Morecambe Bay Academy
Dallam Avenue
Morecambe
LA4 5BG

T: 01524 410207
E: reception@morecambebayacademy.lancs.sch.uk
www.morecambebayacademy.co.uk
www.baylearningtrust.com

THE BAY LEARNING TRUST

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1. **Compliance**

1.1. This discipline and behaviour policy has been prepared regarding the following statutory provisions and guidance: -

1.1.1. Education (Independent School Standards) Regulations 2014

1.1.2. Education and Inspection Act 2006

1.1.3. Equality Act 2010

1.1.4. School Information (England) Regulations 2008

1.1.5. Children and Families Act 2014

1.1.6. School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

1.1.7. School Discipline (Pupil Exclusions and Reviews) (England) Amendment and Transactional Provision) Regulations 2023

1.1.8. The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

1.1.9. Department for Education's advice "Behaviour in Schools" September 2022

1.1.10. Department for Education's advice "Preventing and Tackling Bullying" July 2017

1.1.11. Department for Education's guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' September 2023

1.1.12. Department for Education's guidance "Searching, screening and confiscation at school" July 2022

1.1.13. Department for Education's guidance "Use of reasonable force in schools' July 2013

1.1.14. Department for Education's guidance 'Alternative Provision' January 2013

1.1.15. Department for Education's guidance 'Keeping Children Safe in Education' as amended

1.1.16. Department for Education's guidance 'Mobile phones in schools'

2. **About this policy**

2.1. At Morecambe Bay Academy positive behaviour is actively promoted and taught through form time, assemblies, and classroom lessons. The school recognises that good behaviour is essential to creating an effective teaching and learning environment in which all pupils can progress

2.2. The school also believes that it is important to academic learning and pupils should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in the school and the world outside - so that they may contribute responsibly and constructively to society

2.3. The school recognises that, sometimes, negative behaviours can be displayed because of a Special Educational Needs (SEN). In such cases, the SEN policy will be applied, and reasonable adjustments made to the application of this policy

2.4. The school also recognises that at times pupils misbehave and in cases where a pupil is persistently disruptive sanctions, and further action may be required

2.5. This policy should be read alongside the School's SEN policy

2.6. The purpose of this policy is to set out:

2.6.1. the standard of behaviour expected of pupils;

2.6.2. the consequences which staff can issue if behaviour falls below expected standards; and

2.6.3. how the school will deal with online and offline poor behaviour off the premises.

2.7. This policy will be published on the school's website and can be made available in hard copy upon request.

3. Pupil Expectations

We aim to create an environment of caring discipline where pupils are taught the excellent behaviour we expect through our values (below), consistent routines inside and outside the classroom and explicit teaching of our expectations and learning habits.

Belong
We are kind and compassionate
We are respectful
We are honest and trustworthy

Believe
We seek out new challenges
We are resilient and determined
We have high aspirations

Achieve
We work hard
We pursue excellence
We persevere

3.1. Pupils follow staff instructions instantly and do what they are told first time every time

3.2. Pupils arrive to school and to lesson on time

3.3. Pupils will wear their uniform with excellence and pride

3.4. Pupils will move calmly and quietly around school

3.5. Pupils bring their school bag to school daily and are equipped with their stationery ready to learn

3.6. Pupils are always kind, respectful and polite towards one another and all staff members

3.7. Pupils must not leave the classroom without permission from the teacher

3.8. Pupils do not leave school site without permission from their Head of Year in agreement with their parents/carer

3.9. Pupils will demonstrate excellence when following the classroom learning habits of Door to Do Now, STAR, Noise Levels and Plenary to Exit

3.10. Pupils will have respect for the school building and premises by not dropping litter or graffitiing

3.11. Food should be eaten in the canteens or outside and not on the corridors food sold in canteen and the hall should be eaten there

3.12. Pupils are expected to work hard and with focus within all lessons

4. Aims of Morecambe Bay Academy

4.1. Pupils should develop a sense of respect and tolerance towards each other, the school's employees, and the wider community

4.2. The school should offer a safe, happy, and positive environment

4.3. Positive approaches towards rewarding and openly recognising good behaviour should be always encouraged

4.4. Pupils should develop a sense of self-discipline through understanding the consequences of their own actions

4.5. Pupils should be actively supported in developing the appropriate social skills and strategies to be more able to deal with difficulties and conflict

4.6. Pupils will be taught what good behaviour looks like which will be demonstrated and modelled in the first instance by the school's staff

4.7. The school aims to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

5. Roles and responsibilities

5.1. The Local Governing Body have the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework

5.2. The Local Governing Body have delegated the day-to-day responsibility of the implementation of this policy to the Headteacher and Head of School. They are both responsible for:

5.2.1. maintaining good understanding of behavioural expectations;

5.2.2. directing which members of staff can issue detentions;

5.2.3. ensuring that all new staff are inducted into the school's behaviour and that training is offered to all staff so they can meet their duties and functions within this behaviour policy;

5.2.4. ensuring that all new pupils have a clear understanding of behaviour expectations; and

5.2.5. anticipating that those pupils with Special Education Needs (SEN) may need extra support in place to help them meet the behavioural standards.

