



Behaviour Policy

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Applicable to	Students and Staff
Ratified by	Education Committee
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1. Aims

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the Behaviour system and follow it to bring about consistency of practice throughout the school.

The policy also ensures that students, staff, and parents understand the expectations of Montsaye Academy and that all stakeholders understand students' choices and the consequences of their decisions. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions.

The policy also outlines the rewards that helps make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour.

Montsaye Academy's key purpose is to ensure the safety, well-being and success of all our students. To ensure success for all, we have in place a range of interventions, and we explicitly teach about behaviour, well-being, and social conduct in our curriculum. We believe that all children have the right to disruption free learning and therefore poor conduct both within and outside of lessons leads to clear consequences and sanctions. The aim of these sanctions is to correct the misbehaviour and prevent any further disruption to learning.

Our policy is built around our core values of Honesty, Respect and Compassion and is aimed at promoting the prevalence of behaviours aligned to these values. The policy details both sanctions and rewards for behaving in a way that contravenes or demonstrates these values respectively.

In addition to our core values, we expect all students to uphold our 5 student pledges:

Pledge 1 – We do the right thing, at the right time, for the right reason.

Pledge 2 – We uphold the core values of Honesty, Respect and Compassion.

Pledge 3 – We are a telling school so that we are never a bystander.

Pledge 4 – We will complete our attendance jigsaw.

Pledge 5 – We aim for excellence in everything we do.

These pledges unite all students within our community and promote a sense of belonging and pride to be part of our school.

Montsaye Academy understands its duties under the Equality Act 2010 regarding the relevant characteristics protected by the act when applying this policy. We also take into account the needs of pupils with special education needs in line with SEND Code of Practice 2015. The academy will also consider its safeguarding policy where appropriate.

2. Core Value Expectations

Our core values are all virtue based, and we explicitly teach students how to exhibit the virtues by demonstrating a high standard of moral behaviour. We expect our students uphold these core values both in school and within the community.

Respect
“We show respect in everything we do – manners cost nothing”
Behaviours that demonstrate respect: <ul style="list-style-type: none">-Demonstrating good manners e.g. holding doors open, saying please and thank you, saying good morning, asking people how they are- Respecting adults and students alike – treating others as you would wish them to treat you- Following all instructions at the first time of asking- Respecting the environment. Make sure all litter goes into the bin & respect our toilets- Listening carefully and giving people your full attention-Not talking when others are speaking
Honesty
“We demonstrate honesty all of the time, especially when we make mistakes”
Behaviours that demonstrate honesty: <ul style="list-style-type: none">-Always telling the truth no matter how difficult-Acknowledging and apologising when you have done something wrong-Encouraging honesty from your peers-Reflecting openly on your performance and conduct-Being honest with yourself and always performing to the best of our ability
Compassion
“We show compassion towards others and look after all members of our community.”
Behaviours that demonstrate compassion: <ul style="list-style-type: none">-Taking time and listening to others without making a judgement-Helping any member of our school community-Showing empathy towards others-Completing random acts of kindness-Being kind to all members of the school community

3. Policy Implementation

All staff are to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

All staff will be trained in the new policy and given scenarios to talk through and raise any questions. The Senior Leadership Team of the academy are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

The policy makes the expectations clear for students in terms of expected behaviour both in lessons and around the school building including the wider community.

Around the Academy

Calm, sensible, safe, and polite behaviour is imperative whilst moving around the academy. Students are expected to adhere to the one-way system and move in a manner that does not put them or anyone at risk.

Dining Rooms

Students should behave in a calm, polite, respectful manner in the café and restaurant. Students should use the designated seating areas to eat their food and clear up any litter when they have finished.

- Students are expected to wait in the lunch line calmly with students side by side
- Students must respect the environment by leaving the area clean and tidy
- Year 7 + 8 are to use the café only
- Years 9-13 are to use the restaurant area
- Years 12 +13 can also buy food from the sixth form food area
- No year 8, 9, 10, 11, 12 or 13 students should enter the year 7 only courtyard

Toilets

- There are 7 opportunities for students to use the toilets outside of lesson times. Students will be discouraged from using the toilet during lesson unless it is an emergency or they have a medical or temporary toilet pass. This is to prevent any loss of learning time.
- Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance with the school policy.
- Toilets are not locked at any point however students must not enter the toilets if they are in the process of being cleaned. No entry barriers will be in place during the cleaning procedure and students must use a different set of toilets during this time.

