



# Behaviour Policy

## Magna Academy

Also includes;

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

Version Control	
<b>Behaviour Policy 2023-09-01</b>	Merged uniform policy into the behaviour policy to accompany information about sanctions for incorrect uniform or missing equipment. Inclusion of vaping.

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## Contents

1. Aims
2. Legislation and guidance
3. Role and Responsibilities
4. Policy
  - 4.1 In class behaviour
  - 4.2 Out of class behaviour
  - 4.3 Peer on peer abuse
  - 4.4 Detentions
  - 4.5 Student Support/Sanction Ladder
  - 4.6 Reports
  - 4.7 Behaviour outside of the academy
  - 4.8 Uniform/Equipment inc. Jewellery and Hairstyles
  - 4.9 Mobile phones/Electronic devices
  - 4.10 Smoking
5. Screening and Searching
6. Reasonable Force
7. Staff CPD
8. Quality Assurance
9. Appendices

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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 academy life, which are commonly understood
- To ensure that all aspects are applied consistently and fairly
- Achieve long term goals of; self-worth, engagement and purpose
- 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, transparent and effective communication

Magna Academy 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 for all within the academy community; free from disruption, addressing all issues in relation to violence, bullying or harassment with a keen eye to the guidance set out in the Equality Act (2010).

Magna Academy 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 in line with guidance from the Department for Education. It provides advice to Principals and staff on developing the academy's behaviour policies 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 academy staff. This policy has been created in consultation with a staff working party and also through consultation with the Student Leadership Team. Draft policy documents have been 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 2021
- 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 Inspections Act 2006
- Guidance School Uniform, DfE June 2023.
- Preventing hair discrimination in schools, Equality and Human Rights Commission. 2023

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/Associate 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/academy 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 behaviours, taking into account the individual needs of the student and make reasonable adjustments where necessary. 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 must behave within the expectations of the policy. They are expected to show 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, other students and the local community. Positive behaviour within a classroom will allow all students to engage in learning, make progress and achieve. Reasonable adjustments will be made to meet the needs of all our students and support will be put in place as and when necessary, as with all aspects of academy life, there is a need to understand and apply The Equality Act.

Classroom Expectations shared with students:

- 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 immediately 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 all others within the classroom environment
- Accept that others will have different opinions, beliefs and values
- Physical and verbal engagement must be relevant and appropriate and not aimed to disrespect others (this includes racist, sexist or homophobic comments)
- 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

All unacceptable comments must be dealt with and sanctioned when appropriate, in order for us to create a culture and ethos of respect, tolerance, acceptance and diversity. Ignoring these types of behaviours could normalise a culture of this poor conduct and could lead to increased frequency and in turn severity.

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)

Students who are consistently removed from specific subject areas will be placed on subject report, a meeting with the parents/carers 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. (Appendix 2)

## **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
- Move quickly to lessons to avoid disruption to learning and the learning of others
- 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 immediately 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, including inappropriate comments about others opinions, values and beliefs
- Physical and verbal engagement must be relevant and appropriate and not aimed to disrespect others (this includes racist, sexist or homophobic comments)
- 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 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, which would merit a lesson removal, or extreme poor behaviour or those who are out of lesson during lesson time will receive an appropriate sanction from the Senior Leadership Team.

## **4.3 Child on Child abuse**

Abuse will never be tolerated or passed off as “banter” or “having a laugh” or “part of growing up” as this can lead to normalising this behaviour, a culture of unacceptable behaviours and an unsafe environment for students and staff.

Child on Child abuse might include

- bullying (including cyber bullying)
- abuse in intimate personal relationships between peers

- physical abuse, such as hitting
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images or videos
- upskirting
- initiation/hazing type violence and rituals

Different sanctions will be appropriate for different 'levels' of child on child abuse.

