



# Behaviour, Uniform and Appearance and Attendance Policy

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## Behaviour Policy

### 1. Ethos

The ethos of the Academy is expressed through the Academy's Mission and Vision Statement (worded for students) which underpins all policies and practices within the Academy.

### 2. Mission and Vision Statement

Mossbourne Victoria Park Academy is not a normal school. The teaching is fantastic, the facilities are first class and our students are polite, hard-working and impeccably behaved.

Staff at the Academy work hard, and we expect you to work hard too – something you will be supported in every step of the way.

We care deeply about all students, so we never accept anything less than your best in terms of effort, attitude and behaviour. The environment we provide is calm and safe; a place where you can learn, grow and fulfil your potential.

You will leave with the confidence, skills and qualifications to choose the kind of life you want to lead, and to lead it guided by the values of courtesy, integrity, hard work, resilience and excellence.

### 3. Aims, Objectives, Responsibilities

#### 3.1 The Behaviour Policy aims to:

- Reflect the values expressed in the Mission and Vision Statement;
- Make clear the positive and constructive rules of conduct;
- Set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards.
- Ensure that equality of opportunity is available to all;
- Build a community based on tolerance, respect and personal responsibility

#### 3.2 The Objectives of the Academy Behaviour Policy are to:

- Ensure that the Academy is a safe and supportive environment for all staff and students;
- Ensure that all members of the Academy community are shown respect and show respect for others;
- Endeavour to ensure that all members of the Academy community feel safe and are not subject to physical or verbal abuse, aggression or harassment both on, and outside of the Academy site, when incidents involve members of the Academy community;
- Encourage a positive approach to behaviour by good example and praise and reward for good behaviour;

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- Ensure that the environment, curriculum, and other factors within the Academy's control are monitored to ensure the promotion of good behaviour and
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

3.3 As a community, it is essential that we recognise that the ethos of this policy must apply to the behaviour of all its members both on and outside of the Academy site: to adults (teachers, other staff, parents/carers, and visitors) as well as to student behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

3.4 We also recognise that the success of the policy depends on the full support of parents/carers. The Home/Academy Agreement (Appendix 1) has had input from the Academy, Trustees and the DfE Academies Division and is reviewed regularly. In order for there to be a positive relationship between home and the Academy, parents/carers and students must sign the Home/Academy Agreement when the student starts at the Academy.

3.5 The Student Code of Conduct (Appendix 2) makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all students.

#### **4. Taking Account of Individual Student Needs (Rigidity with Flexibility)**

4.1 Students may at some point require the adults in school to take account of their individual needs, protected characteristics, and/or circumstances when applying the Behaviour Policy. Staff have received training in, and are aware of, their obligations in relation to the Equality Act 2010. Students whose individual needs, protected characteristics and/or circumstances may need to be considered include but are not limited to:

- Students with disabilities;
- LGBT students;
- Students from ethnic minority backgrounds;
- Students in religious groups;
- Students who are travellers, asylum-seekers and/or refugees;
- Students who need support to learn English as an additional language (EAL);
- Students with Special Educational Needs (SEN);
- Students looked after by the local authority (LAC);
- Students formerly looked after by the local authority (PLAC);
- Students with medical conditions;
- Young carers;
- Students from families under stress;
- Pregnant schoolgirls and teenage mothers;
- Students who qualify for the Pupil Premium Grant;

4.2 Examples of taking care of individual needs are given in Appendix 4.

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### 5. Expected Standards of Behaviour and the Student Code of Conduct

- 5.1 Expected standards of behaviour are stated in the Student Code of Conduct and are regularly reiterated formally, in assemblies and in Tutor Groups, and informally by all members of staff.
- 5.2 The Student Code of Conduct is printed in the Student Planner and states clearly the expected general behaviour at all times. (Appendix 2).
- 5.3 In recognition of the fact that not only students but also staff have responsibilities in relation to conduct, a Staff Code of Conduct has also been drawn up and is part of staff induction.

### 6. The Role of Rewards in Recognising and Promoting Good Behaviour

- 6.1 At Mossbourne Victoria Park Academy, we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students.
- 6.2 At Mossbourne Victoria Park Academy, the rewards system centres on the awarding of Achievement Marks. Achievement Marks are awarded by every member of teaching staff on a weekly basis. Students will be recognised individually for the number of Achievement Marks they receive but the Achievement Marks will also contribute towards the on-going Tutor Group Competition.

### 7. Rewards System

- 7.1 Students are rewarded for their hard work, their diligence and positive attitude towards school in a variety of ways.
- 7.2 *Achievement Marks*: These are awarded for:

- Excellent assessment results;
- Positive attitude towards learning;
- Impeccable conduct and positive social behaviours;
- Excellent class work;
- Excellent homework;
- Excellent performance in Knowledge Organiser tests;
- Excellent oratory skills;
- Participation in wider academy life;
- Outstanding progress.

When Achievement Marks are awarded, the student writes the subject and the date in their Student Planner. The teacher will initial it. The teacher will also enter the Achievement Mark/s on SIMS. Achievement Marks can then be used by students to purchase items or prizes from the Achievement Mark Shop.

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- 7.3 *Attendance awards:* Students achieving perfect attendance are rewarded at the end of every academic term and at the end of the academic year. Form classes are rewarded on a weekly basis.
- 7.4 *Subject achievement/progress awards:* Awards are presented by the Heads of Learning Areas in the end of term whole academy celebration assemblies.
- 7.5 *Oratory Awards:* These are awarded in the Oratory Passport section of the Student Planner by staff for a variety of reasons pertaining to the Academy Specialism.
- 7.6 *Star of the Week:* Based on Achievement Marks, attendance, behaviour, and nominations from Form Tutors and the Head of Year, this award is presented by a member of the Senior Leadership Team in the weekly year group assembly. The 'Star of the Week' has privileges for the week in which they are the 'star'.
- 7.7 In addition to this formal rewards system, effort and achievement are also acknowledged in various other ways including but not limited to:
- ✓ verbal praise
  - ✓ comments in exercise books and student planners
  - ✓ phone calls home
  - ✓ TV Screens and Notice Boards
  - ✓ Academy Newsletter which is sent home
  - ✓ displays of work

### 8. Unsatisfactory Behaviour

- 8.1 Whilst actively encouraging and rewarding good behaviour, Mossbourne's Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when a student does not adhere to the Student Code of Conduct.
- 8.2 In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve their behaviour in future. The recording of unsatisfactory behaviour is therefore considered important and helpful.
- 8.3 Recording Unsatisfactory Behaviour; if this procedure is to be effective:
- Every incident must be logged via SIMS, in the Behaviour Log;
  - The decision taken is to be noted, even if no disciplinary action is recommended;

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Adherence to the above will ensure compliance with the objectives set out in DfE publications relating to behaviour and discipline in schools and school exclusions as it will ensure:

- that a pattern of behaviour be recognised;
- that the Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences;
- abnormal behaviour patterns are observed, which may be an indication of underlying factors;
- appropriate action may be taken;
- in the event of exclusion all supporting material is available.

Form tutors should check the entries in the SIMS Behaviour Log for their Tutees regularly. If an incident is considered serious or if a student is displaying inappropriate behaviour or having difficulties across the curriculum, Form Tutors should inform the Head of Year. This will trigger monitoring of the student and investigation into the possible cause of the behaviour/s. This will not always involve disciplinary action.

**Additional ways of recording unsatisfactory behaviour:**

It is important that staff familiarise themselves with the additional ways of recording unsatisfactory behaviour and to make a considered decision as to which is the appropriate way or ways to be used, so that the appropriate response is made.

**The Student Planner**

The Student Planner may be used to inform parents of unsatisfactory behaviour. Staff may write comments in the planner in the space for teacher comment. This should be seen by parents when checking and signing the planner and they may choose to record a response in the same section.

**Student Concern Form**

Teachers should also consider whether it is necessary to liaise with the Head of Learning Area, Head of Year and Head of Inclusion which may result in a referral for a SEN Consideration Meeting. The Head of Year meets weekly with a member of the Curriculum Support Department to discuss students causing concern.

**8.4 Procedures for Dealing with Serious Disciplinary Problems in Lessons**

Should a member of staff encounter a serious disciplinary problem<sup>1</sup> within a lesson, there are two possible courses of action.

