

Behaviour Policy

Recommending Body:	MAS LGB
Approval Body:	MAS LGB
Approval Date:	March 2022
Implementation Date:	March 2022
Review Date:	March 2023
Status:	Approved
Policy Version:	1

Overview

We want to establish the highest possible standards of behaviour at Mulberry School Shoreditch. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be of a high standard; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times. Central to this is our belief in rewarding students for making the school a safe and happy place.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone needs to follow the rules so that the systems work and everyone benefits.

The policy covers all students on roll at Mulberry School Shoreditch and extends beyond the school day and school premises to cover when students are:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a student at the school
- Posing a threat to another student or member of the public
- Behaving in a way that could adversely affect the reputation of the school.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Implement structures and systems to support a '**no exclusion policy**' where exclusion is only used a last resort

Legislation and statutory requirements

This 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 pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

Principles Underpinning the Behaviour Policy

- The Local Advisory Board is responsible for setting general principles that inform the behaviour policy and expects the following:
- Students show respect and courtesy towards teachers, staff and towards each other;
- Parents/carers encourage their student to show respect and support the school's authority to discipline its students;
- The Executive Principal creates a culture of respect by supporting the staff's authority to discipline students and ensuring that this happens consistently across the school;
- Rigorous assessment of need(s) to identify underlying causes of disruptive behaviour
- The school works positively with external agencies and seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available;
- Every teacher will be good at managing and improving student's behaviour
- Creating a culture of rewards, where students are rewarded for good behaviour and making a positive contribution to the school or community

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or classwork

- Poor attitude to learning
- Refusal to follow instructions
- Name calling and being unkind to another student
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Homophobic	Use of homophobic language
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Overview of Roles and Responsibilities

All staff, students and parents/carers of Mulberry Academy Shoreditch are committed to ensuring that all systems and protocols in school are used to:

- Promote good behaviour in and around the school
- Promote self-discipline and respect
- Prevent bullying and keep young people safe (see Anti Bullying policy)
- Ensure that students fulfil their potential by working in a positive, calm and orderly learning environment
- Ensure that staff are able to fulfil their duties in a safe, positive, calm and orderly working environment

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

Parents/carers will be expected to take responsibility for the behaviour of their child both inside and outside of the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour on or off the school site and will be made aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment, including radicalisation, are reported immediately.

The Local Governing Board will review this behaviour policy in conjunction with the Executive Principal and monitor the policy's effectiveness, holding the Executive Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the Governing Board.

The Local Governing Board will approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMS
- Giving out rewards to students

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

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or the Head of Year promptly or any member of staff that they feel comfortable talking too.

Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way

- Show respect and to be polite to members of staff, visitors and each other
- Be kind to other students
- In class, to enable all students to learn
- Move sensibly and calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Arrive on time to school and lessons
- Be equipped with relevant equipment for all lessons, music lessons (i.e. instrument) and PE (appropriate kit) please see planner for equipment list.
- Not to use electronic devices in school
- During lesson time students are expected to be in class at all times. All students out of lessons should have a valid note in their planner
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Powers to Discipline

Teachers, teaching assistants and all other paid staff with responsibility for students have the authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. The authority to discipline applies to student behaviour in and outside the school (when they are engaged in school related activities).

We believe the following ten key aspects of school practice, when effective, contribute to improving the quality of student behaviour

A consistent approach to behaviour management:

1. A consistent approach to behaviour management
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Student support systems;
8. Liaison and joint work with parents/carers and other agencies;
9. Managing student transition;
10. Organisation and facilities.

The school believes that noticing and reinforcing good conduct, attitudes and achievement promotes good behaviour alongside recognising that some forms of negative behaviour need to have appropriate sanction. We will:

- Recognise student's achievements beyond classroom activities
- Build positive relationships with students through respect, genuineness and empathy
- Provide a safe and predictable learning environment where student are not afraid to make mistakes
- Use incentives, such as praise and encouragement and create opportunities for success
- Reward students in different ways
- Understand the emotional aspects of learning and offer timely early help to ensure that student build self-esteem.