Lifts

Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use. Lifts usage will be limited to one person at a time.

Uniform

All students must adhere to the uniform policy:

Compulsory Items from school supplier - www.karlsportsclothing.co.uk	
Blazer	Grey with Montsaye Logo on left chest
Tie	Red , yellow, green or blue stripe
Compulsory items to be worn – can be purchased at parent’s discretion	
Shirt	White long sleeved or short sleeved shirt to be worn with the school tie.
Trousers	Grey, straight style not tapered or flared. Straight leg and must be full length trousers, NOT tight fitting, skinny or flared, no additional decorations, no leggings, jeggings, combat trousers, denim, cord, hipsters, or studs.
Shoes	Black leather or leather like shoes only. No canvas, trainers, pumps or Vans To be worn with black socks
Other Expectations	
Hair and headwear	<ul style="list-style-type: none"> -Natural colours of hair only -Hair dye is permitted but only in natural colours -No extreme haircuts – anything we deem inappropriate for a school environment eg grade 0 all over, patterns shaved into short hair, any form of cultural appropriation (This list is not exhaustive) -Religious head wear only - no caps, durags or other head wear
Piercings	<ul style="list-style-type: none"> -Studs only in ears – no hoops -Discrete nose studs are permitted – no hoops or septum piercings. -No eyebrow piercings -No ear stretchers -No other facial piercings <p>(any permitted piercings will need to be removed for PE, dance, food and any other subject where they would contravene health and safety regulations.)</p>
Coats	Coats are permitted but must not be worn in place of a blazer. Coats must not be worn in class

Hoodies	Not permitted on school site.

Reasonable Adjustments

In applying this policy, the school considers its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also considers the needs of pupils with special educational needs in accordance with the SEND Code of Practice.

The school will also have regard to its safeguarding policy where appropriate. We understand that this will be difficult for some students. It may be even more challenging for some students with special educational needs. We will therefore, like always, look to reasonably adjust where necessary.

Students with identified SEN may have reasonable adjustments put in place which will be agreed with the parent/carers and student. Reasonable adjustments may include but are not limited to:

- An Extra 'warning' in classroom.
- An Extra 'warning' in unstructured times.
- Fidget toys.
- Specific seating position within classroom.
- Time out – there is a designated area where students can have 5 minutes as 'time-out' if required. (this is primarily only for students with an ADHD diagnosis)

Any reasonable adjustments will be shared with staff.

4. Statutory Documents

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

[-Behaviour and Discipline in Schools](#)

[-Searching, screening, and confiscation at school](#)

[-The Equality Act 2010](#)

[-Use of reasonable force in schools](#)

[-Supporting students with medical conditions at school](#)

It is also based on the special education needs and disability (SEND) code of practice. In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulation 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 required the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

- DfE Guidance explains that academies should publish their behaviour policy and anti-bullying strategy online. The policy complies with our funding agreement and articles of association.

5. Definitions

Misbehaviour is defined as but not exclusive to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork and homework
- Defiant behaviour
- Swearing or inappropriate language
- Refusal to follow instructions from any adult
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as but not exclusive to:

- Serious or repeated breaches of the academy rules
- Persistent deliberate defiance
- Any form of bullying
- Threatened or actual violence against a pupil or member of staff
- Sexual harassment is unwanted conduct of a sexual nature such as comments, sexual jokes including online abuse
- Truancy
- Sexual assault or violence, which is any unwanted intentional sexual touching
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic, or discriminatory behaviour

Possession of any prohibited items. These include:

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

- Any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

6. Behaviour System

Classroom expectations

All students are entitled to disruption free learning. The following is a non-exhaustive list of disruptive behaviours which are likely to result in the behaviour system being invoked:

- Talking unnecessarily – idle chatter or conversations unrelated to the lesson
- Calling out without permission – interjecting without raising a hand which can interrupt the teacher or other students
- Not starting work – delays in beginning assigned tasks or following instructions
- Lacking respect – Disrespectful behaviours towards teachers or peers
- Any other behaviours which causes disruption to the learning of others

Where disruptive behaviours are being demonstrated, Montsaye academy operates a 2 stage behaviour system which consists of a warning followed by removal from the lesson if the behaviour persists.

