Behaviour Policy

Recommending Body:	MAS LGB
Approval Body:	MAS LGB
Approval Date:	March 2025
Implementation Date:	March 2025
Review Date:	Spring Term 2026
Status:	Approved
Policy Version:	4

Version	Reviewed	Changes since last version
1		Existing
2	March 2023	No updates, part of annual review
3	March 2024	This policy has been updated in line with the following two polices:

1. Department for Education Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student involvement (September 2023)

2. Mulberry Schools Trust Exclusion Policy and Guidance

The Department for Education Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student involvement (September 2023) Guidance states schools and local authorities should not adopt a 'no exclusion' policy.

The legislation and statutory requirements section in the policy has been updated to include some additional policies and the DFE guidance (see above)

Fixed term exclusion terminology is now referred to as a fixed term suspension. The terminology for permanent exclusion remains the same.

The phrase "misbehaviour and serious misbehaviour" have been replaced with unacceptable behaviour and serious misconduct.

The student code of conduct has been moved to a different section of the document. This follows on from the heading: how students are expected to behave.

There is further clarification about the guidance on fixed term and permanent exclusion.

The introduction to this section is from the Department for Education Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student involvement (September 2023) on Good Behaviour in Schools

Internal Exclusion is replaced by the reflection room. |
| 4 | March 2025 | Reward section formatted

LSU is now referred to as the Pastoral Centre |

	Classroom management section formatted

Overview

We want to establish the highest possible standards of behaviour at Mulberry Academy 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 (student code of conduct) 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 Academy 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 students 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

Legislation and Statutory Requirements

This policy should read in conjunction with the following policies and guidance:

- MAS Anti-bullying Policy
- MAS Child Protection and Safeguarding Policy
- MAS Special Educational Needs Policy
- MST Exclusion Policy and Guidance
- MST Procedures for managing abuse against staff
- Behavior in schools (DfE Oct 2022)
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student involvement (DfE September 2023)
- Searching, screening and confiscation at school: Advice for Schools (DFE July 2022)
- Use of reasonable force in schools: Advice for schools (DFE 2013)

The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and students with special educational needs and disabilities.

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

Principles Underpinning the Behaviour Policy

The Local Governing Body (LGB) 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 child to show respect and support the school's authority to discipline its students

- The Executive Principal/ Head of School 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

Unacceptable Behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitude to learning

- Refusal to follow instructions

- Name calling and being unkind to another student

- Incorrect uniform

Serious Misconduct is defined as:

- Repeated breaches of the school behaviour policy

- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism

- Theft

- Fighting

- Smoking/vaping

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

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

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

How students are expected to behave

All students are expected to follow the student code of conduct.

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
- Listen to instructions and follow them the first time they are given
- Wear the correct uniform
- Be equipped with relevant equipment for all lessons
- Arrive on time to school and lessons
- To focus in class, enabling all students to learn
- 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
- Be kind to other students
- Move sensibly and calmly around the school
- Not to use electronic devices in school. This does not apply to Sixth Form students
- Treat the school buildings and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Accept sanctions when given

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.

Overview of Roles and Responsibilities

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

The Local Governing Board will approve this policy.

Executive Principal/Head of School

The Executive Principal/Head of School 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.

He/she will

- Promote good behaviour in and around the school
- Promote self-discipline and respect

- Prevent bullying and keep young people safe
- 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

Staff

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.

Staff are responsible for:

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

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents/Carer

Parents/Carers 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
- Work in in partnership with the school to assist the school in maintaining high standards of 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.

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

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 an appropriate sanction. We will:

- Recognise student's achievements beyond classroom activities
- Build positive relationships with students through respect, genuineness and empathy
- Provide a safe learning environment where students 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 students build self-esteem

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:

1. **First Warning**

This is a signal that a student's behaviour is unacceptable and is affecting their learning and the learning of others, 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.

2. **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. This may result in contact with home.

3. **Final Warning -** Any serious breach of the Behaviour policy may result in one of the following:

- The student being safe housed ~~within the Faculty~~ for the lesson. This should be followed up by the classroom teacher or the faculty lead and may include a faculty detention, phone call home and/or parental meeting.

- The student being removed from the classroom and placed in the reflection room by a member of staff. This should be followed up with a phone call home.