5.3. The Headteacher also holds the power to suspend or permanently exclude a pupil on disciplinary grounds

5.4. Senior leadership at the school will;

5.4.1. ensure that they visibly display excellent behaviour;

5.4.2. ensure that all staff understand the behavioural expectations and the importance of maintaining them; and

5.4.3. assist the Headteacher and Head of School with the induction of new staff into the school's behaviour culture.

5.5. All members of staff have a role to play in developing a calm, positive, structured, and safe environment at the school. All staff shall ensure that;

5.5.1. clear boundaries of acceptable pupil behaviour are established;

5.5.2. they teach and model good behaviour and positive relationships;

5.5.3. they respond to incidents of misbehaviour predictably, promptly, assertively and in line with this policy;

5.5.4. they challenge pupils to meet the expectations of this behaviour policy; and

5.5.5. they consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

5.6. All pupils at the school deserve to learn in a safe and calm environment. To uphold these standards pupils must;

5.6.1. follow the school rules;

5.6.2. follow the behaviour expectations as set out within this policy; and

5.6.3. encourage and support a culture of good behaviour at the school among their peers.

5.7. The school recognises that good behaviour must be supported at home. As such, it is expected that parents;

5.7.1. get to know this behaviour policy;

5.7.2. support and reinforce the policy at home; and

5.7.3. engage with the school when behaviour expectations are missed.

6. School procedures and strategies

6.1. All teachers implement the key classroom routines to maximise learning opportunity within their classrooms;

6.1.1. Staff must meet and greet pupils at the door welcoming them into the room

6.1.2. Pupils must enter the classroom in silence, remove their coats, go straight to their own seat, and place all relevant equipment on their desk for the teacher to check

6.1.3. There must be a seating plan; no pupil should be sat with their back to the front of the room

6.1.4. There must be a silent 'Do Now' activity for pupils on entry. This could be on the board or on a sheet handed out at the door. Pupils must complete the Do Now activity and the teacher must complete and save the register. Teachers must notify on call if pupils are missing from their lesson, and this is not explained on the register.

6.1.5. Noise levels should be identified by the teacher and adhered to by pupils

6.1.6. Teachers must remind and expect pupils to STAR during teacher talk

6.1.7. The end of lessons should follow a plenary to exit routine where pupils leave in a calm and orderly manner.

Classroom teachers

Class teachers must implement the requirements of the Implementation of the Curriculum policy to further support positive conduct behaviour and behaviours for learning.

6.2. Positive behaviour will be rewarded through rewards including Synergy positive points, certificates, communicating praise to parents via phone call or written correspondence, positions of responsibility (e.g. Pupil Leadership roles) and prizes. There are appropriate reward systems in place in each class. These are made explicit through the display of a Praise Board in every classroom

6.3. Positive reinforcement and praise are highly effective methods of creating positive behaviour and positive relationships. The school's employees follow the positive behaviour management strategies:

6.4. Pupils can receive praise points for demonstrating any of the school's values. There is no restriction on the number of times a pupil can be praised for demonstrating any of the school's values and all praise points are worth one point

6.5. The teacher should share explicitly what the praise point is awarded for and print their name on the praise board displayed at the front of the classroom. The praise point should be recorded on Synergy. Staff should look to achieve a 5:1 ratio between praise points and sanction points

6.6. Pupils who display any of the values outside of the classroom should be told why they are receiving a praise point and staff should enter this on Synergy. Praise points will be accumulated and celebrated in several ways including:

- Slides each week in form time / year group assemblies
- Small tangible rewards for all these pupils
- Praise postcards sent home to parents/carers for pupils who achieve the highest amount of praise points in their year group each week. Pupils receive a free breaktime canteen snack
- Termly celebration assembly of pupils who have the most praise points. Pupils receive a certificate and free breaktime canteen snack
- Pupils celebrated in the weekly newsletter to all parents
- Free tickets to end of term reward trips and events.

6.7. All school employees are encouraged to always provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. The school believes that the curriculum should be planned to include all pupils to maximise their opportunities to experience success and enhance their self-esteem

6.8. When there are difficulties with individual behaviour the sanctions will be applied: see section 10 of this policy

6.9. The school will consider whether poor behaviour is because of a pupil suffering, or likely to suffer, significant harm. In these circumstances the appropriate safeguarding lead will be notified and the appropriate procedures followed as set out in the school's Safeguarding Policy

6.10. The school will also work to identify if any poor behaviour is due to any unmet educational or other needs. If these needs are identified the appropriate safeguarding/educational lead will be notified and the appropriate procedures followed

6.11. All incidents of misbehaviour are recorded via Synergy or CPOMS as appropriate.

7. **Assemblies**

7.1. There are weekly assemblies during which individual pupils, and classes, receive updates on positive behaviour and achievements which are also celebrated in our termly Celebration Assemblies.

8. Information to pupils

8.1. All pupils will be made aware of the school's rules and expectations. We will do this through material around the school, throughout classroom work and assemblies

8.2. A copy of this policy will be accessible on our website and other means within the school to allow pupils to independently consider our approach to behaviour and to allow them the opportunity to take responsibility for their conduct with School

9. How pupils can raise issues

9.1. Pupils at Morecambe Bay Academy are encouraged to use our 3R system for reporting any concerns that they have for themselves or others.

Report — Pupils report any concerns about behaviour, feelings, or safety through several methods (see 8.2)

Respond — The appropriate member of staff will respond to the concern with clear actions and communication with pupil and their families

Review — Following a report, the appropriate member of staff with check in and review the outcome of the report and subsequent actions with the child and their family.

8.2 Pupils can report concerns through the following routes at Morecambe Bay Academy:

- Face to face to any member of staff
- Form Tutor
- Head of Year
- A DSL (Designated Safeguarding Lead)
- Students may also use the QR code to report a concern https://morecambebayacademy.co.uk/contact/
- Tell someone at home who will contact school
- Tell a friend who will pass the information to a member of staff or to their parents/carers

10. SEN pupils

10.1. The school believes that all pupils should have the support to achieve excellent standards of behaviour inside and out of the classroom. However, the School also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards.

10.2. The school aims to support the behaviour of pupils with SEN by;

10.2.1. making reasonable adjustments where possible to accommodate their needs;

10.2.2. co-operating with the Local Authority and other authorities where the pupil has an Education Health and Care plan (EHCP);

10.2.3. remitting short, planned breaks for pupils whose SEN means they find it difficult to sit still for an extended period; and,

10.2.4. training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.

10.3. However, where it is apparent a pupil with SEN is struggling at the school even when accommodations are in place the school will work with multi agencies to provide education for those who the school might not be the best option. This includes supporting a move to an alternative educational provider.

10.4. It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the Headteacher will consult with the SENCO (Special Educational Needs Coordinator) before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant exclusion is a manifestation of the pupils SEN. In the event that it is, the Headteacher may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

11. **Sanctions**

11.1. When a pupil's behaviour justifies the application of a sanction one will be issued to deter future repeats of bad behaviour.

11.2. When necessary and reasonable to do so, the school will adopt the one or more of the following sanctions which is proportionate in all of the circumstances. All sanctions carry the value of -1 negative point on Synergy. Additional breaches of our behaviour policy will result in the following penalties being implemented:

Sanctions	**Behaviour Management/Organisation**
Teaching routines and expectations	At all key junctures staff will teach pupils how they wish them to behave: what do they want them to do, and how they will do it.
S1- First Formal warning. Record pupil's name on the board and log in Synergy. Warnings will be issued for behaviours including: • Poor levels of work • Talking to or deliberate distraction of others • Failure to settle to work • Answering the teacher back or shouting out.	"Tom, you have talked across the classroom - you are now on a S1." Mark the moment of poor behaviour, raise expectations and defuse the situation by praising those who are working well. This might also be an opportunity to talk with the pupil away from their peers. Do not however, send the pupil to stand in the corridor for unsupervised. Remind the pupil that it is their choice to break the rules. Offer them solutions on how they can alter their behaviour: • Set time markers for completing work, "You are here now and when I come back you should be here". • Moving seats - if this is possible

S2 – Pupils sent to removal room and issued with a 40 minute after school detention on the same day. If a pupil is removed for the second time in a day, they will then be issued with an S5 and moved to isolation for the remainder of the day until 4.15pm.	The class teacher must issue the pupil with a removal form, print their full name and time of removal from the classroom. Pupils have five minutes to walk to the removal room and show their removal form. Staff on duty in the removal room must complete the shared spreadsheet once the pupil arrives in removal. A pupil without a removal form or are late to removal will be sanctioned with an S5 for a 'Failure of Removal Room' and complete the rest of the day in isolation. Isolation should be called, and the pupil will be collected/sent to isolation.
Punctuality	
L2 - Late to lesson (20 minute after-school detention) L3 - Late to school - 8.45am (20 minute after-school detention)	There will be a second bell for the beginning of Form Time, P3 and P4. Pupils who arrive to lesson after the second bell or 5 minutes late at changeover (without a late to lesson card) must be issued with an after-school detention. Pupils who are late to lesson twice in a day will receive and S5 and spend the following day until 4.15pm in isolation. Pupils will be met at the front gate each morning. Pupils who arrive late at 8.45am will be directed to complete their form time period in the library and be issued with an after-school detention.
Uniform/Equipment	
E1 - Missing item of essential equipment E2 - Missing item of equipment twice in a week (20 minute after-school detention) U2 - Uniform infringement including missing PE kit (20 minute after-school detention)	Form teacher completes equipment checks each morning for essential items. If there are any missing items for the **first** time in the week this will be logged as an E1 in Synergy. Form teacher completes equipment check each morning for essential items. If there are any missing items for the **second** time this week an E2 should be logged and issued. During form time pupils should have their uniform checked and corrected. After form time any pupils with incorrect uniform must be challenged, uniform corrected and an U2 after school detention issued.
An S3 detention is to be given to a pupil whose behaviour is below expectations outside the classroom, for example: • Inappropriate behaviour outside the classroom • Dangerous behaviour in corridors	Corridor conduct detentions can be issued by any staff. They must be recorded in Synergy. The detention is served on the same day.

• Shouting/chanting in corridors • Swearing in general conversation • Eating on the corridors	
S4 – SLT detention If a pupil misses an after-school detention, they will be issued with an S4 detention on a Tuesday or Friday after school.	SLT detentions will run until 4.30pm every Tuesday and Friday night, they will be an extension of the S3 detentions in the hall. Pupils will complete 4 sides of lines to complete the detention. If the S4 detention 'fails' or is missed, pupils will be issued with an S5.
S5– Serious incident Following a serious incident On Call should be contacted, and the pupil will be 'picked up' swiftly and taken to isolation if the incident is clearly a serious incident. If the validity of an S5 is questionable the member of SLT/HoY may defer the judgement for the HoY to investigate. The incident will be logged and the On Call member of staff will verbally pass this on to the HoY for further investigation. An S5 will result in the pupil spending the rest of the day in isolation until 4.15pm and may, depending on the severity of the incident result in further days in isolation. A pupil may be asked to spend time in isolation if there is an investigation into an incident being conducted. Serious incidents are listed below – this list is not exhaustive: • Child on child abuse • Failure of removal room • Truancy • Aggressive behaviour • Refusal of a reasonable request/Defiance • Walking out of lesson without permission • Failed S4 • Bullying • Possession of banned items	A member of SLT should be called and the pupil will be removed and taken to isolation. An S5 will result in the pupil spending the rest of the day in isolation until 4:15pm. The isolation manager will complete the checklist actions and electronic spreadsheet upon the arrival of a pupil. Parents/ carers will be contacted by the isolation manager or head of year for more serious incidents. The following incidents will be logged in Synergy by the isolation manager: • Truancy • Failure of removal All other incidents will be logged as a serious incident by the witnessing member of staff. If a pupil misbehaves or does not follow the code of conduct, they may receive a suspension or additional days in isolation. A pupil may be asked to spend time in isolation if there is an investigation into an incident being conducted, if they are not involved, they may be allowed to leave. All pupils in isolation must hand over their mobile phone to the isolation staff to be locked away until the detention is complete. Failure to provide a phone will result in screening and possibly the use of a metal detector (wand).
S6 Suspension	See S6 Suspensions below for further information

11.3. S3 detentions will be completed daily and run by SLT/HoYs on a rota. There are three 20-minute detentions per evening: 15.20-15.40, 15.40-16.00 and 16.00-16.20. Failure to attend or failure of any S3 detention will result in an S4.

11.4. S4 detentions will run every Tuesday and Friday for failure to attend/failure of S3 detentions and will last 75 minutes. Pupils will need to write 4 sides of lines to successfully complete the detention.

Requesting On Call support

A member of staff is timetabled to be 'on call' with a radio and access to the Lesson Support feature in Synergy. If a teacher requires support or assistance in a lesson, they must use this system and select 'On Call'. If needed urgently, a class teacher can send a responsible pupil to the main office to request On Call by using their On Call card.

11.5. The Headteacher may consider permanent exclusion for serious or persistent breaches of the behaviour policy. Suspensions and permanent exclusions are dealt with in more detail below.

11.6. The sanction system's principal role is to support learning by dealing with low level disruptive behaviour i.e. behaviour that undermines the pupils own learning or that of others. Penalties are not a replacement for good classroom management techniques and will not compensate for poor teaching and unstructured lesson.

11.7. The sanction system works in conjunction with a progressive system of structured intervention designed to address underlying causes of poor behaviour wherever possible.

11.8. The classroom sanction system is for low level disruption- if a situation is more challenging, on call should be requested via Synergy 'Lesson Support'

11.9. At the end of a sanction, where appropriate, the pupil will receive further guidance about what they did wrong, the impact of their actions and how they can do better in the future. They will also be offered further support if appropriate which may include;

11.9.1. the school engaging with parents

11.9.2. a change of teaching set or class;

11.9.3. consideration by the Special Education Needs Coordinator (SENCO), with colleagues, of interventions within the school;

11.9.4. allocation of a key worker such as a Head of Year, Pupil Support Officer, or Behaviour Mentor;

11.9.5. referral to a specific support service, such as the Education Welfare Service, Children's Services, Child and Adolescent Mental Health Service, or School's Family Support Service; and additional pastoral support.

12. **Detention**

12.1. Detention is a well-established sanction for managing poor behaviour. We have set out below the various detentions which may be issued at the School.

12.2. The school do not need parental or pupil consent to issue a detention which runs after the school session has concluded. Most detentions will be set and completed on the same day in order to provide immediacy to the sanction and ensure pupils have a fresh start the following day. The convenience as to whether a pupil can be picked up or taken home at the conclusion of the set detention is not a reason for the detention to not to go ahead

12.3. The school will listen to representations from parents and/or pupils, and will consider the following:

12.3.1. whether the detention is likely to put the pupil at increased risk;
12.3.2. whether the pupil has known caring responsibilities;
12.3.3. whether the detention timing conflicts with a medical appointment;
12.3.4. whether parents ought to be informed of the detention. In many cases it will be necessary, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
12.3.5. whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

12.4. A failure to attend detention will result in an escalation of sanction and will be classed as a breach of this behaviour policy.

13. **Removal from the classroom**

13.1. The school uses removal from the classroom as a key behaviour management tool as action short of suspension for moderate and/or persistent breaches of this behaviour policy

13.2. Removal is, however, a serious sanction and can be used when behaviour is so disruptive as to warrant immediate removal. It is used to;

13.2.1. maintain the safety of all pupils and to restore order and calm following an unreasonably high level of disruption;

13.2.2. enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

13.2.3. allow the pupil to regain calm in a safe space away from any triggering issues.

13.3. Pupils will be set appropriate tasks outside of the normal timetable to allow them time to decompress in a reduced sensory environment. This allows them the chance to consider the consequence of their actions, the impact on others and to adjust their behaviour once returned to normal timetable.

13.4. Parents should be informed on the same day if their child has been removed from the classroom and placed into Isolation.

13.5. Morecambe Bay Academy operates an Isolation space for formal removals. Pupils will spend the rest of the day or additional days in isolation until 16.15. This is managed by Senior Leaders and Heads of Year. S5 sanctions are used for the following but not exhaustive reasons:

- Pupils who present repeated low-level negative behaviour
- A pupil acts in clear defiance of the school rules
- Two incidents of late to lesson in a day
- Truancy (three incidents of truancy in a half-term will result in a suspension)
- Inappropriate behaviour towards a member of staff
- Inappropriate behaviour towards other pupils
- Inappropriate behaviour outside of the school community
- Misuse of social media
- A pupil fails to attend a S4 detention

- The actions of the pupil were serious enough to escalate the sanctions immediately to a S5

13.6. Pupils will work as directed by the member of staff in Impact at noise level 0. Pupils in isolation will not mix with the normal school population for the time they are in isolation but will have the opportunity to order free breakfast, a school lunch and go to the toilet at the appropriate time. S5 isolation sanction begins at 08.45 and finishes at 16.15.

13.7. Pupils who are in isolation must hand their phones to the isolation staff to be locked away and returned at the end of the day.

13.8. On occasions it may be necessary to impose multiple days of internal removal to avoid formal S6 suspensions.

14. **Restorative actions**

14.1. Where appropriate, restorative actions may take place following an internal exclusion or suspension

14.2. The aims of restorative actions are:

14.2.1. Restore relationships and plan for the pupil's reintegration
14.2.2. Ensure pupils reflect and take responsibility for their behaviour
14.2.3. Teach pupils the behaviour staff want to see
14.2.4. Reinforce compliance with the core values of Belong, Believe and Achieve
14.2.5. Enable any underlying issues to be raised

15. **Mobile phones and other smart devices**

15.1. For the purpose of this section 15 mobile phone shall mean a mobile phone and any other smart device with a similar functionality to a mobile phone (for example, the ability to send and/or receive notifications or messages via mobile phone network) including, but not limited to, tablet devices and smart watches. Mobile phones are a banned item.

15.2. Whilst on the school site mobile phones must not be used, seen or heard. This means that the mobile phone should be switched off and placed at the bottom of the pupil's school bag. In regards to mobile phone use the school site is defined as the perimeter fence and the inner front gate.

15.3. Should parents need to contact a pupil during the school day they can do so through the school office

15.4. If a mobile phone or other smart device such as a smart watch being seen or heard during school hours or is being used in breach of this policy, it will be lawfully confiscated. Pupils can collect any confiscated items at the end of the following day, or the item can be collected by a parent or carer at the end of the same day before 4.30pm.

15.5. The school will communicate with pupils and parents whether mobile devices are permitted and the rules for their use in advance of any off site or residential trip

15.6. We have the lawful right to issue a sanction where a pupil is found with a mobile device. Where a sanction is issued, this may include confiscating the pupil's mobile device for a period to be determined by the Headteacher at their absolute discretion

15.7. We have a lawful right to search the content of mobile phones and other electronic devices without consent from the pupil or parents. For more information on staff searching powers please see section 17 below

15.8. There may be rare occasions where the Headteacher allows a pupil to have a mobile phone or smart device present in school for a finite period. This is a matter for the Headteacher in their absolute discretion.

16. **Confiscation**

16.1. Staff can seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to the school community (including cigarettes or items for used for smoking)

16.2. Mobile phones and items of non-uniform should be confiscated if seen. These items must be put into a 'confiscation envelope' handed into the office where they will be kept securely

16.3. Staff should hand other confiscated items to the office via On Call. On Call must complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecured area at any time

16.4. Any item which staff consider to be dangerous or criminal e.g. drugs, must be brought to the attention of a SLT member immediately

16.5. Items confiscated by the school can be collected by pupils at the end of the day. Items which are deemed dangerous, or criminal may only be collected by a parent or carer except where the school has chosen to dispose of the confiscated items or sent to the police

16.6. The school reserves the right to dispose of items which are not collected.

17. **Restrictive interventions, Use of reasonable force, searching and screening**

17.1. Restrictive interventions will only be used to prevent immediate risk of harm to the pupil, other pupils, staff, or property, and must be proportionate, necessary, and the least restrictive option available.

Any restrictive intervention must be recorded promptly, reported to the Headteacher (or Deputy in their absence) and communicated to parents/carers in line with statutory expectations.

Staff are trained in safe, proportionate responses to crisis situations, with an emphasis on preventative and de-escalation techniques.

The Behaviour Policy acknowledges that restrictive interventions are distinct from routine behaviour management techniques and are governed by specific safeguarding and legal requirements.

17.2. school recognises that at times there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. There are also times when the Headteacher or those members of staff authorised by them may have to search or screen pupils to search for illegal items or those prohibited under the school rules

17.3. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'

17.4. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Members of staff may also use reasonable force when conducting a search for illegal items, such as weapons (including knives), alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm

17.5. Force may not be used to search for other items banned under the school rules

17.6. When considering using reasonable force staff will carefully recognise any specific vulnerabilities of the pupil, including SEND (Special Educational Needs and Disabilities), mental health needs, or medical conditions

17.7. Staff shall exercise these powers in line with the Department for Education's guidance.

17.8. Use of Handheld Metal Detectors (Wands)

17.9. To ensure the safety and security of all students and staff, our school may use handheld metal detectors (wands) to search for prohibited items or phones.

17.10. The use of handheld metal detectors is intended to detect and deter the possession of prohibited items, including weapons, drugs, and other contraband, on school premises. The handheld metal detector will be passed over the student's clothing without making physical contact. The device will be moved slowly and systematically to ensure thorough scanning.

18. **Moderate to serious breaches of the school's rules**

18.1. Any serious breach of the school's rules (including serious aggressive behaviour), will be followed up immediately by a member of the pastoral or senior leadership team

18.2. Parents will be informed and, if appropriate, asked to come into the school for a meeting where the behaviour/incident will be explained

18.3. Where considered necessary, suspension (or, in a rare case, a permanent exclusion) will be given

18.4. We will endeavour to work with pupils, parents and third parties to develop intervention and strategies to effectively manage behaviour as far as we can.

19. **Prohibited items**

19.1. The items listed below are prohibited items in school and will be confiscated from pupils if they are seen to be using or carrying them in school. Pupils found with may be subject to a suspension and permanent exclusion will be considered. This list includes, although is not exhaustive to:

- Energy or carbonated drinks
- Alcohol
- Snappers/poppers
- Mobile phones
- Aerosols
- Pharmaceutical drugs (these should be declared to the main office not carried in school)
- Stolen items
- Pornographic images
- Any class A, B or C substances
- Knives or offensive weapons
- Smoking or vaping paraphernalia
- Fireworks

20. **Direction off-site to improve behaviour**

20.1. The Headteacher has the power to direct a pupil off-site to an alternative educational placement to improve behaviour. Parental consent is not required and attendance at the directed placement is compulsory. This is not a sanction, but a measure at the Headteacher disposal to take sets to support an improvement in a pupil's behaviour, with a view to reintegrating back with such an improvement

20.2. A placement will be commissioned based on the circumstances that have arisen leading to the sanction. This can be at another mainstream school or alternative provision which, in the Headteacher's opinion is going to assist in supporting an improvement in behaviour

20.3. The period off-site will be proportionate and subject to review with the Chair of Local Governing Body. The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

20.4. Parents may submit written representations at the time of a periodic review should they believe, the placement should end. Reviews will be held with the Headteacher, the /Local Governing Body and parents on whether to end or extend the placement.

20.5. Should a pupil refuse to follow the direction to attend the alternative placement then the Headteacher will be entitled to treat this as a serious breach of the behaviour policy warranting suspension or permanent exclusion.

21. **Managed moves**

21.1. The Headteacher has the power to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. A managed move is voluntary and agreed with all parties involved

21.2. A managed move will only be considered when it is in the pupil's best interests and offered as part of a planned intervention once an appropriate initial intervention has

been carried out at a school level. The Headteacher shall have discretion in relation to what an appropriate initial intervention is

21.3. Examples of interventions the school can consider prior to a managed move include:

21.3.1. frequent and open engagement with parents, including home visits if deemed necessary;
21.3.2. mentoring;
21.3.3. short-term behaviour management cards or longer-term behaviour management plans;
21.3.4. pupil support sessions; and
21.3.5. engaging with local partners and agencies to address specific challenges.

22. **Suspension**

22.1. The Headteacher has the power to suspend a pupil for a fixed period. This power cannot be delegated but may be exercised on the advice from senior leaders where there has been moderate, persistent or serious breaches of this behaviour policy. The Headteacher has the power to suspend a pupil on disciplinary grounds for a maximum of 45 days in a school year. The following are examples but not a definitive list of reasons for a suspension:

- Refusal to comply with a reasonable request from a senior member of staff
- Refusal to comply with internal exclusion
- Verbal abuse to staff or students
- Unprovoked or premeditated violence towards another student or staff member
- Smoking, including vaping/e-cigs
- Damage to school site
- Misuse of social media that harms others or brings the school into disrepute
- Multiple truancies in a half term
- False allegation against a staff member

22.2. Suspension and permanent exclusion are the most serious sanctions available to the school and will be issued when behaviour warrants such intervention. For most pupils, a suspension will not be necessary. The school aims to exhaust other sanctions before turning to a suspension. When establishing the facts in relation to a suspension the Headteacher will apply the civil standard of proof, i.e. on the balance of probabilities. This means that the Headteacher will accept that it is more likely that an incident happened than it did not happen. The Headteacher will consider his statutory duties in relation to SEN duties when considering whether to suspend a pupil

22.3. The school will take reasonable steps to set work for the pupil during the first five school days when they are suspended. For longer suspensions, the school will arrange suitable alternative educational provision from the sixth school day of the suspension.

22.4. A suspension can be issued for part of the school or for a number of days. A suspension cannot be converted to a permanent exclusion. However, if evidence has become known which warrants a more serious sanction to be imposed the Headteacher may issue a permanent exclusion

22.5. Upon return to the school after a suspension, the pupil will attend a reintegration meeting with the Head of Year. Parents will be invited to reintegration meetings, and it is the Senior Leadership Team's strong expectation that parents attend to support

the pupil's reintegration into the school community and so that they can help their child understand the standard of behaviour required.

23. **Six-day Provision and 'step out' provision**

23.1. Where a suspension of 6 days or more is issued, the pupil must attend another education provision from day 6. It is the school's statutory obligation to provide this provision. Where this applies, the pupil will attend one of The Bay Learning Trust's partner schools working in their inclusion facility from 09:30 to 14:30 from day 6 until the end of their suspension period. Pupils must attend their provision in MBA uniform and will be given work to complete via Synergy

23.2. Pupils may also be directed to attend another of The Bay Learning Trust schools as part of their behaviour support plan on a 'Step Out' placement. The pupil will attend another the partner school working in their inclusion facility from 09:30 to14:30. On return from the placement the pupil will be reintegrated into MBA school through intervention to support their success at MBA.

24. **Permanent exclusion**

24.1. A permanent exclusion will be used in response to persistent breaches or a serious breach of this behaviour policy. It will be used when allowing the pupil to remain at the school would seriously harm the education or welfare of the pupil or others at the school.

24.2. Persistent breaches are when a pupil repeatedly breaches the school's behaviour policy and which other sanctions, interventions and strategies have not been able to effectively manage

24.3. A serious breach will be a singular event which warrants permanent exclusion from the school. These may include, but are not limited to:

- 24.3.1. violence, or threatened violence, towards pupils, staff or visitors;
- 24.3.2. carrying on offensive weapon;
- 24.3.3. drug use or possession;
- 24.3.4. possession of a substance that could cause harm to others;
- 24.3.5. sexual abuse or assault;
- 24.3.6. deliberately setting off the school's fire alarm;
- 24.3.7. serious but false allegations against a pupil or staff.

24.4. Permanent exclusions will follow the Department for Education's statutory guidance on exclusions.

25. **Poor behaviour off the school's premises/online behaviour**

25.1. All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring the school or our community into disrepute

25.2. The same standard of good behaviour is expected online as apply offline. The school prides itself as an intrinsic part of the community. It will fully support police investigations or community incidents and will sanction or reward pupils accordingly

25.3. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (DSL) (or deputy) when an incident raises a safeguarding concern

25.4. The Headteacher is entitled to consider behaviour outside the school gates when applying this policy to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off School premises or online and which is witnessed by a staff member or reported to the school

25.5. Conduct outside the School premises, including online conduct, that the school might sanction pupils for include, but are not limited to:

25.5.1. misbehaviour when taking part in any school-organised or school-related activity;
25.5.2. misbehaviour when travelling to or from the school;
25.5.3. misbehaviour when wearing school uniform;
25.5.4. misbehaviour when in some other way identifiable as a pupil at the school;
25.5.5. misbehaviour that could have repercussions for the orderly running of the school;
25.5.6. misbehaviour with an electronic device;
25.5.7. misbehaviour that poses a threat to another pupil; or
25.5.8. misbehaviour that could adversely affect the reputation of the school.

26. **Suspected criminal behaviour**

26.1. In cases when a member of staff or headteacher suspects criminal behaviour, the school will conduct initial investigations

26.2. Investigations will be fully documented, and all reasonable efforts will be made to preserve relevant evidence. The findings of such investigation will determine whether the school makes a report to the police

26.3. Once a decision is made to report the incident to police, schools retain the discretion to continue investigations and enforce their own sanctions, so long as it does not conflict with police action.

27. **Child-on-child abuse**

27.1. The school takes any report of online or offline abuse or sexual violence seriously and will not tolerate such behaviour

27.2. As part of ensuring high behaviour standards the school will ensure that pupils and staff do not normalise sexually abusive language or behaviour by treating it as an expected part of growing up, all members of the school community must advocate for excellent standards of conduct and model dignified and respectful relationships

27.3. If a pupil makes an allegation of sexual violence or harassment against a peer a referral in the first instance must be made to the DSL, or deputy, and dealt in line with the safeguarding policy. If a pupil makes a deliberately invented or false allegation they may receive a consequence in line with this behaviour policy. Support from the DSL or deputy will be engaged to determine whether a consequence will be appropriate.

28. **Reducing racism**

28.1. Any racist act in word or deed is unacceptable. The parents of the offender will be advised of the incident and an appropriate sanction will be applied. Records will be kept in the school.

29. **CCTV**

29.1. The school uses CCTV for the purpose of monitoring and managing behaviour and safety.

30. **Reporting**

30.1. When the Headteacher issues a suspension or permanent exclusion he shall inform the local authority without delay. The notification shall include the reason and duration of the exclusion and, if permanent, the fact that it is permanent

30.2 The Headteacher will make a termly report to the Local Governing Body with exclusion data. This shall include;

25.
25.1.
25.2.

30.2.1. the number of suspensions issued;
30.2.2. the number of permanently exclusions issued; and
30.2.3. the number of permanent exclusions rescinded.

30.2. The Local Governing Body will consider the exclusion data and use it to inform;

30.2.4. The effectiveness and consistency in implementing the school's behaviour policy;
30.2.5. any interventions needed to support pupils at risk of suspension and/or permanent exclusion; and
30.2.6. understanding of the demographics, frequency, and timings of exclusions.