



Marlborough Road Academy

BEHAVIOUR POLICY

UNITED LEARNING BEHAVIOUR POLICY

Date of last central office review:	Sept 2023	Review Period:	1 year (minimum)
Date of next central office review:	Autumn Term 2024	Owner:	Emma Wileman
Date of next school level review:	Autumn 2025		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	September 2025
School policy ratified by Local Governing Bodies	To be ratified September 2024
Implementation of Group Policy	



United Learning Behaviour Policy – Academies

1. Expectations

“This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

At Marlborough Road Academy, our aim is to promote a positive school climate where learning is at the heart of all we do, based on a sense of community, mutual respect and shared values. We aim for all our pupils to leave us as mature young people, able to act and interact in all social settings in a manner that reflects their core values of integrity and respect. We believe that children should be intrinsically motivated to do the right thing. All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning and with their future lives. We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupil’s understanding of why certain behaviours are expected; this in turn helps them to make positive decisions around their own conduct as we prepare them for life and learning. Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate their conduct. In applying this policy, the school will take into account the needs of pupils with special educational needs. Furthermore, that the school is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities. The school will also have regard to its safeguarding policy where appropriate.

2. Policy Implementation

At Marlborough Road Academy, we believe that everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, the School is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

Responsibility for implementing the policy:

All staff will implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.¹

Ensure that the environment is attractive, welcoming and reflects the involvement and participation of the children and their families.

Provide good role models showing consideration and respect for each other, for children and their families. All adults will model the language of respect, tolerance and kindness.

¹ Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance



The senior leadership team of the academy will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. In accordance with the DfE Behaviour Guidance, senior leaders will be highly visible and engage with all stake holders in setting and maintaining a behaviour culture²

Students are responsible for:

- Understanding what kind of behaviour is acceptable and the reasons why some behaviours are not acceptable and take responsibility for their own behaviour and follow the school rules.

Parents are responsible for:

- Helping the school develop and maintain good behaviour.
- Supporting the school - parents are encouraged to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.³

School will place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, the school will liaise closely with parents where practical and, if relevant, other local or national support agencies. We have the highest expectations for all our children and expect them to conduct themselves in the best possible way, at all times. We acknowledge that children are not the same and that in some instances our expectations for behaviour may have to be differentiated to meet individual needs. However, staff will not permit behaviour to impact on the learning and progress of others and steps will be put in place to address this, should it become apparent. We believe that the times when children do not make positive choices about their behaviour are opportunities to learn and for members of staff to teach them a better way of handling their emotions. We do not believe in shouting at children as this leads to humiliation and embarrassment. Children at Marlborough Road Academy will be treated with kindness, love and respect at all times and will know that mistakes with behaviour/relationships can always be repaired and overcome.

3. Behaviour expectations

School aspires to develop strong relationships between all members of our school family. We want to help children cope when things go wrong (resilience) to know the difference between right and wrong and to make good choices even when no one is looking.

Our approach is research based and is centred around three rules:

- Choose Kind
- Work Hard
- Be Safe

We expect everyone to reflect on their behaviour when things go wrong and to consider how they might do things differently in the future. We instruct by giving clear and concise directions in a simple common language that is shared throughout the school. We expect adults to model good behaviour and to take

² Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance

³ Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance



collective responsibility for behaviour throughout school. Pupil support systems include; quiet rooms that are available at playtime and lunchtime; key workers who are available to support when necessary; and external agencies. All staff are trained in emotional coaching and a team of staff are Level 1 resilience trained. Pupils have access to a Mental Health lead and deputy within school. Place2Be counsellors are also available for 2 days per week.

In applying this policy, schools draw a distinction between behaviour which intentionally breaches school policy and rules, and that which arises from a pupil's support needs. Whilst the consequences for different misbehaviours will therefore vary according to the context and circumstances, all school interventions are designed to teach the expected behaviour.

At Marlborough Road Academy we make it clear that the school rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

Where pupils have unexplained absences, the school will firstly contact the parents/carers. This may be followed by a home visit if contact cannot be made and may ultimately result in the school reporting child as missing education. For more information, please refer to the Safeguarding policy.

New pupils are briefed about the expectations of their behaviour at induction. A home/school agreement is in place and must be signed by both parents and the child. New pupils are encouraged to copy the example set by others in terms of meeting the behaviour expectations and reminders are given to all pupils in assemblies and class family meetings. If the new pupil would like, a buddy is assigned to help them settle in and get used to the expectations. Displays in corridors reinforce the message around desired behaviour and all adults use the phrase 'You did it' to exemplify good choices.

4. Bullying

At Marlborough Road Academy we ensure parents and pupils are aware of the procedures to follow if they believe their child is being bullied/they are being bullied and that the school community are clear on what disciplinary sanctions may be imposed.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. School also has clear policies and processes in place to deal with incidents of peer-on-peer abuse. Bullying can come in many different forms:

- Physical e.g. punching, kicking, hitting, spitting at another person,
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse, taunting, mocking, making
- offensive comments; producing offensive graffiti; gossiping; excluding people from groups and
- spreading hurtful and untruthful rumours.
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person
- from discussions/activities,
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings.
- Physical or verbal threats might be used to force the person to hand over their property,
- Face-to-face or remote e.g. via the internet or text, including unacceptable behaviours expressed



- online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and
- inappropriate messages by phone, text, instant messenger, through gaming, websites, social media
- sites and apps and sending offensive or degrading photos or videos.
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race,
- gender, religion and belief, sexual orientation, disability

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together.

The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded on Arbor. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Bullying will not be tolerated at Marlborough Road Academy.

This policy should be read in conjunction with the school's Anti Bullying Policy and Safeguarding Policy.

5. Contextual Safeguarding

Staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Also, if staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

School will take into consideration of whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

Responding to behaviour

6. Rewards⁴

Staff at Marlborough Road Academy take steps to acknowledge positive behaviour choices. Children will receive positive recognition from staff when they are doing the right thing – the behaviour will be described and the reason why it is positive and / or helpful. Essentially, we say what we see... For example: 'Child's name, you did your best in Maths today and although you found some parts tricky, you got there in the end.'

⁴ Further detail is contained at paragraph 40 in the DfE Behaviour Guidance



You did it!' Or: 'Child's name, you picked up the coats that were on the floor; that was helpful as no-one will now trip over them and our school looks tidy. You did it!'. We believe in encouraging children to do their personal best and to work towards continuous improvement. Such improvement is always recognised, regardless of that child's performance in relation to his/her peers. Clear verbal and non-verbal praise gives immediate feedback to children and publicly acknowledges the positive choices they are making. School operates the Conscious Discipline approach to behaviour management. Staff paint the picture of the behaviour they expect and use praise to encourage and exemplify this. The responsibility for the good choice rests with the learner and is not rewarded with tokens such as stickers, to encourage intrinsic motivation to do the right thing, because it is the right thing to do. The good choice is acknowledged with the phrase 'You did it.'

Star of the Week and Celebration Assemblies

Each week, one child from each class will be chosen to be our 'Stars of the Week'. Parents will be informed via the weekly SWAY newsletter and the pupil awarded a certificate, detailing the reason he/she has been chosen. Celebration assemblies will take place towards the end of the week where specific children will be chosen by the class teacher to celebrate something they have achieved (e.g. this may be something the pupil has gained outside of school, a new skill acquired or linked to behaviours for learning/ the work hard school rule).

The Principal awards one certificate per year group to a pupil observed demonstrating an aspect of the school rules e.g. a child dedicating their service to others for no personal gain. The recipients are included on the weekly SWAY newsletter and are invited to afternoon tea with the Principal the following week. Pupils can suggest nominations to the Principal for other pupils but also for the 'Adult Of The Week' award.

Secret Reader

Each week the Principal rewards a pupil caught reading, with a comic. This is to motivate all pupils to develop a love of reading and can be awarded to any child. It is not an award for reading proficiency.

Values Badges

Each half term staff and pupils focus on one of the school values: Pride, Responsibility, Trying Your Best, Friendship, Aspiration, Making Good Choices, Thankfulness. 10 badges per class are awarded by class teachers to pupils who have consistently demonstrated the chosen value and for being an excellent role model and ambassador for our school.

Informal Conversations with Parents

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by sending mail-box messages, making phone calls and chatting informally at the start and end of the day. The Principal and members of SLT greet all pupils and their parents in the morning and wish them a pleasant evening at the end of the day. This helps to cement the feeling that all stakeholders at Marlborough Road Academy are important and valued.

Formal Conversations with Parents

- Parents' Evening termly
- Interim reports and annual school reports provide feedback to parents about pupil attitudes and behaviour, as well as academic successes and areas for development



- Review meetings and meetings with wider professional services
- Home School Book for some children, it may be appropriate for class teachers and parents to have more frequent discussions regarding a child's behaviour. In this instance, a Home School book may be considered. It is very important for the child's self-esteem that the Home-School Book does not become a daily crime sheet. Used successfully, it should be used as a two-way dialogue between home and school that celebrates successes as well as acknowledging things have not gone as well as they might have.