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, making a positive contribution in the lesson, in 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
- Reward assemblies
- Afternoon tea with the Principal/Head of School
- Head of Year celebrations
- Principal's/Head of School's reward trip
- Reward trips run by other members of staff
- Vouchers
- 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 a vast range of ~~introduced~~ opportunities for all students to take on Leadership positions. Points are awarded on a tiered weighting system designed to really champion exceptional contributions to classroom/school life. House points related to competitions, sporting events and community-based activities will also be awarded to students

 All positive behavior should be recognized and logged on SIMS.

Sanctions

Possible sanctions can include:

- A verbal reprimand
- Visual warning on the board
- Time out of a lesson for a short period of time
- Reflecting on the reason why a sanction has been applied and thinking about what they could have done differently.
- Sending a letter 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

- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring
- Referral to our reflection room
- Fixed Term Suspension
- Offsite placement at LEAP
- Transitional move
- Managed move
- Permanent exclusion.

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 Suspension and Permanent Exclusion

"Good behaviour in schools is essential to ensure that all students benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities" (Department for Education suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student involvement -September 2023)

The guidance on fixed term suspension and permanent exclusion should be read in conjunction with The Mulberry Schools Trust Exclusion Policy and Guidance.

Fixed Term Suspension

The decision to suspend a student for a fixed period is taken in response to breaches of the school's behaviour policy or relevant trust school policies, where the behaviour is not serious enough to warrant permanent exclusion.

Permanent Exclusion

The school will only use permanent exclusion as a last resort.

In line with DFE guidance, permanent exclusion is appropriate when it is response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in the school would seriously harm the education and welfare of the student or others in the school.

There are two main situations that a permanent exclusion will be considered.

1. In exceptional circumstances, where a one-off serious breach of the school's behaviour policy or other relevant policies has occurred and where it is not appropriate to implement other strategies.

2. When all other strategies to address ongoing disciplinary offences and breaches of the school's behaviour policy and other relevant policies have been used, with out success.

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. The list below provides examples of such incidents and is not exclusive:

- Serious misconduct
- Possession, concealing or use of a weapon
- The assault or threatened assault of a member of staff or student
- Repeated and/or serious intimidation of a member of staff or student
- Possession of illegal substances
- Defiance of the Executive Principal/Head of School's authority in a situation which seriously breaches the school's behaviour and safety polices, thereby undermining the good conduct and order of the school

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 Executive Principal/Head of School will discipline the student in accordance with this policy.

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.

Examples of how this is done:

- 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
- Greet students in the morning/at the start of lessons
- Establish clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- ~~Conclude the day positively and start the next day afresh~~
- Have a plan for dealing with low-level disruption
- Use positive reinforcement
- Make positive phone-calls home
- 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
- Challenging 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 by 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.

Only the Principal/Head of school, or a member of staff authorised by the Executive Principal/Head of School can conduct a search.

The staff member does need to obtain consent from the student. The staff member may ask the student to hand over an item, or look in the student's bag or locker. They must have permission from the student to do this.

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

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 must not ask 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, phones or laptops) or illegal (for example, alcohol and fireworks)

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

If a search of a student has taken place, this must be recorded and the Designated Safeguarding Officer must be informed.

Complaints about Screening or Searching

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. 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/Vapes 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 Executive Principal/Head of School and parents/carers, if appropriate.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student 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/carers

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 of school 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.

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers 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.

Pastoral Support Centre KS3

The main purpose of the Learning Support Unit is to support students in Year 7 and 8 in a small environment where negative behaviours are impacting on their academic progress. The student's behaviour is their main barrier to learning.

Students engage in a full-time or part-time reintegration programme that is planned in line with mainstream lessons.

There is an expectation that students complete the work set by their classroom teachers with support, where needed. This will include reviews and possible reintegration to mainstream. Personalised targets will be set for students to support overcoming their relevant barriers to learning.

Pastoral Support Centre KS4

The main purpose of the Pastoral Support Centre is to support students in Years 9, 10 and 11 in a small environment where 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.

Reflection Room

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

Student 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 Child Protection, Safeguarding and Behaviour Management Strategies.

Staff are accountable for implementing the policy consistently.

Monitoring Arrangements

This behaviour policy will be reviewed by the LGB annually.