At Mulberry Academy Shoreditch, the Senior Leadership Team model and promote outstanding behaviour in and around the school.

The school follows detailed protocols with regard to anyone entering on site.

Classroom Management:

In classrooms, all students are expected to exhibit curiosity, independence and resilience. In the event that students do not meet our expectations for behaviour, the following process is implemented:

First Warning- A first warning, firmly given. This is a signal that a student's behaviour is unacceptable and is affecting learning and therefore needs to be changed. A student's name may be listed on the whiteboard but if no further problems arise, no further action may be taken.

Second Warning- The second warning. This indicates that the student has failed to respond to the previous warning and may have a detention issued by the classroom teacher. In some cases this may result in contact with home.

Final Warning/ Serious Breach of the Behaviour for Learning Policy- Any serious breach of the behaviour for learning policy may result in one of the following:

- The student being *safe housed* within the Faculty for the lesson. This could be followed up by the classroom teacher or the faculty lead with potential sanctions such as: Faculty detention, phone call home and/or parental meeting.
- The student being removed from the classroom and placed in the Internal Exclusion Unit by a member of staff. It is possible that if a student is placed in the IEU, contact with parents will follow.

Recognising progress in a lesson

- Teachers should also write the names on the board of students who are making excellent progress in the lesson.

Rewards

The school's policy is to reinforce good behaviour through positive feedback and praise, giving affirmation and recognition to students who model high standards. Students who behave well should be made to feel appreciated for doing so. Rewards are issued for achievement, positive contribution to the community and other aspects of school life. Examples of these include:

- Verbal praise that notices and reinforces desirable behaviours and attitudes
- Informing parents/carers of their child's success
- Sending postcards home
- Celebrating success through assemblies and the school's newsletter
- Certificates and chocolate bars
- Early lunch
- Teacher and subject awards
- Community awards
- Attendance certificates
- Organisational rewards half termly (Planners)
- Afternoon tea with the Principal
- Head of Year celebrations
- Principal's reward trip
- Reward trips
- Half termly vouchers
- Prefect awards to a deserving member of the year group based on the Mulberry Values
- Displaying work and highlighting achievement.

The school has introduced a House System, in which every student and member of staff belongs to a different House. The introduction of the House System has introduced opportunities for all students to take on Leadership positions. Year 10 Prefects were introduced in October 2020. Points are awarded on a tiered weighting system designed to really champion exceptional contributions to classroom/school life. House points may be awarded to students in the following ways:

- Contributing towards rewards in assemblies
- Progress in lessons/extra curriculum activities, social action, being a positive member of the community and making a difference to the school and community.
- House points related to competitions, sporting events and community based activities
- Points awarded for (good work handed in on time, consistently good presentation of work, consistently submitting work on time, a detailed piece of work handed in on time, taking place in house activities)

All positive behaviour should be recognised and logged on SIMS.

Sanctions

The school has a no-exclusion policy as it does not believe it is in the best interest of students at Mulberry Academy Shoreditch. To support this, there are a number of other sanctions that be used to encourage positive behaviour

Possible sanctions can include:

- A verbal reprimand
- Visual warning on the board
- Time out of a lesson and sending a student out of a lesson
- Reflecting on the reason why a sanction has been applied and thinking about what they could have done differently.
- Phone-calls and letters home
- Being on report
- Agreeing to a behaviour contract
- Safe-housing – when a student is asked to complete work in a different classroom
- Loss of privileges
- Missing break
- Detention including lunchtime, after school or **Saturday detention**
- School based community service or imposition of a task – such as picking up litter, tidying a classroom, helping clear up the canteen after meal times or removing graffiti or chewing gum
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring
- Referral to our Internal Exclusion Unit
- In more extreme cases the school may use a fixed term exclusion as a last resort
- RIG placement at LEAP
- Managed move to LEAP or another school
- Permanent exclusion.