Warn

A verbal rule warning ('Warn') should be issued by the member of staff in the first instance. This is logged onto Arbor.

Remove

Students whose misbehaviour continues after the warning will be removed from the class and will be escorted to a 'remove room' and will receive a 20-minute detention the next day. This is logged onto Arbor as a 'Remove'. *(please note the same system applies in a 'remove room' apart from it is not logged as a remove but as a 'failure of the remove room')*

If a student walks out of lesson, without the permission of a member of staff, then this is logged as a remove and a 20-minute detention is set for the next day.

Reflection

Some misbehaviours will result in students spending a period of time in Reflection where they will complete their schoolwork. This room operates from 08:45am until 15:00pm every day, if a student has had no strikes during the day and has completed a substantial amount of work they will be allowed to leave at 15:00pm. Students also have break and lunch at a different time from the rest of the school, but do not leave Reflection. They are expected to work in silence throughout the day. Students will be provided with their lunch and have access to

water throughout the day. A toilet is always available for students to use. It is a well-lit, open room with windows that remain open for ventilation. Upon entering Reflection pupils will; sign in on the register, handover their phone, then sit in a designated seat in the room.

The room operates a five-strike policy. If a student receives five strikes (7 strikes for students with an adapted policy), then they fail the day (possible suspension) and repeat it. If a student walks out of the Reflection room without permission, they will repeat the failed day and complete an additional day for removing themselves from the room.

A student may be placed in Reflection for the following reasons:

- If a student does not go to the 'remove room' or fails, the 'remove room' then they will be placed in Reflection for the remainder of the day
- If a student is truanting they will be taken to Reflection
- Failing an SLT detention (after school detention)
- Failure to attend any detention will result in Reflection
- If a student is removed from 2 lessons in the same day they will be placed into Reflection for 1 day and their parents **MUST** be contacted via phone and/or email to confirm this message. *NB -a reasonable adjustment for some students may mean that the threshold is increased from 2 to 3 removes*
- If a student receives 3 SLT detentions in one term (1/2 term) they will go to Reflection for 1 day
- If a student is removed from 4 lessons in a week then they will have an SLT detention at the nearest possible date. *NB -a reasonable adjustment for some students may mean that the threshold is increased from 4 to 5 removes*
- If a student receives 7 'warnings' (9 for adapted policy) in a week then they will receive a SLT detention. Students will receive a formal letter requesting a meeting with their Progress Leader and be placed on report. *NB -a reasonable adjustment for some students may mean that the threshold is increased from 7 to 9 warnings*
- Any other incident of misbehaviour for which Reflection is proportionate.

Refusal to go to Reflection will result in a Fixed Term Suspension with 1 day in Reflection upon re-integration with parent/carers (this is to include the day in Reflection that was refused initially)

See Appendix 1 for adjustment to Policy for students with ADHD.

Late Detentions

All KS3 and KS4 students who enter through the main school gate after 8.40am are then directed to a different entrance and are classed as being late. 2 x lates per week. = 20 minute HRC detention (lunchtime detention) to be completed the following day.

If a student is purposefully delaying their arrival to lesson and purposefully late to a lesson they will be classed as truanting and will be placed in Reflection.

Expectations in detentions:

Students

- Arrive on time
- Put bags and coats under their chairs
- Face towards the front
- Do not communicate with other students or make any noise
- Have a book to read and/or complete a character reflection activity

Failure of a 45 minute SLT detention for making noise/talking or failing to follow instructions will result in the student being placed in Reflection the next day.

If a student does not attend their detention, they will be placed into Reflection the next day. (if the student is absent or unable to go into reflection then they will go into reflection the next available day.)

Staff

- Arrive on time to welcome the students
- Supervise and ensure that behaviour expectations are met
- Only the lead member of staff should speak to the whole detention – any student talking will fail the detention
- Lead member of staff decides on further consequence after conversation with the Assistant Principal, Vice Principal or Principal depending on seriousness

Behaviour around school/Consequences of Poor Behaviour

We have high expectations of our students both in lesson and outside of lesson.

Consequently, we will sanction students accordingly if they break our rules. These are all based around our core values of **HONESTY, RESPECT and COMPASSION**.

DfE guidelines state: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'

The definitions of misbehaviours and serious misbehaviour were included in section 5. A non-exhaustive list of misbehaviours around school that may result in detention or reflection depending on the severity are as follows:

- Refusal to follow the one-way system
- Wearing uniform incorrectly
- Refusal to follow instructions
- Dropping litter
- Running through corridors
- Pushing or shoving
- Shouting in the corridors
- Swearing
- Being found in an out of bounds area
- Multiple students using the same toilet cubicle
- Throwing objects

Fixed Term Suspensions

For serious misbehaviour or repeated misbehaviour a fixed term suspension may be considered. A fixed term suspension is a very serious sanction and the decision to issue a suspension will not be taken lightly.

The decision to suspend a student from the academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The Senior Vice Principal is designated as 'Acting' in this instance).

If a decision is made to suspend a child, the parent/carers will be informed by telephone and the details of the suspension will be followed up by a letter.

Parents/carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period. Parents/carers are expected to attend a readmission meeting with a member of the behaviour or senior team and sometimes a governor on return from any suspension.

A non-exhaustive list of why a student may receive a fixed term suspension is below:

- Persistent breaches of the behaviour policy
- Deliberately risking the health and safety of others in the school
- Deliberately spitting towards somebody else
- Walking around the building without permission
- Persistent failure to comply with code of conduct
- Fighting (Primary fighter – Secondary fighter)
- Refusing/failure of Internal Reflection

- Swearing at a member of staff
- Setting off fire alarm/extinguishers
- Damage to school property including graffiti
- Continued Bullying
- Bringing alcohol into school or being under the influence of alcohol or other substances
- Malicious allegations against staff
- Theft
- Harassment or intimidation of a member of staff or student at school or off site
- Bringing the Academy into disrepute (including when travelling to and from the Academy)
- Refusal to hand phone over after using in school (See it, hear it, take it)
- Intimidation or aggressive behaviour towards other students
- Repeated non-cooperation with a member of staff
- Non-compliance with Academy rules
- Using lighters matches or cigarettes
- Sexist, racist or homophobic behaviour

When a child is suspended work will be sent or provided for the child to take home. The child should complete the work at home and show this during the re-integration meeting. Failure to complete the work to a satisfactory standard will result in time in Reflection. If the work is completed to an acceptable standard the student will return to normal lessons following the meeting and will be placed on a report.

See [Suspension and Exclusion Policy](#) for more detail.

Off Site Direction / Alternative Provision

Please note that Alternative provision/Off-site direction may be considered immediately for a serious incident and may also be considered if there have been persistent breaches of the behaviour policy.

In any case where a student is educated off-site for a period, their progress will be reviewed at regular intervals – this is done every 6 weeks.

Permanent Exclusion

In accordance with the Department for Education's publication [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) a permanent exclusion may be issued for a one-off serious breach of the Academy's behaviour policy or for persistent breaches of the Academy's behaviour policy.

A non-exhaustive list of serious misbehaviour or repeated misbehaviour which may result in permanent exclusion are below:

- Carrying or supplying illegal drugs
- Carrying or using an offensive weapon
- Persistent serious bullying (the above are the Principal's three lines in the sand)
- Serious actual or threatened violence against another pupil or individual on site
- Serious damage to school property
- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Where an offence is repeated after fixed-term exclusion
- Where the health and safety of others is at risk including setting off fireworks
- Serious intimidating behaviour towards a member of staff
- Serious breach of the behaviour policy
- Persistent breaches of the behaviour policy

7. Prohibited Items – Screening, Searching and Confiscation

In accordance with the Department for Education's guidance: [Searching, Screening and Confiscation Advice for schools \(July 2022\)](#), Montsaye Academy staff may undertake screening or searching if there is a belief that a child has a prohibited item in their possession.

The Department for Education's publication identifies the following banned items:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- Electronic cigarettes/ Vapes
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

Searching

Any banned item in the section listed above can be searched for. Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil. Two members of staff must be present when conducting a search.

At Montsaye Academy the Principal gives authorisation to any members of the Pastoral team to carry out searches.

The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness.

There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and/or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Please note - The school will notify parents when a search has taken place regardless if items are found or not. The school may search students with their consent for **any item**.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search - The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; blazers; shoes; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

The law relating to searches provides schools with the statutory power to undertake a search of a pupil or their possessions without their consent if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them **if there's a risk of serious harm**.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, and the school's own Equal Opportunities policy.

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school takes into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities where applicable.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely, except in exceptional circumstances, to lead to permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Any incidents will be reported to the governors for their consideration.

Confiscation of drugs - Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy. Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Other Prohibited Items

- No chewing gum
- No water pistols
- No energy drinks
- No drinks in glass bottles
- No Laser pens

Confiscation

Any prohibited items in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. We also reserve the right to hand confiscated items over to the police if deemed necessary or appropriate. If we suspect that a student is carrying a prohibited item we reserve the right to search them. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening, and confiscation.

However, where a student persistently brings/uses banned items during school hours, parents may be requested to come to collect. Unclaimed items are sent to lost property in the reception area at each half term.

These items are then periodically given away to charity shops if left unclaimed.

Confiscation of articles - School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

8. Mobile Phones and Smart Watches

Mobile Phones

No mobile phones are to be seen or heard during the school day. If a phone is seen or heard it will be confiscated and taken to student reception.

The Academy follows 'See it, Hear it, Take it'. Procedure:

- We will operate a 'See it, Hear it, Take it' policy. This will simply mean that the phone will be confiscated if it is seen or heard in school grounds

- Phones that are confiscated will be stored in a secure place at student reception and can be collected from student reception at 15.00pm.
- The restriction is in place at all times while students are in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be put away before students enter the school gates and not accessed until they have left the site.
- Students will be able to contact home by approaching their Progress Leader.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in Reflection for the rest of the day until 15:00pm and the phone will still be confiscated until the end of the school day and placed at student reception to be collected at 15.00pm

Smart Watches and Earphones/Headphones

Smart watches are permitted but any student found using one to send or receive communication will have their watch confiscated and the procedure will be the same as for mobile phones. Smart watches, and any other watch, are not permitted in any exam or assessments. Failing to adhere to this in a GCSE or A Level exam will be disclosable to the exam board and may result in an automatic U grade for that paper.

Earphones, earbuds and headphones are not permitted in school and will be confiscated if students are seen using them and the procedure will be the same as for mobile phones.

9. Supporting Students in Managing their Behaviour

Where students are struggling to manage their behaviour, the Academy will consider various strategies and interventions to support the student to improve their behaviour.

Support is put in place on a case-by-case basis, considering any specific needs.

These may include, but are not limited to:

- Time out card
- Adjustment to behaviour policy in lessons
- Counselling
- Protective behaviours
- Take a Break
- Peer mentoring
- Staff mentoring
- EHA
- Strive programme

- TARGET/RISE
- Referral to the wellbeing team (who provide a vast array of different packages)
- Referral to school nurse
- Referral to child protection officer and/or social services
- Referral to external agencies: CAMHs, TPT, YOT, Educational Entitlement, Educational Psychologist (EP)
- Individual Behaviour Plan (IBP)

As mentioned in section 3, where a student has special educational needs, reasonable adjustments will be considered and agreed with staff and parents.

Multi-Disciplinary Intervention

Some of our students are very vulnerable and require additional support and the implementation of sanctions alone is not appropriate. Such case will be discussed at the multi-disciplinary intervention meeting (MDI).