1. Relocation to another senior member of staff. This would normally be the head of Learning Area (HOLA) or Head of Year (HOY) and, where possible, by prior arrangement:
  - The student should be sent, with her/his planner signed, and, where possible, accompanied by a Teaching Assistant or another staff member,

<sup>1</sup> A **serious incident** is one in which a student is openly challenging the authority of the teacher or demonstrating behaviour/s which make/s it difficult for the teacher to continue with the lesson or which pose/s a threat to the safety of the students or the teacher.

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- to the senior member of staff. This should only be done if the whereabouts of the other member of staff is known;
- The teacher sending the student must follow this up by logging the incident in the SIMs Behaviour Log and consulting as soon after as possible with the HOLA or HOY;
2. Should the student actually refuse to leave the room or if the incident is so serious that relocation is neither appropriate nor adequate, then the alternative course should be followed:
- A member of the Senior Leadership Team (SLT) should be summoned by the teacher who can either send an email to the SLT or send another student (with their Student Planner signed) to Reception who will contact the SLT
  - The Student will be removed from the lesson by the member of SLT
  - The teacher concerned must follow up by recording the incident in the Behaviour Log and consulting as soon after as possible with the HOLA or HOY.

### 8.5 Investigating unsatisfactory behaviour

In line with the Mission and Vision Statement it is essential that the academy is kept calm and safe at all times. For this reason, students may be withdrawn from lessons while incidents of concern are investigated by staff. Our culture of communication and disclosure means students may also be spoken to by staff, and/or asked to write statements, about things they have seen or heard. This applies to all students regardless of whether they have been involved in the unsatisfactory behaviour themselves.

### 8.6 Unsatisfactory behaviour when travelling to and from the Academy

Students who contravene the Student Code of Conduct at these times may be instructed to return to site and failure to follow this instruction would be dealt with seriously. Parents/Carers may be asked to drop off and collect students whose behaviour at these times mean they cannot be trusted or who have previously failed to adhere to the Student Code of Conduct at these times or who pose a risk to other students or themselves.

## 9. Anti-Bullying Policy

The Academy places high importance on creating and maintaining a calm and safe learning environment for all students. A zero-tolerance approach is taken on all types of bullying. Incidents of bullying through social networking sites or any kind of cyber bullying will be dealt with in the same manner as other forms of bullying. There will be serious sanctions for students who are perpetrators of bullying. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Mossbourne Victoria Park Academy has a culture of communication and disclosure. There exists a separate Anti-Bullying Policy but the key points of this for students can be found in their Student Planner. There is an expectation that parents/carers inform Academy staff should they suspect, or know, their child is being bullied.

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### 10. Harassment

10.1 Definition: Harassment may be defined as any hostile or offensive act or expression by a person against another person who interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

10.2 Implicit in our ethos as an Academy is the fact that we believe we are all equal regardless of ethnicity, culture, gender, sexual orientation, disability or religion. The ethos of the Academy therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

10.3 Harassment may present itself in the following ways:

- Physical assault because of ethnicity, culture, gender, sexual orientation, disability or religion;
- Derogatory name-calling, insults and jokes;
- Offensive graffiti;
- Provocative behaviour such as the wearing of racist badges or insignia;
- Bringing offensive materials such as leaflets, comics, magazines into the Academy;
- Verbal abuse and threats;
- Incitement of others to behave in an offensive way;
- Attempts to recruit other students to certain organisations and groups;
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc.;
- Refusal to co-operate with other student because of ethnicity, culture, gender, sexual orientation, disability or religion.

10.4 Sexual harassment specifically may present itself in the following ways:

- Unwanted physical contact of any kind;
- Offensive comments of a sexual nature;
- Coercive, controlling behaviour;
- Unwanted pressure e.g. for a date;
- Cat calling;
- Unwanted attention;
- Spreading rumours of a sexual nature;
- Inappropriate facial expressions;

#### 10.5 Procedures for Dealing with Harassment

Harassment, in any form is totally unacceptable and will be dealt with in the following ways:

- Reported to Head of Year and a Pastoral Senior Leader;
- Recorded in the SIMS Behaviour Log as Harassment;
- Reported to both the victim's and the perpetrator's parents/carers;
- In accordance with the DfE guidelines;

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Exclusion and/or time in the Behaviour Support Unit are the likely outcomes for any student found to be a perpetrator of harassment in any form.

### **Victim Support:**

The Academy will take steps to comfort and support any student who experiences harassment. The actions taken to deal with the offender will be explained and the attitude of the Academy towards such behaviour clearly stated. The victim will be given the opportunity to express their own concerns and feelings, and counselling will be provided where necessary. As appropriate, the Academy will arrange a meeting with the parents of the victim to explain the action taken and to discuss the matter with them. Restorative justice may also be used and may be managed by Learning Mentors upon the request of the Head of Year. For restorative justice to be successful all parties must be fully willing to participate.

In order to further promote an environment which celebrates diversity and mutual respect the Academy will:

- Ensure displays reflect its diversity;
- Challenge any intolerance within the classroom;
- Challenge intolerance in books, materials and comments in written or spoken form;
- Encourage students to share and celebrate their cultural experiences through the curriculum.

### **11. Violent Behaviour**

11.1 The Academy operates a no physical contact rule; this includes aggressive and non-aggressive physical contact. This rule must be managed and enforced in a measured way.

11.2 It is made clear to all students that physical contact of any nature will not be tolerated. Incidents of physical contact will be dealt with immediately, logged on SIMS and parents informed, if the student's Head of Year decides it is necessary.

11.3 Mossbourne Victoria Park Academy will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour. This is different to self-defence.

11.4 It is highly likely that any student involved in an incident of physical aggression, whether provoked or otherwise, will be excluded for a period of time, as deemed appropriate by the Principal.

#### **11.5 Procedure for dealing with fights**

The member of staff who first attends to the incident should:

- Ensure that the students are checked to confirm that they do not need medical attention;
- Remove them to a quiet area and keep them isolated from each other;

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- Inform the Head of Year and a Senior Pastoral Leader, if neither are available then any member of the Senior Leadership Team;

### 11.6 Procedure for dealing with knives and offensive weapons

This is shown in Appendix 3.

## 12. Drug Education and Management of Drug-Related Incidents

**Note:** This section refers to illegal drugs and solvents. The Academy policy on smoking and alcohol is set out in the section that follows.

### 12.1 Key Contacts

Drug-related Academy incidents – Heads of Year who are also Designated Safeguarding Leads

### 12.2 Aims

- In accordance with our mission statement, which recognises the value of each and every student, the Academy's commitment is to ensure that all are given the fullest encouragement and support to achieve their potential. Mossbourne Victoria Park aims to provide support, both educationally and pastorally to enable its students to make informed choices and to receive positive help should drug-related problems arise. This policy on drug education and the handling of drug related incidents follows the same principles as all other Academy policies, acknowledging that young people are very vulnerable and meeting their needs must be our main concern and responsibility;
- This policy will be made clear to our students through the PSHCERSE programme, Form Time and assemblies.

### 12.3 Objectives

- To provide a high-quality drug education programme, delivered primarily through PSHCERSE but also through the wider curriculum, which will provide knowledge and understanding about the dangers of drug misuse and therefore enable students to make informed decisions;
- To provide opportunities for students to develop the attitudes and skills needed to avoid drug misuse;
- To enable and encourage students who are misusing drugs to seek help;
- To make clear the Academy's attitude and response to drug education and to students who have drug-related problems, in order to facilitate a clear and consistent approach to dealing with drug-related incidents and drug education;
- To ensure students receive the maximum support, the Academy welcomes the services of a School Nurse. Students may self-refer or be referred by staff;

### 12.4 Drug-related Incidents and Situations

- The Academy's response to any suspicion or evidence of drug abuse is a carefully controlled and planned one in keeping with the DfE guidelines. Any incident of suspicion or evidence of drug abuse should be reported following the safeguarding protocols at the academy.

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## 12.5 Referral of concerns

- The Designated Safeguarding Leads have responsibility for co-ordinating responses and referrals. Disclosure by the student is not a prerequisite for taking action;
- All information gathered, reasons for action or not taking action are kept separately in the student's Child Protection File.

## 12.6 Response to concerns

- All incidents will be responded to individually, taking into account all aspects of the situation. These include the age, background, physical and mental health of the young person, those involved, the drug involved, the risks, whether Academy rules were broken, and whether the activity was illegal. Having considered these aspects, decisions will then be made regarding whether to involve the parents, the police, social care, Child and Adolescent Mental Health Services, and whether the matter will be dealt with confidentially or not;
- The Academy will not break confidentiality without the student's permission unless there are issues of safeguarding, including illegality;
- Possession or supply of drugs on Academy property is a clear example of illegal activity;
- The Principal will make the final decision of how to respond to drug-related incidents. The decision to permanently exclude any student who is in possession or is implicated in the concealment of illegal substances on the Academy site or whilst wearing academy uniform or on academy business is most likely, though the Principal maintains the right to make the final decision.

## 12.7 Teacher Guidelines for Responding to Drug Use by Student

### Confidentiality

While students should always be encouraged to tell their parents if they have a drug-related problem, staff must be clear that all young people have the legal right to confidentiality regarding access to advice and information services. Parents should not be informed when a student requests help round drug use unless the student has consented or if failing to inform a parent may place a student at greater risk of harm. Teachers must not themselves give advice, only information. Students requesting advice should be directed to a Designated Safeguarding Lead, normally the Head of Year.

### Health and Safety

The Academy will be watchful when taking students on Academy trips, when the opportunity for drug use may present itself. This includes smoking and the drinking of alcohol. The rules regarding this and the sanctions for breaking these rules should be made clear at the beginning of all such trips.

### Medical Emergency

Acute intoxication, physical collapse or unconsciousness can result from drug or solvent abuse. In a drug-related emergency staff should contact the Academy Attendance Welfare Officer, or another trained first-aider, so that medical help can

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be given, and emergency services called if appropriate. The Head of Year and Designated Senior Person for Safeguarding should also be informed immediately.

### **Discovery of Drugs on the Academy Premises**

Any drugs found on Academy premises, when the owner cannot be identified, should be passed to a Senior Designated Safeguarding Lead immediately who will contact the Safer Schools Police Officer. This section of the police has an established working relationship with the Mossbourne Federation, and already plays a part in the PSHCERSE programme providing input on a variety of issues to the students in a classroom situation.

### **The Supply of Drugs**

In cases where staff become aware that drugs are being supplied to students either on or off the Academy premises, whether being sold or shared, whether by adults or other young people, the academy's safeguarding protocols must be followed. The Safer Schools Police Officer will be contacted. All students involved, whether supplying or receiving drugs will be referred to external agencies, as appropriate. Academy sanctions will be decided by the Principal having followed the previous mentioned considerations when dealing with a drug-related incident. It is highly likely that any student found to be responsible for supplying drugs to other students either on site or off site will be permanently excluded from the Academy.

## **13. Smoking and Alcohol**

- 13.1 Students are not permitted to smoke or consume alcohol on the premises, whilst wearing Academy Uniform or whilst on Academy Business e.g. a trip.
- 13.2 Students found smoking/drinking alcohol or believed to be smoking/drinking alcohol, because of the situation in which they are found, will be given an appropriate sanction. All incidents will be responded to individually, taking into account all aspects of the situation. These include the age, background, physical and mental health of the young person, the risks, whether Academy rules were broken, and whether the activity was illegal. Having considered these aspects, decisions will then be made regarding whether to involve the parents, the police, social care, Child and Adolescent Mental Health Services, and whether the matter will be dealt with confidentially or not.
- 13.3 Should a teacher be suspicious that a student has been smoking or drinking alcohol or be found to be smoking or drinking alcohol, the academy's safeguarding protocols must be followed immediately.

## **14. The Use of Sanctions**

- 14.1 Where a student's attendance, behaviour or work is unsatisfactory, there should be a response appropriate to the offence.
- 14.2 **Principles**

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- Whole groups should not be punished for the activities of individuals unless there are exceptional circumstances. Every effort should be made to identify individuals or ringleaders;
- Sanctions should not be humiliating or degrading;
- Punishments should be in proportion to the offence;
- Students should be clear about why they are being punished and how.

14.3 **Sanctions and Interventions**

A range of sanctions and interventions exist, and care is taken to apply the sanction and/or intervention most appropriate to the student concerned and the nature of the misdemeanour. These include but are not limited to:

- Verbal warnings;
- Verbal reprimands;
- Moving a student's position in class;
- Relocation to a senior member of staff;
- Withdrawing other privileges e.g. playing basketball at lunch time, representing the academy at an event;
- Detention (further details in section 15);
- Informing parents by letter, phone call or inviting to a meeting;
- Community based sanction e.g. picking up litter;
- Referral to the Head of Year or a member of the Extended Leadership Team;
- Being placed on Report (further details in section 18);
- Removing a student from a specific subject lesson for an agreed period of time (only Head of Learning Area);
- Behaviour Support Unit (further details in section 16);
- Behaviour Support Plans and Pastoral Support Plans (further details in section 19);
- Alternative Provision Centre (further details in section 17);
- Exclusion (see Exclusion Policy available upon request from the academy).

15. **Detention Policy and Procedure**

Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives schools authority to detain students after the end of a school session on disciplinary grounds. The following section of the policy details the legal position for schools as laid down in the 2011 Education Act:

The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining students after school. The Act confirms schools' powers to use detentions by making it lawful for schools to put students aged under 18 in detention without parental consent at a variety of times outside school hours.

The sanction of detention can only be applied to students aged under 18. The times when detention without parental consent may be given are: during the school day i.e. break and lunch; after the school day (evenings); weekends; and certain non-teaching days (INSET Days). Students will always be given the opportunity to use the toilet should they need to and have lunch if the detention is set at lunch time.

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- 15.1 Although legally the Academy does not have to give notice, where long detentions after school are given, the Academy will endeavour to notify parents/carers via the Student Planner, letter, PAM Parent, or a telephone call home. For all other detentions it is the student's responsibility to ensure that their parent is informed.
- 15.2 This policy is made clear to parents in the Transition Booklet.
- 15.3 Subject Teacher Detentions:
- Teachers will have their own arrangements for holding detentions for unsatisfactory work, behaviour, homework, or lateness to lessons;
  - These may take place at break, lunch or after school;
  - When detentions are set, the teacher setting the detention must, log it on the Conduct Log. This ensures that the Form Tutor and Head of Year can monitor the behaviour.
- 15.4 Senior Detention:
- Is held every evening until 6pm Monday-Wednesday and until 5pm Thursday-Friday;
  - Can only be authorised by, and is supervised by, members of the Extended Leadership Team and/or Pastoral Team;
  - Is set for serious misdemeanours or persistent breaches of the Student Code of Conduct;
  - Parents/Carers may be asked to collect their child from this detention.
- 15.5 The Senior Leadership Team Detention
- Is held every Saturday morning (term time only) between 9am and 12 noon;
  - Can only be set by the Associate Vice Principals who lead on pastoral care (via the Heads of Year), or the Principal;
  - A letter is usually sent home to the student's parent/carer to notify them of the detention;
  - Is supervised by a member of the Senior Leadership Team;
  - Is set for very serious misdemeanours or persistent breaches of the Student Code of Conduct, usually, but not always, when a Senior Detention has already been sat and has not modified the student's behaviour;
  - Parents/Carers may be asked to drop off and collect their child from this detention.
- 15.6 Principal's Detention
- May be held any evening until 7pm;
  - Can only be set by the Associate Vice Principals who lead on pastoral care (via the Heads of Year), or the Principal;
  - Is supervised by the Principal but in their absence, another member of the Senior Leadership Team may supervise this;
  - Is set for extremely serious misdemeanours or persistent breaches of the Student Code of Conduct, usually, but not always, when a Senior Detention has already been sat and has not modified the student's behaviour;
  - Parents/Carers may be asked to collect their child from this detention.

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15.7 Failure to attend any detention will be deemed serious and a more severe sanction issued. Repeated failure to attend subject teacher detentions or failure to attend a Senior Detention, Senior Leadership Team Detention or a Principal's Detention will result in a much more severe sanction e.g. the student being placed in the Behaviour Support Unit.

### 16. Behaviour Support Unit

16.1 What:

The Behaviour Support Unit (BSU) is both a sanction and intervention. It is housed on site but in a separate building away from the main student body. The BSU is supervised at all times by academy staff; by experienced teachers during lessons, and by Learning Mentors or Teachers during registration, break and lunch. Students complete work and/or reflection tasks, as directed by their Head of Year, based on the reason, and the length of time, they are in the BSU for.

16.2 Purpose:

- To act as a deterrent and prevent students making negative behaviour choices to begin with;
- To protect the learning of other students;
- To protect the welfare of other students;
- To signal to students the seriousness of their behavioural choices;
- To support students in making more positive behaviour choices in future.

16.3 Use:

A student may be placed in the BSU if they have persistently breached the Student Code of Conduct or for breaches of the Uniform and Appearance Expectations or where a behaviour they demonstrate is so serious that it requires them to be removed from mainstream lessons, or the student body as a whole. These serious behaviours include but are not limited to:

- Insolence / rudeness to staff;
- Defiance towards staff;
- Bullying / threatening behaviour / harassment;
- Physical aggression;
- Theft from the academy;
- Failure to attend a Senior Detention, Senior Leadership Team Detention or Principal's Detention;
- Truancy;
- Racial / religious/homophobic/gender/sexual/disability harassment;
- Vandalism to academy property;
- Inappropriate use of social media or electronic forms of communication which significantly disrupt the smooth running of the academy;

16.4 Further Support:

If a student is placed in the BSU additional support will be provided (provision will be decided on an individual basis) and is likely to include one or more of the following:

- Parent/Carer meeting;

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- Being placed on Report;
- Reintegration Support Plan;
- Behaviour Support Plan;
- Learning Mentor.

16.5 Usually, students will spend no more than five consecutive school days working in the Behaviour Support Unit. For some students, longer term removal from the main student body may be required, this decision can only be made by a member of the Senior Leadership Team and will be clearly communicated to parents/carers. The Alternative Provision Centre will also be considered in these circumstances.

16.6 Students who have been removed from lessons to enable an investigation to take place are not usually placed in the Behaviour Support Unit.

### 17 **Alternative Provision Centre**

17.1 What:

The Alternative Provision Centre (APC) is an internal unit for students who need significant additional support to be successful. It is housed on site but in a separate building away from the main student body. The APC is supervised at all times by the Head of the APC (in their absence by a member of the Extended Leadership Team), with additional Teaching Assistants and/or Learning Mentors as required. Whilst in the APC students receive a broad and personalised curriculum and usually have a reduced number of hours on site.

17.2 Purpose:

- To provide intensive support for students demonstrating behaviours which place them at risk of permanent exclusion, fixed period exclusions or repeated placement in the Behaviour Support Unit;
- To provide an alternative to permanent exclusion for students in Key Stage 4, depending on the nature of the behaviour and the student;
- To support students to return successfully to mainstream education at the academy after a set period of time;
- To support students in transitioning to a new (often specialist) provision that is more appropriate for their ongoing education;
- To protect the learning of other students;
- To protect the welfare of other students;
- To support students in making more positive choices in future.

17.3 Use:

A student will only be placed in the APC after extensive discussions have been held between the Head of Year, the Associate Vice Principals who lead on Pastoral Care, and the Head of SEN Inclusion. If they are in agreement, that placing the student in the APC is in the best interests of the student and/or the academy as whole, then the APC Referral Form will be completed and a meeting will be organised with parents/carers.

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- 17.4 The length of placement in the APC is entirely dependent on the student and the circumstances. Some students may benefit from shorter term placements of a couple of weeks but for others a longer placement of half a term or even a term may be appropriate. Occasionally, permanent placement in the APC will be appropriate as an alternative to permanent exclusion.

### 18 Supporting Students Whose Behaviour Needs To Improve

- 18.1 At Mossbourne Victoria Park Academy we believe the most effective way of managing behaviour is to praise and reward good behaviour (see rewards).

- 18.2 Where students are having difficulty conforming to the expected standards of behaviour in the Academy, various strategies may be employed to help them to improve.

- 18.3 The use of a Report, although a sanction, serves the dual purpose of enabling the staff to provide instant and usually positive feedback to a student at the end of every lesson. This is particularly effective because it is taken home for a parent/carer to review and sign every evening. Some students enjoy being 'on report' and ask to be put on report when they feel their behaviour is slipping. The academy uses the following daily Reports:

- Form Tutor
- Head of Learning Area
- Head of Year
- Specialised Head of Year
- Curriculum Support Department
- Extended Leadership Team
- Reintegration
- Senior Pastoral Report
- Principal

- 18.4 One to one sessions with specialist teachers or learning mentors are also used to help students to develop strategies to improve their behaviour.

- 18.5 Although very rare, where appropriate and usually only for students who have an Education Health and Care Plan (EHCP), and when agreed in advance in a parental meeting, 'time out' will be allowed for students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed location and/or member of staff.

- 18.6 For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of fixed period exclusion a Behaviour Support Plan (BSP) will be put into place. More detail is provided in section 19.

- 18.7 For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out

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of the Academy altogether due to disaffection, a Pastoral Support Plan (PSP) will be put into place. More detail is provided in section 19 below.

### 19 The Pastoral Support Programme (BSPs and PSPs)

- 19.1 The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the student to achieve.
- 19.2 It will be agreed with parents/carers as a result of a meeting with them. External agencies may be invited.
- 19.3 This meeting will consider the causes for concern and suggest steps to improve the situation. Agencies such as Education Welfare, the Educational Psychological Service, Social Services, Police, Counselling, and other voluntary organisations, will be involved as appropriate.
- 19.4 In drawing up the plan the Academy will, in discussion with others:
- consider what additional specialist support may be appropriate;
  - review any learning difficulties and put in place a remedial programme where necessary;
  - consider changes of sets or class;
- 19.5 The Plan will have clear targets, a time limit, be monitored regularly and should be formally reviewed every four to six weeks.
- 19.6 The success criteria will be recorded and rewards for meeting targets and sanctions for non-compliance (where applicable) should be made clear at the outset.
- 19.7 At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:
- be reduced or removed;
  - may be continued for a further period with or without amendments;
  - (if a BSP) escalated to a PSP;
  - or where there has been no improvement and the student is on a PSP the Principal may decide to permanently exclude.

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**20 Restraint (Positive Handling): Summary Guidance on its use with a student**

- 20.1 The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:
- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
  - causing personal injury to any person (including the student themselves);
  - causing damage to the property of any person (including the student themselves);
  - prejudicing the maintenance of good order and discipline at the school, and among any student receiving education at the school, whether during a teaching session or otherwise;
- 20.2 This may be on the Academy premises or "elsewhere at a time when as a member of staff has lawful control or charge of a student concerned".
- 20.3 All incidents of restraint must be reported as soon as possible to the Principal or in their absence a Vice Principal.
- 20.4 A Restraint Record is kept in the Confidential Pastoral Folder and the following points should be recorded:
- Date, time and location of incident;
  - Circumstances and significant factors which led to the incident;
  - The duration and nature of any physical restraint used;
  - The names of the student(s) and staff involved;
  - A description of any injury sustained by the student(s) or staff member(s);
  - A description of any action taken after the event;
  - The full name and job title of the person making the report and
  - The signatures of: the person who applied the restraint, the person making the report, the Principal
- 20.5 Examples of cases at the academy which restraint might be used include:
- When the safety of (an)other student(s) is threatened;
  - When self-injury is being, or is likely to be caused;
  - When a child or vulnerable young person is exposing him/herself to potential danger by seeking to leave the premises or a vehicle;
  - When the safety of a member of staff or a visitor is threatened and
  - When there is risk of serious damage to property
- 20.6 Acceptable Forms of Restraint (reasonable force):
- A safe holding tactic by which a student is restrained as far as possible without injury to any parties or until he/she calms down;
  - Physical contact with a student designed to limit his/her movements, which are posing a danger or involving serious disruption;

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- The physical removal of a child from one place to another;
- The use of any physical force necessary to remove a weapon/dangerous object from a student's grasp, when he/she is in the act of assaulting another person or looks likely and able to do so.

### 20.7 Unacceptable Forms of Action:

- Any act, or the threat of an act, examples of which are hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, unnecessarily rough handling or shaking which causes or threatens harm or the expectation of harm, even in the heat of the moment. Such acts would constitute an application of force as punishment and would fall under the definition of unlawful corporal punishment, which is illegal under Section 548 of the Education Act 1996, unless they have been undertaken within the context of self-defence and/or the defence of others.

### 20.8 Procedures:

Before taking action, which may involve restraint a member of staff should endeavour to follow these procedures:

- Assess that the restraint can be undertaken successfully;
- Give clear instructions to the student/person as to what is required of him/her;
- Warn the student, wherever possible, of the possible consequences of failure to comply (e.g. "If you continue to do that, I will have to stop you"). Whatever warning is used must **not** contain any threat of physical assault;
- If at all possible, summon a second colleague. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provides a witness in case a complaint is subsequently received;
- During the exercise of physical restraint staff must:
  - Use only minimum force;
  - Use only such force for the minimum period necessary;
  - Keep talking to the student to try to calm the situation;
  - Keep his/her own temper under control;
  - Seek to avoid any injury to the student;
  - Cease the use of restraint as soon as safety is re-established.

## 21 Effective Home Academy Liaison

We firmly believe that it is always in students' best interests to involve parents/carers in decisions and when there are concerns. We welcome the involvement of parents and carers in all aspects of students' progress and recognise that working alongside parents and carers is instrumental in enabling a child to fulfil their potential. There is an insistence and an expectation that both staff and parents and carers interact in a professional and polite manner.

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**22 Educating a student offsite**

The Academy takes the safeguarding of its students and teachers very seriously. There may be occasions where the Academy needs to exercise discretion in terms of where a student receives his or her education. To this end, the Academy may elect to find alternative locations for the provision of a student’s education, if it is deemed that in so doing, the safety and wellbeing of either students or teachers is enhanced.

**23 Uniform & Appearance**

23.1 Injustice, discrimination and intolerance go against the core tenets of the Mossbourne Federation ethos.

We actively reject discrimination in our academies through confronting discrimination, should it occur, and through regular reviews of our working practices and policies at all levels, including board level. We are committed to developing and supporting inclusivity, diversity and anti-racism in every facet of what we do.

23.2 All stipulations in our policy and expectations will be applied with full consideration of our students’ cultural, social, religious background, sex and gender identity.

**23.3 Objectives of the Uniform and Appearance Policy**

Mossbourne Victoria Park Academy’s Uniform and Appearance Policy has full regard for the Department for Education’s Guidance on School Uniform (September 2013) in which the DfE strongly encourage schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

There are five objectives behind each academy’s Uniform and Appearance Policy:

1. Equality
2. Unity
3. Wellbeing
4. Self-Discipline and Respect
5. Excellent Outcomes

**23.3.1 Equality**

Having a Uniform and Appearance Policy removes the potential for a socio-economic and cultural divide and divisions caused by sex or gender identity. The policy thereby fosters an egalitarian culture in the academy. It places students from a range of backgrounds on a level footing amongst peers from their first day on roll.

**23.3.2 Unity**

Having a Uniform and Appearance Policy improves cohesion and creates a sense of belonging to a school community. It reduces superficial distractions thereby creating a sense of unity and purpose (this is an

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essential element of successful collaboration) in the classroom, in the playground and when travelling to and from the academy. As a result of this sense of unity, students feel proud to be a 'Mossbournian' and want to represent themselves and the academy in the best possible light.

### 23.3.3 Wellbeing

Having a Uniform and Appearance Policy makes it possible for students to build relationships through genuine networking skills and interests rather than popularity. It reduces the opportunities for cliques or negative group identities to form and/or be brought into school. Students' self-confidence is increased when they do not feel pressured to wear certain types of clothes or have the latest haircut and the opportunities for bullying are significantly reduced. Students are valued for their character and achievements rather than appearance.

### 23.3.4 Self-Discipline and Respect

Having a Uniform and Appearance Policy means that students engage with their education before they even arrive at the gates. It requires self-discipline and organisation to consistently adhere to any policy, daily, and the self-discipline becomes habitual and is gradually transferred to other aspects of education, including behaviour and study skills.

### 23.3.5 Excellent Outcomes

If students' appearance is equal, students are united in their purpose, feel safe and valued, are self-confident, self-disciplined and respectful then they acquire the foundational skills and sense of self required for success. Having a Uniform and Appearance Policy, as well as contributing to this foundation, leads to excellent outcomes because the collective focus is on teaching and learning; potential distractions have been removed from the classroom environment and time is not lost dealing with potential bullying issues related to appearance.

## 23.4 MOSSBOURNE UNIFORM AND APPEARANCE EXPECTATIONS

23.4.1 It is expected that all students will travel to and from the academy every day in neat, clean uniform as specified in appendix 5 giving the clear message that our students take pride in belonging to the Academy.

23.4.2 Any student who breaks a condition of the Mossbourne Uniform and Appearance Expectations will receive a sanction in line with the behaviour policy and may be sent home, removed from normal circulation or placed in the Behaviour Support Unit. As per the Home Academy Agreement, parents/carers must support their child in adhering to this policy.

23.4.3 It is strongly recommended that parents/carers are present when uniform is purchased and haircut appointments take place. There are two uniform options for students to choose from, these are detailed in appendix 5.

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- 23.4.4 Uniform exceptions may be made by the Principal but only where this is required as a matter of sincere religious observance. The Principal's decision is final.
- 23.4.5 Underclothing, including thermals and vests, must not be visible.
- 23.4.6 No make-up or nail varnish may be worn. Lip balm can be used but must not alter the natural appearance of the lips and must never be applied during lessons.
- 23.4.7 Students may not write or draw on their skin, this includes having permanent or temporary tattoos that are visible.
- 23.4.8 The Principal has ultimate discretion in establishing what is and is not acceptable.
- 23.5 The Academy's uniform supplier is:  
Crossbow Schoolwear Trutex  
31 Broadway Market  
Hackney  
E8 4PH  
0207 923 9313 [crossbow.schoolwear@hotmail.com](mailto:crossbow.schoolwear@hotmail.com)

## 24 Attendance

- 24.1 Excellent attendance is essential in ensuring students reach their academic potential, learn social skills, form secure friendships, have opportunities to learn team values and life skills, understand career pathways, and develop cultural awareness and racial literacy. Poor attendance increases the chances of young people underachieving, becoming victims of harm, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), radicalisation or becoming NEET (not in education, employment or training).
- 24.2 The academy sets a target of at least 97% attendance for every student. While parents have a legal responsibility to ensure their child attends school regularly, the academy will consistently promote good attendance and put support in place where poor attendance becomes a concern.
- 24.3 Monitoring and Recording Attendance**  
Monitoring of students' attendance is an important part of safeguarding. The academy will act early to reduce absence particularly where there is a pattern of absence or persistent absenteeism in order to ensure students have access to the full time education to which they are entitled. The legal 'am' register is taken by Form Tutors each morning during Tutor Time, between 8.20 – 8.40am. A further legal register is taken by class teachers at the start of Period 5 (1.35pm). Wherever possible staff should take their register within 5 minutes of the start of each lesson, to ensure that all students are present in their timetabled lessons. Classroom Teachers should inform their Head of Learning Area immediately if a student, who has been present in a previous lesson that day, is not in the classroom, so that this can be followed up.

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### 24.4 Absences

- 24.4.1 Students should only be absent if they are very ill, are legally required to self-isolate or there are serious circumstances that the academy considers extenuating. Holidays and absences for any reason other than the aforementioned, during term time, will not be permitted. Medical evidence may be required for absences that occur on the last or first day of a half-term.
- 24.4.2 Where a parent/carer decides a child is too unwell to attend the academy, they are expected to call the academy before 8.00am on each day of absence, leaving a message which includes the name of the student, year group, tutor group, reason for absence and expected return date. Where this does not happen and a student does not arrive at the academy, a phone call will be made firstly, to parental contacts, and then to all other contacts if necessary, using the details held on the academy's management information system, SIMS, in order to determine the student's whereabouts.
- 24.4.3 If the academy is concerned about the safety and wellbeing of a student who has not attended, external agencies may be contacted including the police and Children's Social Care.
- 24.4.4 Once a student returns to the academy following an absence, they should bring a note from a parent/carer informing the academy of the date/s and reason for the absence. The academy will decide, based on the information they hold, whether the absence was reasonable, and decide whether to record the absence as authorised, or unauthorised and the appropriate code used to record the absence on the register. The Form Tutor, Head of Year or Attendance and Welfare Officer will add a comment on the day of the absence, which details the reason given for the absence.
- 24.4.5 Parents/Carers should endeavour to arrange all medical appointments outside of academy hours. Where this is not possible, parents should provide their child with the medical letter which details the appointment. The student should then see their Head of Year at least 24 hours in advance, at break time, so the appointments can be authorised and permission to sign out of the academy can be written into the student's Planner.

### 24.5 Poor Attendance

Where a student's attendance falls below 97%, or is a cause for concern for any other reason, the academy will undertake actions to support both the parents/carers and the student in improving their attendance. This includes sending letters home, meeting with parents, liaison with the Educational Welfare Service, and liaison with the Local Authority. This is summarised in Appendix 6 which acts as a guide rather than a checklist for our approach for dealing with poor attendance.

Where a student does not attend the academy for five or more consecutive school days, medical evidence will always be required, in order for the absence to be authorised. The academy will request for home visits to be made by the

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Education Welfare Service, or Police, where there are persistent attendance concerns, or where the academy is concerned about the safety and wellbeing of a student.

The academy will pursue statutory action from the local authority in the form of Fixed Penalty Notices and court action, in line with Hackney Education thresholds or where poor attendance, unauthorised absence, persistent absenteeism, school refusal or term time holidays are of a concern.

### **24.6 Children Missing in Education (CME)**

Children going missing, particularly repeatedly, can act as vital warning sign of a range of safeguarding possibilities including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). CME are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. As such, early intervention is vital and staff will monitor students' attendance through the daily registers and refer all cases of concern. We will always follow up with parents/carers when children are not at school. Where individual staff have concerns about a student being a CME, they should complete an initial concern form in line with the Child Protection and Safeguarding Policy. This will then be dealt with in line with both policies, and relevant professionals including the local authority and Children's Social Care will be contacted where appropriate.

### **24.7 Punctuality to the academy**

Good punctuality to the academy is important in supporting students to form a positive routine, be organised and have a successful start to the day. All students arriving late to the academy, between 8.15 – 8.40am, will have to see their Head of Year at breaktime. They will usually receive a stamp or note in their planner to this effect issued by a Late Monitor. Heads of Year will ensure students who are late receive support and an appropriate sanction if required. Students receive escalating sanctions dependent on the number of times they have been late in each full term.

If a student arrives after 8.40am, they will enter the academy through reception. They will receive a 'late mark' on the register and will be sent directly to their Head of Year's office or teaching classroom. Students will always be expected to catch up on work missed due to being late to the academy.

### **24.8 Punctuality to lessons**

Students are expected to attend lessons on time in order to ensure they start smoothly and no learning time is lost. The academy operates a one way system during lesson transitions meaning all students in a class will usually arrive together and on time. Students are not allowed to visit the toilet, the Attendance and Welfare Officer, or any other member of staff without permission, during lesson transitions and may be sanctioned in line with this policy if they do so.

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### 25 **Monitoring and Review**

The Mossbourne Victoria Park Academy Behaviour, Uniform and Appearance, and Attendance Policy will be reviewed annually. Details are set out in the footer.

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**Appendix 1: Home Academy Agreement**

<p><b>Academy's Educational Responsibilities</b>          We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a caring community.</p> <p>Therefore the Academy will:-</p> <ul style="list-style-type: none"> <li>• provide a friendly welcome to your child and a secure, stimulating, moral environment in which to learn;</li> <li>• ensure that your child is valued for who they are by helping them to make good progress in their spiritual, moral, emotional and academic development;</li> <li>• treat your child with the dignity and respect they deserve;</li> <li>• do our utmost to provide the best possible education we can for your child, through enthusiastic teaching, which is rooted in our beliefs, our values and our skills;</li> <li>• ensure the education provided for your child is tailored, as effectively as possible, by using good assessment, recording and tracking strategies;</li> <li>• provide you with information about your child's progress and provide you with opportunities to talk to teachers;</li> <li>• keep you well informed about Academy policies and activities through letters, newsletters and the website;</li> <li>• set, mark and monitor work suitable to your child's needs;</li> <li>• contact you if there is a problem with your child's attendance or punctuality;</li> <li>• inform you of any concerns regarding your child's behaviour, work or health;</li> <li>• challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.</li> </ul> <p>(For and on behalf of the Governing Body)</p> <p>Date: <b>September 2021</b></p>	<p><b>Parental Responsibilities</b>          As parents/carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at Mossbourne Victoria Park Academy.</p> <p>Therefore I/We will:-</p> <ul style="list-style-type: none"> <li>• ensure my child attends the Academy every day, on time, adhering to the Uniform and Appearance Policy, and suitably equipped;</li> <li>• support all Academy initiatives which enable my child to reach their full potential, including revision classes and extra-curricular classes;</li> <li>• ensure my child is available for revision and catch up sessions including extra classes for revision or support at the end of the day, on Saturdays and in the holidays;</li> <li>• ensure family holidays are taken outside of term time, otherwise my child's place may be forfeited;</li> <li>• inform the Academy of any concerns regarding my child's learning or welfare;</li> <li>• support the values of the Academy and encourage my child to do their best and give my child opportunities for home learning and support in the completion of homework;</li> <li>• check my child's planner on a daily basis and sign my child's planner on a weekly basis;</li> <li>• support the Academy's policies, guidelines and sanctions for poor behaviour including detentions;</li> <li>• attend all Parents' Evenings and meetings about my child, as required;</li> <li>• support the Academy policy which states my child may be screened, if deemed necessary, in the interests of all staff and fellow students;</li> <li>• support my child in adhering to the Student Code of Conduct at all times;</li> <li>• respect the privacy of students, staff and other stakeholders by never taking photos, video and/or audio recordings without explicit consent.</li> </ul> <p>Signed: _____ (Parent/Carer)</p> <p>Name (please print): _____</p> <p>Date: _____</p>	<p><b>Student Responsibilities</b>          Students have a responsibility to use the talents given to them wisely.</p> <p>Therefore they will:-</p> <ul style="list-style-type: none"> <li>• attend the Academy regularly and on time;</li> <li>• adhere to the Uniform and Appearance Policy and bring all the equipment they need every day;</li> <li>• attend all classes which enable them to reach their full potential, including revision and extra-curricular classes which may take place at the end of the Academy day, Saturdays or in the holidays;</li> <li>• treat fellow students and staff with respect and kindness;</li> <li>• take care of all Academy equipment, and always carry all stationery in their bag and not in their hand;</li> <li>• help keep our academy free from litter and respect the academy environment and property;</li> <li>• share their feelings honestly and politely and show consideration for others in the Academy;</li> <li>• behave sensibly so they can be happy and safe as they learn;</li> <li>• never refuse to follow instructions given by a member of staff;</li> <li>• attend all detentions, if set;</li> <li>• try to think for themselves and take responsibility for their actions;</li> <li>• do all their class work and homework to the best of their ability;</li> <li>• keep their Student Planner up to date by entering all homework and any other information that is necessary, and by signing it every week. It is their responsibility to ensure their Student Planner is signed by a parent or carer;</li> <li>• follow the Student Code of Conduct at all times;</li> <li>• travel directly to/from the Academy without stopping at shops in the surrounding area and/or congregating in the local area;</li> <li>• never bring a mobile phone, chewing gum, any item which could be used as a weapon or any other contraband items into the academy.</li> </ul> <p>FORNAME: SURNAME:</p>
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Appendix 2: Student Code of Conduct

I must.....

- show courtesy to my fellow students, all staff, and any visitor to the Academy. I should stand back for adults at doorways, holding the door open if possible, and greet all adults by wishing them 'good morning' or 'good afternoon'.
- follow the instructions of, and obey, all members of staff without argument, straight away. If I feel I have been unfairly treated then I should either speak to the teacher or another member of staff, at a convenient time;
- be honest at all times, including when a disciplinary matter is being investigated;
- respect other individuals' personal space. Deliberate or careless physical contact is not allowed;
- value diversity, tolerance, inclusion, and individuality. Bullying and harassment of any description, particularly in relation to disability, ethnicity, gender, religion and sexual orientation, whether on site, off site, or online is unacceptable;
- treat students of both the same and opposite sex respectfully. I will not objectify other students, make inappropriate comments towards them, make them feel pressured or uncomfortable or demonstrate any behaviours that could constitute sexual harassment;
- be focused and attentive in all my lessons. I must never disrupt the learning for other students;
- complete my class work and homework to the very best of my ability. Work must always be my own and I must never copy work from fellow students or plagiarise written work from other sources;
- bring my Student Planner and other essential equipment to the Academy every day, including everything listed on page 15;
- follow the Academy Uniform and Appearance Policy;
- only be absent for a genuine reason and bring a note from my parent/carer on the first day I return to the Academy to explain the absence;
- arrive punctually to the Academy and all my lessons. I must not stop between lessons to visit the toilets or go to the Attendance Welfare Officer, unless I have permission, nor go to see any other member of staff without prior permission;
- attend all lessons on my timetable and any additional classes to support learning, as and when directed;
- attend all detentions and appointments set by a member of staff;
- be sensible around the Academy and not talk, shout or run in the corridors, or in stairwells, or when moving between buildings;
- take great care not to interfere with other people's property and always treat it with respect. I must never borrow or exchange items with other students;
- leave rooms and areas in a tidy state;
- respect the building and Academy grounds by always using litter bins, remembering that graffiti is forbidden. If I see any graffiti, I must report it to a member of staff immediately;
- not stop to look over the balconies, it is imperative that nothing is thrown to another student at a different level;
- only consume food and drink in the Dining Hall, at break and lunch times, and behave in an orderly manner in the Dining Hall. Never take food into the playground, only water may be consumed in the playground;
- have respect for the Academy's neighbours and be helpful and considerate in the local community;
- travel directly to and from the academy by my quickest route and never congregate in the local area. I must not enter shops on the way to or from the Academy and/or when I am wearing the Academy Uniform.
- not carry equipment or any other items other than tissues, in any of my pockets other than one black pen in my inside blazer pocket;
- always, with the exception of tissues and one black pen (in my inside blazer pocket), carry all possessions inside my school bag and not in my pockets. I must not leave items in my hands when travelling between lessons, in the playground or on my way to or from the Academy;
- be a positive member of the Academy community and a role model for other students.

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**I understand that I am strictly prohibited from having the following items on site or on my person whilst wearing the Academy uniform or on my person when on Academy Business e.g. a trip. These items may be searched for and if found will be confiscated and my Head of Year informed:**

- Any items which could be classed as an offensive weapon and are not school equipment
- Any items or substances which are illicit, illegal or age inappropriate
- Mobile phones
- Chewing gum
- Smartwatches
- Lasers of any kind
- Any personal electronic devices
- Money/Debit Cards
- Sweets, crisps, chocolate, and fizzy drinks
- Correction fluids e.g. Tipp-Ex

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### Appendix 3: Searching, Screening, Knives and Offensive Weapons

It is illegal to carry knives or other offensive weapons both outside of the Academy or on and around Academy premises. The Governing Body at Mossbourne Victoria Park Academy recognises that the presence of weapons, or items which could potentially be offensive weapons, in The Academy would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the Academy.

Accordingly, it is Academy policy to **forbid** the possession, custody and use of weapons by unauthorised persons in, on or around, the school premises and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the Academy or is required by the Academy for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a “weapon” is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- Knives, including all variations of bladed and pointed objects i.e.: pocket knives, craft knives, scissors etc.;
- Explosives, including fireworks, aerosol sprays, lighters, matches and
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon

Any student found to be in breach of the policy shall be subject to action under Mossbourne Academy’s Behaviour Policy.

The **permanent exclusion** of any student in possession of an implement which the Academy believes is intended for use as a weapon or possession of a weapon or use of an implement as a weapon is most likely, though the Principal maintains the right to make the final decision. In most circumstances the police will be contacted.

#### Staff involvement where a weapon is suspected

Under most circumstances, both the Police and the Safer School’s Police Officer should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the Police and the Safer School’s Police Officer, the Academy should give their evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or down to weapon, secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required.

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There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on Academy premises, decide that they need to take action before the Police arrive. If this is the case:

- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected;
- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent;
- In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation;
- Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student.

### Searching Students

Academy staff can search a student for any item if the student agrees.

Principals and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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A member of staff carrying out a search:

- May **not** require a student to remove any clothing other than outer clothing, i.e.: any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;
- Should be of the same sex as the student;
- Should carry out the search only in the presence of another member of staff who should also be of the same sex as the student;
- May seize and retain any item found which is strictly prohibited and has been identified in the rules as an item which may be searched for.

### Screening

#### What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students;
- Schools' statutory power to make rules on student behaviour, and their duty as an employer to manage the safety of staff, students and visitors, enables them to impose a requirement that students undergo screening and
- Any member of school staff can screen students

If a student refuses to be screened, the Academy may refuse to have the students on the premises. Health and safety legislation requires the Academy to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, the Academy will not permit the student to attend. This will not be considered exclusion but the absence will be treated as unauthorised.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

#### **Weapons or knives confiscated by the Academy**

Members of staff may, on occasion, take possession of a knife or other weapon brought to the Academy by a person in circumstances which contravene the Offensive Weapons Act 1996.

Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it, and pass it immediately to the Principal or Senior Vice Principal who will arrange without delay to surrender it to the Police or Safer School's Police Officer.

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#### Appendix 4: Taking Account of Individual Student Needs

The following are examples of unfortunate situations which schools should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

- A student is admonished for failure to follow a long and complicated instruction given by an adult, but the student has speech and language difficulties, and cannot process complex language;

A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.

- A looked-after student is sent out of class after an emotional outburst. This happens despite the staff member being aware that the student had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school;

A more appropriate response would be to use a pre-agreed means for the student to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.

- A refugee student dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other student laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time;

A more appropriate response would be to let the class know there are special circumstances and offer the student re-assurance and support.

- A Gypsy/Roma child is put on report for speaking in a seemingly over-familiar way to a teacher when they had not previously had expectations made clear to them, had no intention of being rude but was simply using the register considered appropriate in his culture;

A more appropriate response would have been to explain and demonstrate to the student what is expected in school, and consider involving the Traveller Education Service in providing support.

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Appendix 5: Uniform and Appearance Options

Option A	
Item	Expectation
Academy blazer	The blazer must be worn correctly at all times. Please note, students will be advised when they are permitted to remove blazers outside of the classroom due to weather conditions.
Academy grey skirt or trousers	Academy skirts may be worn in two lengths, i.e. knee length or mid-calf length. Academy trousers must be worn on the waist. Wearing both items at the same time is not permitted.
Black belt	Only black belts with a small, plain buckle are permitted. Belts must be worn inside belt loops.
Academy blouse	Must be tucked into the skirt or trousers with all buttons done up.
Academy jumper or academy tank top	This is an optional item if students wish to wear an additional layer to keep warm.
Plain white or black socks/black opaque tights	If wearing a skirt, socks must be white and ankle length. If wearing trousers, socks must be black and ankle length. Trainer socks are not permitted. Tights must be 60 denier+.
Academy coat	No alternative coats are permitted.
Flat, black leather shoes*	Shoes must be plain, smart and business like; they must not look like a trainer or plimsoll. Shoes should not be suede, patent, have any coloured stitching or have any embellishments. *Boots must not be worn with a skirt. The academy retains the final decision on whether a shoe is in line with the policy.
Mossbourne Academy hat and scarf (and gloves).	These items are optional and should only be worn in the winter months. Only hats and scarves purchased from the uniform shop are permitted. Gloves must be plain and black with no logos.

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Hair	<p>Hair must always be kept off the face and not fall below the eyebrows.</p> <p>Hair that falls below the collar should be tied back: tied hair should be styled in such a way that it is in one unit.</p> <p>For hair that falls below the collar and cannot be tied at the back of the head, a larger headband should be used to keep the hair in one unit.</p> <p>Distinct shape-up/shaping of the hairline is not permitted and there should be no hair markings or shapes cut into the hair.</p> <p>There must be no distinct contrast (including 'step') between the top, the back and the sides of the hair; any short sides and back must be blended gradually into the top of the hair.</p> <p>Black (MVPA), black, grey or red (MCA) hairbands may be used to tie hair back but must not be worn on the wrist.</p> <p>Hair must be the student's natural colour.</p> <p>Eyebrows must not be shaved or have any markings in them.</p> <p>Facial hair must be clean shaved or natural and not styled.</p> <p>The academy retains the final decision on whether hair, including facial hair, is in line with the policy.</p>
Jewellery	<p>No jewellery is permitted, except for a single/pair of small, plain, round gold or silver stud earrings in the lobe of the ear.</p> <p>Diamante stud earrings are not permitted.</p> <p>No other form of body piercing is allowed.</p> <p>A watch may be worn providing its only function/feature is telling the time e.g., no smartwatches, watches with alarms or sound effects, watches with calculators or video/audio recording capability.</p> <p>Jewellery and watches must be removed before all P.E. lessons.</p>
Head covering	<p>Only the academy head scarf may be worn for religious or cultural reasons.</p> <p>Faces must always be fully visible; full or partial face coverings are not permitted.</p>

<b>Option B</b>	
<b>Item</b>	<b>Expectation</b>
Academy blazer	The blazer must be worn correctly at all times. Please note, students will be advised when they are permitted to remove blazers outside of the classroom due to weather conditions.
Academy trousers	Academy trousers must be worn on the waist.
Black belt	A belt must be worn with this uniform. Only black belts with a small, plain buckle are permitted. Belts must be worn inside belt loops.
Academy shirt	Must be tucked into the trousers with all buttons done up.

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Academy tie	A tie must be worn with this uniform. The tie must be worn correctly i.e. covering all the buttons of the shirt.
Academy jumper or academy tank top	This is an optional item if students wish to wear an additional layer to keep warm.
Plain black socks	Socks must be ankle length. Trainer socks are not permitted.
Academy coat	No alternative coats are permitted.
Flat, black leather shoes	Shoes must be plain, smart and business like; they must not look like a trainer or plimsoll. Shoes should not be suede, patent, have any coloured stitching or have any embellishments. The academy retains the final decision on whether a shoe is in line with the policy.
Mossbourne Academy hat and scarf (and gloves)	These items are optional and should only be worn in the winter months. Only hats and scarves purchased from the uniform shop are permitted. Gloves must be plain and black with no logos.
Hair	Hair must always be kept off the face and not fall below the eyebrows. Hair that falls below the collar should be tied back: tied hair should be styled in such a way that it is in one unit. For hair that falls below the collar and cannot be tied at the back of the head, a larger headband should be used to keep the hair in one unit. Distinct shape-up/shaping of the hairline is not permitted and there should be no hair markings or shapes cut into the hair. There must be no distinct contrast (including 'step') between the top, the back and the sides of the hair; any short sides and back must be blended gradually into the top of the hair. Black (MVPA), black, grey or red (MCA), hairbands may be used to tie hair back but must not be worn on the wrist. Hair must be the student's natural colour. Eyebrows must not be shaved or have any markings in them. Facial hair must be clean shaved or natural and not styled. The academy retains the final decision on whether hair, including facial hair, is in line with the policy.

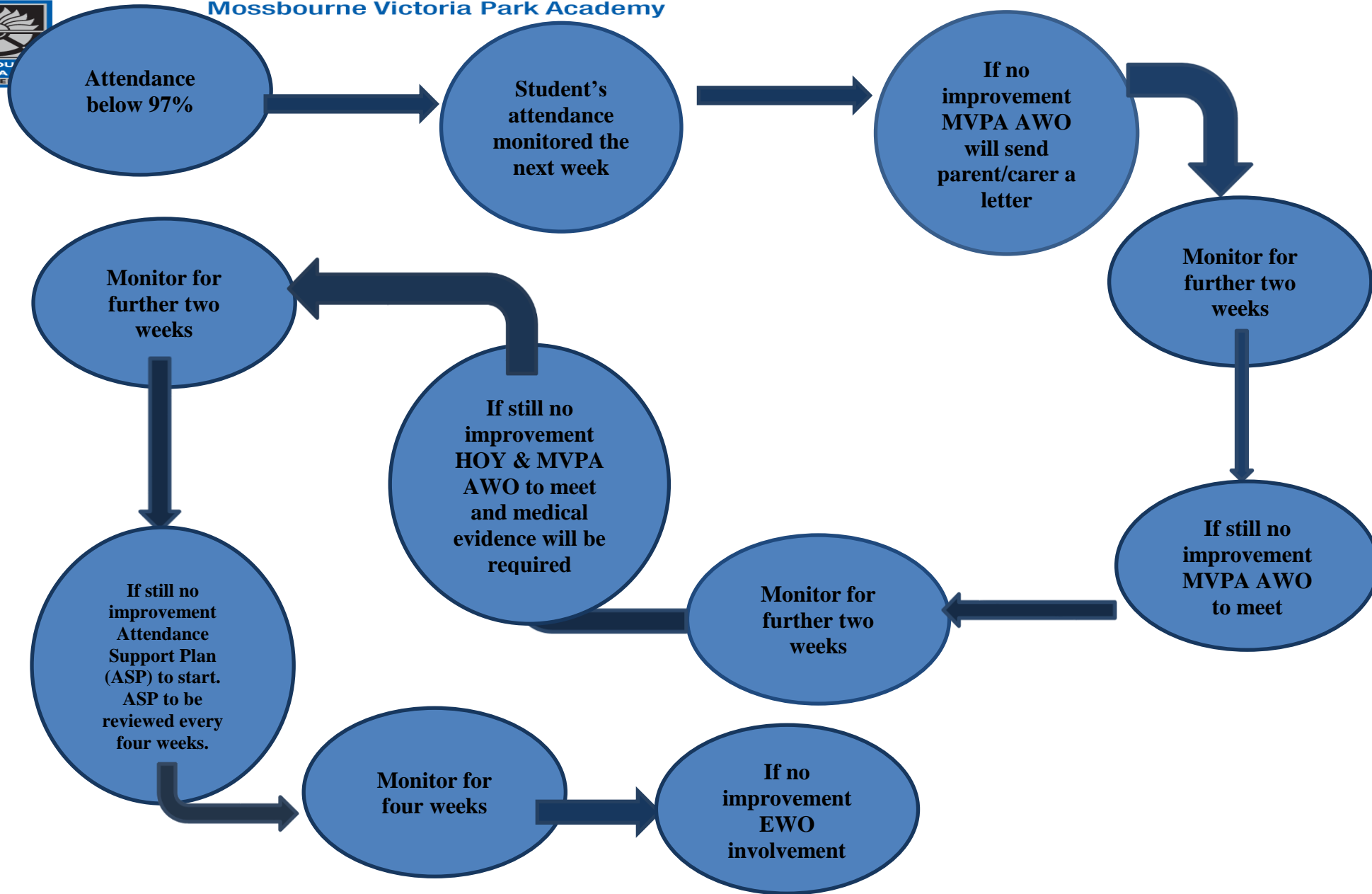
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Jewellery	<p>No jewellery is permitted, except for a single/pair of small, plain, round gold or silver stud earrings in the lobe of the ear.          Diamante stud earrings are not permitted.          No other form of body piercing is allowed.          A watch may be worn providing its only function/feature is telling the time e.g., no smartwatches, watches with alarms or sound effects, watches with calculators or video/audio recording capability.          Jewellery and watches must be removed before all P.E. lessons.</p>
Head covering	<p>Only the academy head scarf may be worn for religious or cultural reasons.          Faces must always be fully visible; full or partial face coverings are not permitted.</p>

Item - PE Kit	Expectation
Academy polo shirt or academy sweatshirt with black track suit bottoms or shorts	Track suit bottoms or shorts must be plain, without any logos. Sweatshirt may be worn as an optional item over the polo shirt.
Academy Rugby shirt with white shorts	Shorts must be plain, without any logos.
White academy t-shirt with white shorts	This is an optional set to be worn in the summer months. Shorts must be plain, without any logos.
Base or thermal underlayer	This is an optional item that should match the colour of the shirt (MCA only), or otherwise not be visible.
White football socks	Must be plain, without any logos.
Training shoes	Only permitted for PE and playing in the playground. Plimsoles, converses or high-tops are not considered suitable. These must not be worn at any other time.
Shin Pads	Worn for football.
Gum Shield	Worn for rugby lessons.
Towel	Must be stored in a suitable bag when wet.
Roll on deodorant	Spray deodorants are not permitted.
Bottle of water	Should be refilled outside of lesson times i.e. before school, break, lunch or after school.

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Appendix 6: Attendance Flowchart

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