The school will try and find a strategy that supports the needs of the individual student so that a fixed term exclusion can be avoided.

Detentions

The times outside normal school hours when detentions can be given (the ‘permitted day of detention’) include:

- a) Any school day where the student does not have permission to be absent
- b) Weekends – except the weekend preceding or following the half term break
- c) Non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days.’

Staff will not issue a detention where they know that doing so would compromise a student’s safety. When a detention is outside school hours, staff issuing the detention will consider whether suitable travel arrangements can be made by the parent/carers for the student.

Fixed Term Exclusions

The school will only use exclusions as a last resort in line with its policy on not excluding students.

- The school follows the prevailing guidance from the DfE on all matters relating to exclusion, including permanent exclusion

- The Principal will decide whether to exclude a student, for a fixed term or permanently, in line with this policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole School community.
- In line with DfE guidance, permanent exclusion is appropriate: in response to a serious breach, or persistent breaches, of the school's behaviour policy (including not following the student pledge and conduct outside of school) which are communicated to students on a day-to-day basis
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Please see Mulberry Schools Trust – Exclusion Policy and Guidance (October 2019)

Permanent Exclusion

The school will exclude students permanently if deemed necessary for more serious or persistent breaches of the school Behaviour Policy, whether in school or outside the school gates. The school does not have a “tariff” of exclusion length for different misdemeanours, however there are certain one-off incidents for which permanent exclusion would be considered, given their seriousness.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding and Child Protection policy for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

The foundation for teaching of good behaviour is based upon:

- Clear procedures and processes which are reinforced in and outside of the classroom
- Early intervention/help to address underlying causes of disruptive behaviour
- The positive promotion of good behaviour and rewarding students where it is appropriate to do so
- Good relationships between staff and students
- Clear recording of all incidences
- Effective links with parents/carers and with appropriate agencies

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students which may include:
- Greet students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and starting the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement
- Make positive phone-calls home and
- Send positive postcards home
- Support Heads of Year by sending them names of students who have done well in their lessons so that these students can be rewarded in assemblies

Examples of responding to misbehaviour

These are some of the positive strategies used by Mulberry Academy Shoreditch staff:

- Intentional ignoring
- Redirecting
- Criticising the behaviour and not the student
- Being consistent and treating students fairly
- Encouraging students to take responsibility for their actions by assigning them tasks to repair outcomes of misbehaviour
- Allowing students time to cool down or take time out within the classroom or another designated classroom
- Privately discussing a student's behaviour with them and making agreements towards change
- Giving students time to respond to instructions and preserve their dignity
- Using warnings and being clear about expectations
- Referring students to miss part of their free time in school in order for them to think about their actions and give suggestions of how they can improve their behaviour

- Following up reports from students and staff of bullying, racial or sexual discrimination, radical and/or extreme religious views and/or any incidents of verbal or physical aggression informing parent/carers about incidents or concerns and working in partnership with them.

Searching, Screening and Confiscating Property

Mulberry Academy Shoreditch adopts the prevailing guidance from the DfE on screening and searching students. Designated staff can search students with their consent for any item

Any member of staff can search a student with his/her consent

The staff member does not need to obtain written consent. It is enough to ask the student to hand over an item, or to ask whether the staff member can look in the student's bag or locker, and for the student to agree.

If the student refuses the request, the staff member can apply a suitable sanction in line with the school's Behaviour Policy.

Only the Principal or a member of staff authorised by the Principal can conduct a search

The person conducting the search must be the same sex as the student being searched, and another staff member must be present.