MDI meetings take place with the following staff present:

- Vice Principal
- Assistant Principal/DSL
- Assistant Principal for Inclusion and SENDCO (LAC Co-ordinator)
- Attendance Manager
- Progress Leaders
- Student Welfare Officers
- PPM Co-ordinator

These meetings are held every week to determine additional interventions for students based on;

- Risk of Permanent Exclusion
- Persistent poor behaviour
- Poor academic progression Progress Leader reports – underachieving in all core subjects
- Serious underachievement identified through monitoring
- Identified as vulnerable e.g. LAC/SEN
- Specific SEN that prevents engagement in mainstream lessons
- Attendance issues/Truancing
- Reintegration from alternative provision, excluded from another school, off-site direction or returning from extended absence

Poor conduct is only one criterion for referral as students may require additional intervention for a wide variety of reasons.

The Assistant Principal for Pastoral will chair these meetings. Minutes are taken at every meeting and actions are reviewed weekly. Report Cards Students on report will have 3 measurable targets.

Classroom teachers will be made aware via Arbor they are on report. The student will have a weekly review meeting with the member of staff to look at the targets for that week.

10. Rewards

The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation in and around the Academy. This policy is designed to promote good behaviour and encourages students to support the school's values.

The reward system aims to create a clear, simple and recognisable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values.

Our reward system revolves around showing 'good character' around the Academy.

At any time throughout the day a member of staff can award a praise point on Arbor for those students who have shown our core values: **respect, honesty, and compassion.**

At the end of the lesson the teacher may also award a lesson star for which a Golden Ticket will also be allocated. Praise points can also be awarded on Arbor for those students who have had an outstanding lesson and gone above and beyond. Golden tickets can be placed into our 'In it, to win it' prize box where they could be drawn at random at the end of each term.

Praise points can be traded in for alternative rewards if they are kept and totalled up or the equivalent.

Students will also be awarded praise points for having a full week of attendance, attending enrichment activities and taking part in leadership opportunities.

Staff also praise and reward children for good behaviour in a variety of ways:

- Awarding a Lesson Star
- Teachers congratulate children
- Teachers call home to inform the parents
- Nominated for an award in termly awards assemblies
- Nominated for an award for the Rewards Evening
- Nominated for the Pledge awards each term – showing our values in school
- Reward trips/events
- Rank Order Assessment

Letters will be emailed to parents as students hit different milestones to recognise their hard work and effort.

Stars of the week

Each week departments will nominate their stars of the week. This could be for exemplary classwork or for demonstrating one of the core values or for upholding one of our pledges. This will be shared in our weekly parent bulletin and on our social media platforms.

11. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy.

We have a 'TELLING SCHOOL' ethos where every allegation of bullying will be full investigated.

Pledge 3 - *We are a telling school so we are never a bystander.*

We do not accept name calling or inappropriate language as 'banter'.

Please see our [Anti-bullying policy](#) for full details.

12. Sanctions

24 hours' notice of a detention is no longer required. 'Schools don't have to give parents notice of afterschool detentions or tell them why a detention has been given' (<https://www.gov.uk/school-disciplineexclusions>).

However, in most cases, notice will be given via a phone call, email or automated message through Arbor.

Parental permission is also not required provided that:

Staff have considered:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter if the child has a means to get home safely.

The permitted times for detentions are:

- Any school day when the pupil does not have permission to be absent
- Teacher training days

Any staff member may give detentions.

A lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet.

Malicious accusations against staff

These can be very damaging for a member of staff's welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student(s) will be sanctioned with an exclusion.

The length of exclusion and whether this is internal or external will be treated on a case by case basis.

The power to discipline beyond the school gate

Be aware that the behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school

This will include any instances of cyberbullying or mis-use of social media.

13. Use of social media

The policy applies to all forms of social media and applies to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Mis-use of social media include (this is not an exhaustive list):

- Damaging the school or its reputation, even indirectly
- Use that may defame school staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- False or misleading statements
- Use that impersonates staff, other pupils or third parties
- Expressing opinions on the school's behalf
- Using school logos or trademarks

Students can report mis-use of social media to any member of staff in the Academy.

This should be logged under E-safety concern if this happens and a member of staff (varies depending on seriousness) will investigate and sanction. Any incident relating to safeguarding will be handled by a member of the safeguarding team.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place.