Appropriate sanctions might include:

- A verbal warning
- Keeping the student behind after class to apologise to their peer
- A letter or phone call to parents/carers
- Detention
- Community service, for example litter picking
- A period of an academy based exclusion (length dependent on incident)
- A suspension (length dependent on incident)
- Permanent exclusion

#### **4.4 Detentions, Academy Based Exclusion (ABE), Twilight and Suspensions/Exclusions**

Detentions at Magna are centralised and supervised by members of the Phoenix Team, Head of Year and the Senior Leadership Team. The level of detention, what it was issued for and the students' behaviour within detention may influence the duration and location of any detention. During a homework detention students are required to complete homework, therefore supporting them to establish a positive routine that can be maintained outside of the detention. During a behaviour detention, students will self-quiz, but the work completed will not be submitted as homework. The staff supervising the detention will either issue alternative paper, or sign any work completed. Although detentions are centralised, staff who have removed students from their lesson are encouraged to discuss behaviour during the subsequent detention. If a member of staff wishes to speak with a student about the behaviour displayed they are able to remove the student from the detention room. 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
- Lesson removal - 30 minutes (max 60 minutes)
- Removal from Buddy Room - 60 minutes
- 5 or more negative signatures on the Ready for Learning card in one week – 30 minute detention.
- Unable to produce a Ready for Learning card when asked by a member of staff or when asked by their tutor at the end of the week – 30 minute detention
- Late to lessons - lunchtime detention (increased to 60 minutes if not completed)
- Academic Lead Detention - 60 minutes
- Truancy Detention - 60/120 minutes (Increased for persistent)
- 20 negative behaviour points – Head of Year detention for 60 minutes
- 35 negative behaviour points – Senior Leadership detention for 120 minutes
- 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 and can see full details on Arbor.

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.

### **Failing to attend a detention**

If a student fails to attend their detention, the following escalation will occur:

- Reset at the same level eg. a 30 minute detention will remain as a 30 minute detention

The student does not attend the reset detention:

- The student will be issued a 2 hour SLT detention

The student does not attend the 2 hour SLT detention:

- The student will receive an ABE which will run until 5pm

### **Academy Based Exclusions (ABE)**

Students placed in Academy Based Exclusion will follow a timetable of English, Maths, Science, Humanities and an Option subject (not requiring a laptop); they will have break, lunch and regular movement breaks, supervised by senior staff members. Students will have the opportunity to complete homework between 3pm and 5pm.

Support may be offered during this time by the Phoenix Team. Multiple ABEs will trigger a Behaviour Support Plan, if one is not already in place.

### **Twilight Session**

This is an alternative provision based onsite at Magna Academy. Students will attend the academy for a period of time, usually 2pm - 5pm. Students will follow a timetable of English, Maths and Science. They will sit and work in isolation supervised by senior members of staff, usually away from other students. A Twilight session is used as a final short-term intervention to break the students' cycle of persistent disruptive, or defiant behaviours, prior to a suspension. This gives the student the opportunity to reset their behaviour, before being placed back into their regular timetabled lessons.

### **Suspensions/Exclusions**

Guidance from the Department of Education states that the decision to suspend or exclude a student must be lawful, reasonable and fair. The Principal or their delegates will have the final decision on any suspension or exclusion. The academy has a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. The academy will give particular consideration to the fair treatment of students from groups who are vulnerable to suspension/exclusion (Equality Act 2010).

Students who are suspended/excluded from the academy will require a formal reintegration when they return. This will be conducted by the Head of House 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 suspension/exclusion. In this situation, the academy should consider whether a multi-agency assessment that goes beyond the student's educational needs is required.

Full details of suspension and exclusion can be found in our Suspension and Exclusion Policy.



#### 4.5 Student Support/Sanction Ladder

Magna Academy has a designated team that is qualified to support the diverse demographic of needs 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. Our Inclusion Manager and Pastoral Team will monitor the data to establish any key areas that are influencing students' learning and progress.

The Phoenix Team will meet on a weekly basis to assess patterns for 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:

**Behaviour Detentions** – These will be supervised by the Phoenix Team. Students will be required to complete self-quizzing work that will support the recall of learned subject specific information. This self-quizzing work will not be submitted as homework. 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 inclusion 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 they are ready to do so, this will be closely monitored and supported and will always be in agreement with parents/carers.

**Use of external agencies** – The Phoenix team will work closely with a number of external agencies offering expert support to our students. The academy has 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. Our Student Behaviour Support Ladder will show the support and intervention in place that will help monitor students' behaviour. (Appendix 3)

The Student Behaviour Support Ladder (Appendix 3) 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
- SLT Report
- Behaviour Improvement Plan
- Behaviour Support Plan
- Pastoral Support Plan
- Learning Agreement

As well as these documents, students will be supported by a number of strategies that will be monitored by the Head of Year, a member of the Phoenix Team or a Senior Leader. At all levels 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.

#### **4.6 Reports**

The academy will use reports as a form of monitoring, this will provide a snapshot 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, ensuring 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. Late reports monitor students' punctuality to lessons, at the end of each week students will owe double the time they have been late in the form of an after academy detention. A lost late report will be replaced immediately and the student will receive a 60 minute Head of Year detention. There are many levels of report, these are:

- Late Reports
- 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 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.

#### **4.7 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 to 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 inappropriate 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 toward 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 off site etc.

#### **4.8 Uniform/Equipment (inc. Jewellery, Hairstyles and PE Kit)**

The academy believes in high standards and has the highest expectations in every aspect of its operation. Students and staff are expected to take pride in their appearance, this aims to develop 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 command 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 uniform policy which helps to enhance the purposeful and successful climate within the academy. Our uniform policy promotes professionalism and ensures safety which also ensures that students are fully focused on learning as opposed to other distractions.

The academy uniform provides students and their families 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, and some items of PE kit, are only available from the academy uniform suppliers, [Brigade Schoolwear](#)\*

Full list of academy uniform expectations, including PE Kit (Appendix 4)

#### **Equipment**

At Magna Academy 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 (Appendix 5)

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 necessary 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 academy activity they must exchange the item before attending such activity

Sanctions for failing to bring the correct uniform or equipment are:

- 1st - Warning text home
- 2nd - Tutor makes contact home
- 3rd - 30min DT/Text sent home
- 4th - 60min HOY DT/Text sent home
- 5th - Discretionary sanction

If students fail to change into the correct uniform, they will remain in ABE. Parents/carers will be contacted and asked to rectify the situation by either speaking to their child directly, telling them to borrow item(s) or by bringing in the uniform item(s) that need rectifying.

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, where it is recorded and sanctioned as per the tutor checklist record
- Staff should sign the students ready for learning card (see 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)

#### **4.9 Mobile Phones/Electronic Devices**

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

Any electronic device that is brought into the academy is done so 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 their bag, when in the academy, between the hours of 8.27am and 3pm and will include 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 online 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 4pm. 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. If the student refuses to hand the device over, they will be put in ABE until they do. Parents/carers will be contacted to explain the situation.

#### **4.10 Smoking and vaping**

It is against the law for any person to smoke or vape 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, or where given the balance of probabilities a student has been smoking or vaping, parents/carers will receive a letter and the following sanctions will be set:

1st occasion - 2 hour SLT detention

2nd occasion - 1 day ABE

3rd and subsequent occasion - 1 day suspension

When the student receives a sanction for smoking or vaping, they will be searched and any paraphernalia confiscated. Parents/carers 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
- Vaping devices
- Fireworks
- Pornographic images
- Any article which a member of staff believes has been, may be, used:
  - To commit an offence
  - Cause personal injury, 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 academy 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.

## **6 Reasonable Force**

All staff have permission to use reasonable force in line with guidance from the Department of Education, which 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 an academy event, 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.

## **7 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, 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 unit.

## **8 Quality Assurance**

All staff receive training on our behaviour policy at the beginning of each academic year, ongoing CPD is planned and delivered throughout the year based on trends, changes or just general reminders.

All positive and negative behaviour events (whether in or out of class) are recorded on Arbor (MIS), along with any follow up contact with the students parents/carers. All such events are monitored by Tutors, Head of Year, Subject Leads and SLT links, in order to ensure poor behaviour is dealt with in an appropriate way to resolve any underlying issues. Persistent poor behaviour is monitored daily by the Assistant Principal - Behaviour, Head of Year and the Behaviour Team. Appropriate sanctions, supportive measures and parental contact is made to reduce such incidents, following our Academy Behaviour Policy.

Behaviour events, Academy Based Exclusions and Suspensions are also recorded on Arbor and/or the Academy's Behaviour Dashboard. The data recorded from these tools are reported to the Senior Leadership Team every six weeks, for the purpose of identifying patterns and resolving underlying issues to improve student behaviour and attitudes. Actions will be instigated from these reviews in order to reduce such events and maintain excellent behaviour around the Academy. Data from these reviews will feed into the monitoring system of the Regional Board Meeting.

## Appendix 1 Challenging poor behaviour in class

### Classroom Routines

Staff will stand 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 the teacher is to greet students and explain the 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.

Staff will challenge those who are late, providing this does not interrupt the learning of others. Staff change the code entered on the register and add the entry 'late to lesson' as a negative incident on Arbor.

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

*This will 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 does not settle, stand up behind chairs quietly, then remove the students from the lesson, line up and start the entry again.*

### Non-verbal/Verbal Cue

Staff are to take a graduated response to the first instance of off task behaviour

- A look/nod towards the student that is off task.
- Staff to move within the room, stand next to the student who is off task.
- Staff place their 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.*

### Verbal Direction

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 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.*

### **Repetitive negative behaviour**

Sanctioning repetitive negative behaviour

Graduated Responses – avoid announcing it to the class

- Crouch down and explain why the sanction point is being issued
- Explain that if the behaviour continues, they will be removed to the 'Buddy Room'
- Encourage the student to understand that they have another chance to remain in the lesson
- If you need to speak to the student outside of the lesson, please do so, but do not send/leave them outside the classroom.

Sanction point issued – Staff to log this as 'Disruptive behaviour in class' incident on Arbor with clear details given.

Staff should not send the student from the classroom to issue a sanction point.

Do not write student names on the board to keep a record of sanction points issued.

*Try not to react to immediate negative behaviour, avoiding instant escalation.*

### **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

This will trigger a 30 minute removal detention issued by the member of staff. Contact home must be made to explain why the student was removed from the lesson.

- Staff should complete a Patrol Form requesting the removal of the student and instruct student to make their way directly to the reset room.
- Log 'Lesson removal' on Arbor
- Some students will be collected to enable smooth transition to the removal room.
- Patrol checks that the student has arrived at the reset room



- Original teacher to input the correct information on Arbor and contact home
- The member of staff timetabled in the reset room will complete the reset room log

This will trigger a 30 minute removal detention.

Students who are removed from a second lesson during the same day, will remain in the reset room for the remainder of that day.

### **Extreme Poor Behaviour**

This is for extreme incidents of poor behaviour only, examples include, but are not limited to:

- 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 in some cases a suspension.

## Appendix 2 Classroom Removal flowchart

Patrol form includes 'Behaviour support', 'Pastoral support', 'Missing student' and 'Lesson removal' options.

Selecting 'Behaviour support' on the form can be used to alert the Patrol team to a general concern or to attend a room where support is required.

'Emergency alert' on Arbor should be used on very rare occasions where immediate, urgent support is required.

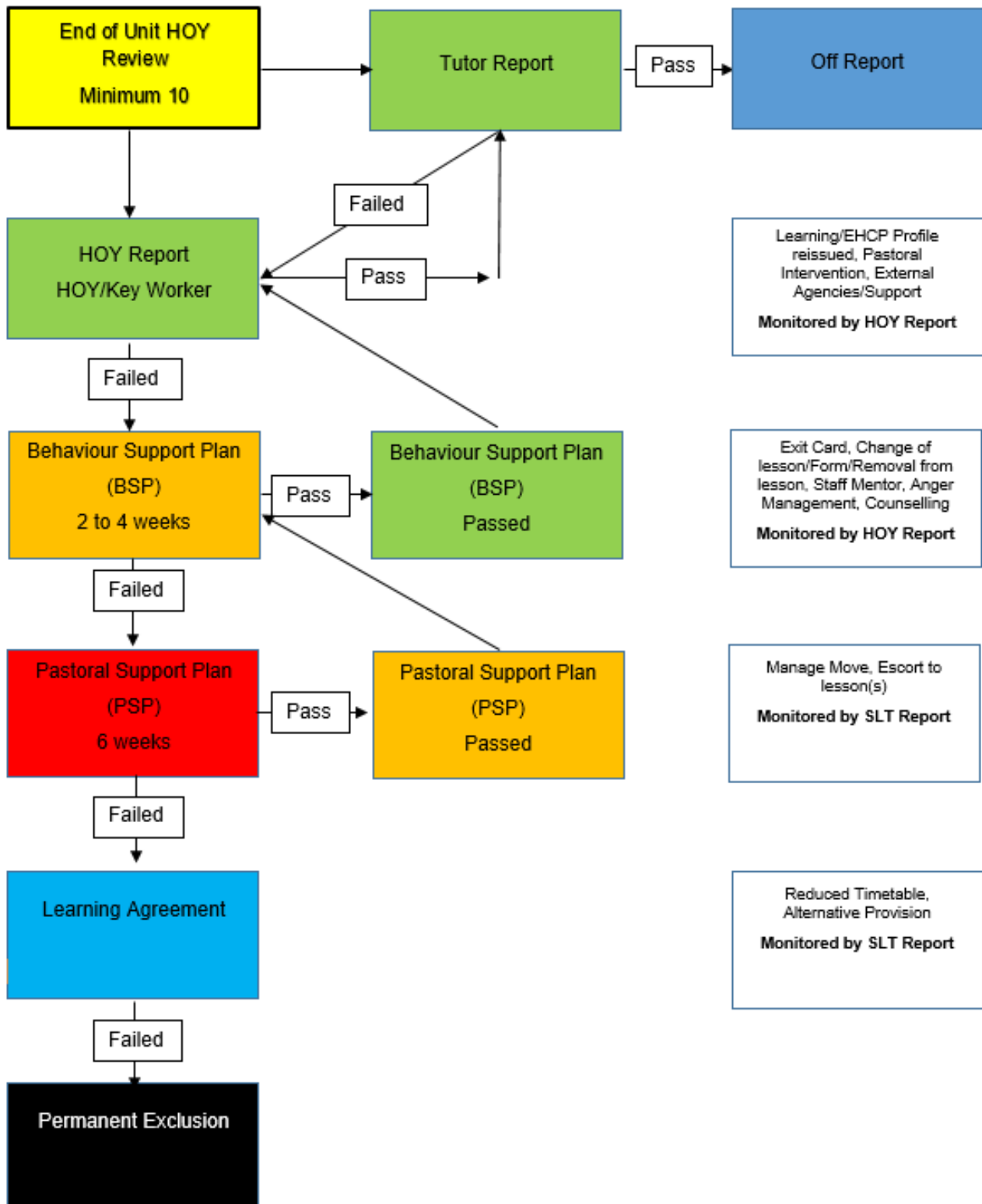
### Lesson removal process:

- 1) Teacher takes a graduated approach/response in managing a student's behaviour and ensuring high standards.
- 2) Student receives warning (warning incident issued on Arbor workflow automatically gives negative point)
- 3) Lesson removal issued. [Patrol form completed](#). The form is automatically timestamped to inform patrol and reset staff when removal took place.
- 4) Add 'Lesson removal' incident in Arbor (Workflow will automatically assign sanction) at convenient time but by 4pm that day at latest. See \*\* below.
- 5) Student makes their way directly to the reset room (G37 in Phoenix). (See \* below)  
Expectations for students:
  - Go straight to G37
  - Wait at the door of G37 to be 'checked in' by staff in the reset room.
  - Student should arrive within 3 minutes to avoid further sanction.
- 6) Patrol and/or shadow patrol staff to check in with, or accompany student if available. (See \* below)
- 7) When a student arrives at the Reset room, a staff member registers students on Arbor by adding students using the 'Internal isolation G37' register.
- 8) If the reset room is busy or if there is a difficult mix of students, patrol team to place student/ students in alternative spaces, e.g. available SLT office.
- 9) Students who do not arrive in a timely manner or who have been picked up by patrol because they have not gone straight to the reset room, will be issued a follow up sanction by staff in the reset room. (Lunch detention)
- 10) Patrol and shadow patrol staff will be informed by radio if the student has not arrived in the reset room after 3-4 minutes.

\*A short list of students who should be collected from the class by patrol in order to support their smooth transition to the reset room will be provided. Patrol will prioritise these students above other activities.

\*\*Teacher makes contact with home on the same day (by phone) to explain the situation around removal and inform that a detention has been issued.

### Appendix 3 Student Behaviour Support Ladder



## Appendix 4 Full Uniform List

Uniform	Acceptable	Not acceptable
Blazer*	<ul style="list-style-type: none"> <li>● Magna Academy Blazer*</li> </ul>	<ul style="list-style-type: none"> <li>● No blazer</li> <li>● Rolled up sleeves</li> <li>● Any garment other than academy jumper and shirt underneath</li> </ul>
Jumper^ (Optional)	<ul style="list-style-type: none"> <li>● Magna Academy V-neck jumper*</li> <li>● Any plain black V-neck jumper</li> </ul>	<ul style="list-style-type: none"> <li>● Sweatshirt</li> <li>● Fleece</li> <li>● Tracksuit</li> <li>● Hooded top</li> <li>● Waistcoat</li> <li>● Cardigan</li> </ul>
Trousers	<ul style="list-style-type: none"> <li>● Plain black</li> <li>● Tailored</li> <li>● Full length (no skin shown at the ankle)</li> <li>● Any belt should be plain black</li> </ul>	<ul style="list-style-type: none"> <li>● Fashion trousers (denim/corduroy/other materials/hipsters/flares/wide bottoms/ bootlegs/skinny trousers/lycra)</li> <li>● Tight fitting</li> <li>● Studs, visible buttons or trimmings</li> <li>● Shorts</li> <li>● Stretchy material</li> <li>● Leggings</li> </ul>
Skirts	<ul style="list-style-type: none"> <li>● Plain black skirt</li> <li>● Vent worn at the back</li> <li>● Sits on the knee</li> </ul>	<ul style="list-style-type: none"> <li>● Skirts made from stretchy material</li> <li>● Rolled up skirts</li> <li>● Skirts with slits worn anywhere but the back</li> <li>● No pleats</li> </ul>
Shorts	<p>Shorts that meet the Academy's uniform policy can be worn in the summer term.</p> <ul style="list-style-type: none"> <li>● Smart black, tailored, classic style.</li> <li>● Must be knee length</li> <li>● To be worn at the waist only, no hipster styles</li> <li>● The Academy reserves the right to ask students to wear trousers/ skirt in the event that their shorts do not follow our policy</li> </ul>	<ul style="list-style-type: none"> <li>● Jean type material, corduroy or Lycra</li> <li>● Tight fitting</li> <li>● Visible studs, patterns, buttons, embellishment or trimmings</li> <li>● External cargo-style pockets</li> </ul>
Shirt	<ul style="list-style-type: none"> <li>● Plain white collared shirt</li> <li>● Can be either short or long sleeved</li> <li>● Tucked in with the top button fastened</li> </ul>	<ul style="list-style-type: none"> <li>● Casual/fashion shirt/Polo shirt</li> <li>● Shirt worn without a tie or with tie tucked in</li> <li>● Sports/hooded tops or coloured t-shirts under shirts</li> <li>● Shirts worn outside trousers</li> <li>● Exposed midriff</li> </ul>

Tie*	<ul style="list-style-type: none"> <li>• Magna Academy Poole clip on tie</li> </ul>	<ul style="list-style-type: none"> <li>• Ties that are not clip on or where the clip has broken off – these must be replaced immediately</li> </ul>
Shoes	<ul style="list-style-type: none"> <li>• Plain black flat shoes</li> <li>• Laces, soles and stitching must be black</li> </ul>	<ul style="list-style-type: none"> <li>• Trainers (even if black)</li> <li>• Skate shoes</li> <li>• Sandals</li> <li>• Boots</li> <li>• Fashion/coloured shoes</li> <li>• Flip flops</li> <li>• Coloured/Fluorescent laces.</li> <li>• Canvas/fabric shoes or pumps</li> <li>• Trimmings i.e. buckles, labels, tags or decorations</li> <li>• High heels/stilettos/platforms/ wedges</li> <li>• Sandals/slingbacks/backless shoes.</li> </ul> <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"> <li>• Plain black ankle socks (covering the ankle bone)</li> <li>• Plain black tights</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured or patterned socks or tights</li> <li>• Bare feet</li> <li>• To wear white socks on PE days</li> </ul>
Make Up	<ul style="list-style-type: none"> <li>• Light foundation, light mascara, clear lip gloss only</li> </ul>	<ul style="list-style-type: none"> <li>• Make up other than that listed</li> <li>• Nail varnish</li> <li>• Nail extensions</li> <li>• False eyelashes</li> </ul>
Jewellery	<ul style="list-style-type: none"> <li>• Maximum of two small plain gold or silver stud earrings (one in each ear)</li> <li>• Medical earring (this counts as the single earring)</li> <li>• One wristwatch</li> </ul>	<ul style="list-style-type: none"> <li>• Extra or large jewellery of any kind</li> <li>• Any facial or body piercing</li> <li>• No accessories are to be worn around the neck or attached to clothing</li> </ul>
Hairstyles	<ul style="list-style-type: none"> <li>• Smart style</li> <li>• Natural hair colours only</li> <li>• Hair must be tied up on request for all practical lessons</li> </ul>	<ul style="list-style-type: none"> <li>• (The academy reserves the right to decide if a hairstyle is inappropriate but invites students and parents/carers to ask in advance if they need guidance)</li> <li>• Headwear, unless worn on the basis of ethnicity, religion, belief or disability.</li> <li>• Tram lines or other shaved shapes</li> <li>• Unnatural colour</li> <li>• Decorative attachments worn in the hair unless worn on the basis of ethnicity, religion, belief or disability.</li> <li>• Hair extensions</li> <li>• 'Barcodes' in eyebrows</li> </ul>
<b>PE Kit</b>	<b>Acceptable</b>	<b>Not acceptable</b>
T-shirt*	<ul style="list-style-type: none"> <li>• Magna Academy regulation black polo shirt (with logo)</li> </ul>	<ul style="list-style-type: none"> <li>• Any other t-shirt</li> </ul>
Shorts^	<ul style="list-style-type: none"> <li>• Plain black non-logoed shorts (not lycra)</li> </ul>	<ul style="list-style-type: none"> <li>• Shorter than a hand above the knee (approx. 6")</li> </ul>