During a Search

- The person conducting the search may not require the student to remove any clothing other than outer clothing
- A student's possessions can only be searched in the presence of the student 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

Retaining, Returning and Disposing of Items

Staff may retain or dispose of a student's property where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items should not be returned to the student:

- Pornographic images may be disposed of/deleted unless an image constitutes a specified offence (i.e. it is extreme or child pornography). In these cases, it is necessary to pass images to the police
- Weapons or items that are evidence of an offence must be passed to the police as soon as possible
- Controlled drugs should be passed to the police unless the member of staff believes there is good reason to dispose of them
- It would not be reasonable to involve the police in dealing with stolen low-value items such as pencil cases. However, school staff may judge it appropriate to contact the police if stolen

items are valuable (for example, iPods or laptops) or illegal (for example, alcohol and fireworks)

- In the first instance, the school will involve our Safer Schools Officer

Complaints about Screening or Searching

There is no legal requirement to keep a record of the search.

Any complaints about screening or searching should be dealt with through the school's normal Complaints Procedure.

Electronic Devices

Students should not take electronic devices out in a lesson. If an electronic device, such as a mobile phone, has been taken by a member of staff, that staff member should give to reception or ask a parent to collect it. There is no need to have parental consent to search through a young person's mobile phone.

Search Powers do not Violate Human Rights

Under article 8 of the European Convention on Human Rights, students have a right to respect for their private life.

This means that students have the right to expect a reasonable level of personal privacy.

Whilst this right is not absolute, any interference with this right by a school (or any public body) must be justified and proportionate.

The guidance adds:

The powers to search in the Education Act 1996 are compatible with article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with article 8.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Lighters and matches
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

- Any item banned by the school which has been identified in the rules as an item which may be searched for.

Confiscation

Any prohibited item found in students' possession will be confiscated. These items will not be returned to students

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to students after discussion with the Principal and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:
- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Power to use Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with students
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed

- Control means either passive physical contact, such as standing between students or blocking a students' path, or active physical contact such as leading a student by the arm out of a classroom
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention
- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Prevent a student from assaulting 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.

Separate advice is available in 'Use of Reasonable Force – advice for School Leaders, staff and Governing Bodies'. See Associated Resources section below for a link to this document.

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to support their child.

The school offers a range of early help support to students who are struggling to access the curriculum or whose behaviour is having a negative impact on their learning or the learning of others.

The school may refer students to these facilities for a period of time until it is deemed appropriate for the student to return to mainstream.

Learning Support Unit:

The main purpose of the Learning Support Unit is to support students in Year 7 and 8 in a small environment whose negative behaviours are impacting on their academic progress. The student's behaviour is their main barrier to learning. Students engage in a full-time programme that is planned in line with mainstream lessons. This will include reviews and possible reintegration to the mainstream. Personalised targets will be set for students to support overcoming their relevant barriers to learning.

Pastoral Support Centre:

The main purpose of the Pastoral Support Centre is to support students in Years 9, 10 and 11 in a small environment whose negative behaviours are impacting on their academic progress. The student's behaviour is their main barrier to learning. Students engage in either a full time or part time programme that supports students to access the KS4 Curriculum. Students are reviewed regularly and there is an expectation that they complete all work as set by their core and option subjects. The aim of the reviews is to support a staggered reintegration to mainstream lessons. Personalised targets will be set for students to support overcoming their relevant barriers to learning and are completed in conjunction with the pastoral support team.

Internal Exclusion Unit

This is a short-term intervention used to target students who have been involved in isolated incidences of poor behaviour.

Pupil transition

The school has a robust and detailed transition programme which includes students joining the school in Year 7, mid-phase arrivals and students who are placed through the Fair Access Protocol.

Staff Development and Support

All staff are aware of the high expectations, policy and ethos which fosters discipline and mutual respect throughout the school.

All staff receive training on the Behaviour for Learning Policy and receive any relevant updates throughout the year.

Staff are accountable for implementing the policy consistently.

Monitoring arrangements

This behaviour policy will be reviewed by the Local Advisory Body annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy