer • Rolled up sleeves • Any garment other than school jumper and shirt underneath
Jumper*^	<ul style="list-style-type: none"> • Magna Academy Poole V-neck jumper 	<ul style="list-style-type: none"> • Sweatshirt • Non regulation jumper • Fleece • Tracksuit • Hooded top • Waistcoat • Cardigan
Trousers	<ul style="list-style-type: none"> • Plain black • Tailored • Full length • Any belt should be plain black 	<ul style="list-style-type: none"> • Fashion trousers (denim/ corduroy/other materials/ hipsters/flares/wide bottoms/ bootlegs/skinny trousers/lycra) • 'Miss Sexy' trousers and other fashion trousers • Studs, visible buttons or trimmings • Shorts • Stretchy material • Leggings
Skirts*	<ul style="list-style-type: none"> • Plain black skirt that sits on the knee, these MUST be purchased from the Academy. 	<ul style="list-style-type: none"> • Skirts purchased elsewhere • Rolled up skirts
Shirt	<ul style="list-style-type: none"> • Plain white collared shirt • Can be either short or long sleeved • Tucked in with the top button fastened 	<ul style="list-style-type: none"> • Casual/fashion shirt/Polo shirt • Shirt worn without a tie or with tie tucked in

		<ul style="list-style-type: none"> • Sports/hooded tops or coloured t-shirts under shirts • Shirts worn outside trousers • Exposed midriff
Tie*	<ul style="list-style-type: none"> • Magna Academy Poole clip on tie 	<ul style="list-style-type: none"> • Ties that are not clip on or where the clip has broken off – these must be replaced immediately
Shoes	<ul style="list-style-type: none"> • Plain black flat shoes • Laces, soles and stitching must be black 	<ul style="list-style-type: none"> • Trainers (even if black) • Skate shoes • Sandals • Boots • Fashion/coloured shoes • Flip flops • Coloured/Florescent laces. • Canvas/fabric shoes or pumps • Trimmings i.e. buckles, labels, tags or decorations • High heels/stilettos/platforms/ wedges • Clog type shoes • Sandals/sling backs/backless shoes. <p>The Academy will reserve the right to decide what represents a trainer, even when the retailer has marketed the shoe as suitable for school.</p>
Socks/Tights	<ul style="list-style-type: none"> • Plain black ankle socks • Plain black tights 	<ul style="list-style-type: none"> • Coloured or patterned socks or tights • Bare feet
Make Up	<ul style="list-style-type: none"> • Light foundation, light mascara, clear lip gloss ONLY 	<ul style="list-style-type: none"> • Make up other than that listed • Nail varnish • Nail extensions • False eyelashes
Jewellery	<ul style="list-style-type: none"> • Maximum of two small plain gold or silver stud earrings (one in each ear) • Medical earring (this counts as the single earring) • One wristwatch 	<ul style="list-style-type: none"> • Extra or large jewellery of any kind • Any facial or body piercing • No accessories are to be worn around the neck or attached to clothing
Hairstyles	<ul style="list-style-type: none"> • Conventional style • Natural hair colours only • Hair must be tied up on request for all practical lessons 	<ul style="list-style-type: none"> • Extremes of style (The Academy reserves the right to decide what is extreme but invites students and parents to ask in advance if they need guidance) • Tram lines or other shaved shapes • Unnatural colour • Decorative attachments to be worn in the hair • Hair extensions • 'Barcodes' in eyebrows
PE Kit	Acceptable	Not acceptable
T-shirt*	<ul style="list-style-type: none"> • Magna Academy Poole regulation black polo shirt (with logo) 	<ul style="list-style-type: none"> • Any other t-shirt
Shorts	<ul style="list-style-type: none"> • Plain black shorts (not lycra) • MUST pass the mid-point of the thigh 	<ul style="list-style-type: none"> • Shorter than mid-thigh • Lycra material
Tracksuit bottoms^	<ul style="list-style-type: none"> • Plain black non-logoed tracksuit bottoms • Plain black sport leggings for Year 10 and 11 Dance students ONLY 	<ul style="list-style-type: none"> • No large logos • No large coloured motifs

Jumper*^	<ul style="list-style-type: none"> Magna Academy Poole blue PE Hoodie 	<ul style="list-style-type: none"> Alternative outer layers including coat Magna V-neck jumper
Socks*	<ul style="list-style-type: none"> Magna Academy Poole black and blue football socks White sport socks/trainer socks (Summer Term only) 	<ul style="list-style-type: none"> Non regulation football socks White socks outside of the summer term
Trainers	<ul style="list-style-type: none"> Running trainers or Astroturf shoes (non-marking soles) Football boots when requested^ 	<ul style="list-style-type: none"> Fashion sport footwear Skate shoes Plimsolls Florescent laces
Extras^	<ul style="list-style-type: none"> A plain black base layer to be work under the black polo shirt Hairband – all long hair must be tied up during all PE lessons Water bottle <p>Highly recommended</p> <ul style="list-style-type: none"> Shin pads Gum shield 	
Drama	Acceptable	Not acceptable
	<ul style="list-style-type: none"> Non slip socks 	<ul style="list-style-type: none"> Bare feet Regular socks

*Purchased directly from Brigade, link found on the Academy Website.

^Non-compulsory item (no other items can be worn in place of these)

Equipment

At Magna we always set the highest expectations for our students in order to raise their aspirations and enable them to achieve. By producing a list of equipment that students require, we are helping prepare them for the world of work and maximising every opportunity to be successful.

Essential Equipment List

	Item	Cost to purchase from Magna Academy
COMPULSORY EQUIPMENT	30cm long, clear pencil case	£1.00
	Helix Maths Set	£2.00
	30cm ruler	50p
	Compass	50p
	Protractor	20p
	Safe Compass	£2.50
	Casio FX 85GTX Calculator	Not available to purchase from the Academy
	3 x Black or Blue pens	Not available to purchase from the Academy
	3 x HB pencils	Not available to purchase from the Academy
	Highlighters	Not available to purchase from the Academy

	1 x Whiteboard pen	One provided by the Academy, can be exchanged
	1 x Green pen	One provided by the Academy, can be exchanged
HIGHLY RECOMMENDED ITEMS	Coloured pencils Glue Scissors Rubber Pencil Sharpener	Not available to purchase from the Academy

Full uniform and equipment checks will be carried out by tutors, each morning during tutor time.

- Any students not appropriately dressed or without full equipment will be sent to student reception.
- All corrections to uniform and equipment will be made
- Students will leave a deposit (mobile phone, house keys etc.) in exchange for missing item/s. This will be recorded on our monitoring system.
- Students will return the borrowed item to student reception at the end of the day (3pm). If the student attends an after school activity they must exchange the item before.
 - Text to be sent home to inform parent/carer of issue (1st offence)
 - Tutors to call to discuss issue (2nd offence)
 - HOY to call to discuss issue (3rd offence)
 - HOY to invite parents in to discuss issue (4th offence)
 - HOY with SLT lead to meet with parents to discuss additional sanctions (5th offence)

If uniform (inclusive of jewellery) is challenged outside of tutor time, the following sanctions will apply.

- Staff should challenge the student to correct their uniform. Jewellery should be confiscated from the student and taken to student reception (see below for sanction)
- Staff should sign the students ready for learning card (see new R4L Card).
- Two negative signatures on a card = 1 negative R4L point on our monitoring system.
- These cards are to be collected at the end of each week (tutors enter both positive and negative points onto the system).

4.8 Mobile Phones/Electronic Devices

The guidance from the Department of Education allows schools to limit or ban the use of mobile phones during the school day. Establishments must make clear the sanctions to staff, students and parents/carers.

Any electronic devices that are brought into the academy is at the risk of the owner, the academy will not be liable for any damages or loss.

Students must ensure that their mobile phones are switched off and in school bags, when in the academy, between the hours of 8.27am and 3pm (inclusive of extra-curricular activities). The only exception is when instructed by a member of staff that an electronic device can be used for educational purposes. Students must ensure that all electrical devices are used within the guidelines of our e-safety policy.

If students are seen with any electronic devices during the academy day; the following will apply:

First offence – the student will hand the device over, the device will be taken to student reception where the student can collect it at the end of the day. This will be recorded on our monitoring system.

Second offence – the student will hand the device over, the device will be taken to student reception, a phone call will be made and the parent/carer will need to collect the device when it is convenient to do so. This must be within the opening times of the main reception of 7.45am and 4.30pm. This will be recorded on our monitoring system.

Third offence – the student will hand the device over, the device will be taken to student reception, student reception will email the relevant HOY who will call home to inform the parent/carer that the student will hand in the device in during line-ups/tutor time, each day and will be able to collect it from student reception at the end of each day for a minimum of five academy days.

Any further offences – HOY will invite parents/carers in to discuss the ongoing issues.

4.9 Smoking

It is against the law for any person to smoke on the Academy site, this includes staff, students, parents/carers and visitors.

The Academy takes smoking very seriously, whether it be on the Academy premises, or outside the Academy premises while wearing the Academy uniform. If a student is caught smoking or vaping, parents will receive a letter that explains that this is not acceptable and what will happen if a student is caught for a second time. If a student is caught a second time, they will be excluded for a day, this will remain on their school record permanently. When the student returns following the exclusion, they will be searched and any paraphernalia confiscated. Parents will be contacted to collect items. Searching will be ongoing at random intervals to ensure no further items are brought into the Academy.

For additional advice and guidance, refer to our Drug and Alcohol Policy.

5 Screening and Searching

The Principal and authorised staff are allowed to search a student and their possessions, without consent, where they have reasonable grounds to suspect that they may have a prohibited item.

Such items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably has been, or is likely to be, used:

- To commit an offence
- Cause personal injury or damage to property or harm another person

The Academy can confiscate any items found during a search that they consider harmful or detrimental to the school environment.

The Academy can also screen students with a hand held device even if they do not suspect the student of having prohibited items. Students who refuse screening or searching may be refused entry onto the Academy site.

For additional advice and guidance, refer to our Searching, Screening and Confiscation Policy

5.1 Reasonable Force

All staff have permission to use reasonable force in line with guidance from the Department of Education, it states:

Schools can use reasonable force to:

- Remove a disruptive student from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts

Staff are advised that the use of reasonable force is not recommended, refer to our Use of Reasonable Force Policy for further advice and guidance.

6 Staff CPD

Over the course of the Academic year, staff receive regular training on effective behaviour strategies to ensure consistent implementation of the Behaviour Policy. These sessions take place on INSET days as 'update' training, and there are 5 of these days per year. Our all staff CPD programme includes a personalised session each unit (6-weekly) to address any current CPD need or areas for development as identified by the Senior Leadership Team.

Consequently, staff receive specific training – all staff or small groups, as appropriate – which has more immediate impact for our students. These sessions are both theoretical and practical, and are delivered by staff who have been identified as demonstrating best practice in this area. Our Teaching and Learning framework promotes a positive and inclusive working environment within the Academy, and staff receive training on key strategies to support behaviour for learning as an integral part of this each unit.