	<ul style="list-style-type: none"> <li>• Plain black skort*</li> <li>• Must not be shorter than a hand above the knee (approx 6")</li> </ul>	<ul style="list-style-type: none"> <li>• Tight fitting shorts</li> <li>• Lycra material</li> </ul>
Tracksuit bottoms^	<ul style="list-style-type: none"> <li>• Plain black non-logoed tracksuit bottoms</li> </ul>	<ul style="list-style-type: none"> <li>• No logos/piping</li> <li>• No other colour</li> </ul>
Leggings^	<ul style="list-style-type: none"> <li>• Only leggings purchased through the Academy - ParentPay</li> </ul>	<ul style="list-style-type: none"> <li>• Any other legging purchased.</li> </ul>
Jumper*^	<ul style="list-style-type: none"> <li>• Magna Academy blue PE Hoodie</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative outer layers including coat</li> <li>• Magna V-neck jumper</li> </ul>
Socks*	<ul style="list-style-type: none"> <li>• Magna Academy black and blue football socks</li> <li>• White sport socks/trainer socks</li> </ul>	<ul style="list-style-type: none"> <li>• Non regulation football socks</li> <li>• No other colour ankle/trainer socks</li> </ul>
Trainers	<ul style="list-style-type: none"> <li>• Running trainers or Astroturf shoes (non-marking soles)</li> <li>• Football boots when requested^</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion sport footwear</li> <li>• High tops</li> <li>• Skate shoes</li> <li>• Plimsolls</li> </ul>
Extras^	<ul style="list-style-type: none"> <li>• A plain black base layer to be worn under the black polo shirt</li> <li>• Hairband – all long hair must be tied up during all PE lessons</li> <li>• Water bottle highly recommended</li> <li>• Shin pads</li> <li>• Gum shield (purchased online via ParentPay)</li> </ul>	
<b>Drama</b>	<b>Acceptable</b>	<b>Not acceptable</b>
	<ul style="list-style-type: none"> <li>• Non slip socks</li> </ul>	
<b>Dance</b>		
	<ul style="list-style-type: none"> <li>• Key stage 3: Magna Academy regulation black polo shirt (with logo)</li> <li>• Key stage 4: plain black non see through t-shirts can be worn as an alternative</li> <li>• Plain black non-logoed shorts (not lycra)</li> <li>• Only leggings purchased through the Academy - ParentPay</li> <li>• Plain black non-logoed tracksuit bottoms</li> <li>• Footwear - non slip socks, bare feet, ballet or jazz shoes</li> <li>• Hairband – all long hair must be tied up during all practical dance lessons</li> <li>• Water bottle highly recommended</li> </ul>	<ul style="list-style-type: none"> <li>• Regular socks</li> <li>• Trainers</li> </ul>

\*Purchased directly from Brigade, link found on the academy website.

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

## Appendix 5 Full Equipment List

	Item	Cost to purchase from Magna Academy
<b>COMPULSORY EQUIPMENT</b>	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
<b>HIGHLY RECOMMENDED ITEMS</b>	Coloured pencils Glue Scissors Rubber Pencil Sharpener	Not available to purchase from the academy