Key words are picked up by our 'Imperio' software and usage is tracked and sanctions applied where applicable. Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted.

However, breach of the policy on the use of social media will result in sanctions.

14. Use of reasonable force

The school follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'

(<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Use of force may also relate to searches as outlined in Section 7.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again.

Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan and share this with the parents.

Any time a member of staff uses any form of restraint a 'Positive handling' form is completed and kept with the 'Positive handling' log. Parents are always notified alongside the Vice Principal – Pastoral and DSL.

15. Investigating Serious Incidents

If there is an incident that requires an investigation, then this should be overseen by the Vice Principal or an Assistant Principal.

If neither are available, then the Progress Leader should carry out the investigation.

- Student(s) involved should be isolated immediately in Reflection (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which

individuals were there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.

- Phones should be taken from the students(s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also. (The student may need support in the writing the statement).
- The student(s) will remain in Reflection until the investigation is complete.

Any members of staff who were witnesses should email the member of staff overseeing the investigation with full statement as soon as possible.

- Any student(s) who were witnesses should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will speak with the student(s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with the Vice Principal on sanction to apply. Please note if a decision is made to either Fixed Term or Permanently exclude the child then this must be decided by the Principal or 'Acting Principal' if the Principal is not available.
- Parent(s) will then be contacted to inform them of the incident/outcome where appropriate. This should include any victim involved in the incident. N.B if a search of a student or belongings (i.e. mobile phone/bag/jacket) is required then there must be at least 2 members of staff present.

Linked documents

- [Exclusion Policy](#)
- [Anti-bullying policy](#)
- [Attendance Policy](#)
- [Safeguarding Policy](#)
- [Uniform Policy](#)
- [SEN Code of Practice](#)

Contextual Safeguarding

The context and motive of a pupils misbehaviour will always be considered and where the behaviour raises concerns for the welfare of the pupil or they feel the student may be at risk of significant harm, staff will report to the DSL or Deputy DSL and follow procedures set out in the Safeguarding policy without delay.

Appendix 1

Adjustment to Behaviour Policy for students with diagnosis ADHD DfE guidelines: 'reasonable adjustments to policies and practices'

Rationale Montsaye Academy is a fully inclusive school and recognises ADHD as a neurological disorder and disability.

It is vital to adjust policies and practice to ensure that students with ADHD are not discriminated against and have the best possible chance to succeed in school. We recognise that there is not one singular approach for every student so regularly review strategies and adjustments that are in place.

We use the 'Assess, Plan, Do, Review' model from SEND descriptors to structure our approach.

Stage 1 Meeting with parent and student to agree on appropriate adjustment to Behaviour Policy and strategies to be used in lesson. SENDCO and Assistant Principal to attend.

Stage 2 Strategies and adjustments placed in the students 'Inclusion Profile' pro-forma and sent to all the teachers and support staff. SENDCO convenes a meeting with teachers of the students to discuss strategies.

Stage 3 Review of strategies and adjustment to policy with parents twice a year. SENDCO or Vice Principal / Assistant Principal to attend.

Adapt the 'Inclusion Profile' pro-forma if necessary and share adjusted strategies with staff.

Examples of Strategies

- Increased use of praise within lessons
- Reduced length of time in Reflection according to need
- Fidget toy warning given before 'warn, remove'
- Fresh air/movement breaks in completing sanction in reflection
- Time out card
- Seating plan adjustment – to be sat at the front of classroom
- Strategies will also be put in place to support any learning needs that the student has

Examples of adjustment to Behaviour Policy (this is not an exhaustive list and other strategies and adjustments will be considered on a case by case basis and also dependant of Educational Psychologist reports).

Equality Impact Assessment – we have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership).

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the Behaviour system and follow it to bring about consistency of practice throughout the school.

The policy also outlines the rewards that help the system effective as we recognise that rewards play a vital role in the process of ensuring outstanding behaviour.

We understand that Students with identified SEN will have reasonable adjustments put in place to be agreed with the parent/carers and student. This will contain any reasonable adjustments.