Pupil Jobs

Pupils are able to apply for a range of jobs in school at lunchtime. These include positions such as Dining room Assistants, Eco Warriors, Librarians, Sports Captains. Pupils complete an application form and are interviewed and the successful candidates opt for a small weekly reward from the prize box or to save their 'wages' for a trip at the end of the year. This is designed to promote the value of saving, resilience and commitment over instant gratification. Pupils are only eligible for the trip if they have completed their job regularly and maintained expected standards of behaviour.

Prefects

Prefects are pupils in Y5 and Y6, selected by staff to model good behaviour and attitudes to others. Any child can be a prefect, if they display the right intrinsic motivation to do the right thing. All the detailed forms of reward are appropriate for all pupils, including those with SEND.

Attendance Trophy

A trophy is awarded weekly to the class with the highest levels of attendance. This is calculated not to include pupils whose attendance is negatively affected by SEND or other specific personal circumstances.

7. Graduated Approach⁵

Stepped Sanctions

Learners are held responsible for their behaviour. Staff deal with behaviour without delegating. There are no steps for serious misconduct in lessons and around the site. These include: violence, dangerous conduct, threats to other learners and staff. In the event of such an incident, the Principal or Vice Principal is called or and if necessary, the other children are removed from the space. Racism, homophobia, sexism and any discriminatory remarks should be reported to the Vice Principals/Principal in a timely fashion but not as a call out, unless they result in behaviour that is unsafe.

Tier 1: School and classroom-wide systems for all children and adults based around the 'Conscious Discipline' Model

Tier 2:

- Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly connected with behaviour issues)
- Transition for those with known behavioural difficulties or those deemed vulnerable.
- Additional adult support in the class as a proactive measure

⁵ Further detail is contained at paragraphs 41-44 in the DfE Behaviour Guidance



- Group work with key worker around a specific focus
- Access to staffed quiet spaces for reflection
- Class family meetings

Tier 3: Individualised approach for a small number of children with provisions such as:

- SENCO involvement, education psychology / speech and language therapy / occupational therapy/ACE/PIT/LSS/Place2Be
- Behaviour plans, positive handling plans.
- Direct work around behaviour choices with key worker
- Nurture support in dedicated classroom 9 of 21
- Intervention programmes such as 'Talking and Drawing'
- Calm boxes and individual targets

8. Sanctions⁶

Sanctions for low level undesired behaviour are managed within the classroom. Sanctions come in the form of reminders and the relocating of the individual within the class. They are delivered unobtrusively and 'in the moment' and in clear, precise language.

Any learning missed due to poor behaviour is caught up at playtime or dinner time. Staff will ensure that there is a reasonable amount of time allowed for the child to eat, drink and use the toilet (20 minutes) and to get some fresh air. (24 hours' notice of a detention and parental permission is no longer required provided that): Staff have considered:

- the welfare of the child
- whether the child has caring responsibilities
- travel arrangements home for the parent and child
- inconvenience to the parents does not matter as long as the child has a means to get home safely.)

If a child is required to have time out in a partner class or for incidents of high-level behaviour, parents are informed and a restorative conversation is held. The child is asked to carry out a restorative action to repair the damage caused: for example, if two children have been calling each other names, they should mend the relationship by working together to play a board game or achieve a task. The incident is recorded on Arbor. Other sanctions may include:

- Loss of privileges
- Reporting into a member of senior staff each day

Pupils with SEND or with limited language are supported to engage in restorative conversations using resources such as 'The Blob Tree', images and stories, drawing, modelling and acting. All staff have been trained in emotion coaching and ELKLAN and are able to select an approach and language register that matches the pupil's needs. Phase leaders support class teachers at this point Pupils can be referred by an adult or self-refer to the Quiet Room at break and lunchtimes as both a proactive and reactive response to dysregulation or upset. This is a staffed safe space for calming down, reflection and engaging in restorative measures.

For a more serious incident or series of incidents over time, a child may receive an internal exclusion in another class in school. Parents are informed in advance. For incidents of the nature, the VPs will be involved. The incident is recorded on Arbor.

⁶ Further detail is contained at paragraphs 45-60 in the DfE Behaviour Guidance



External exclusion may be considered by the Principal for serious incidents. The incident is recorded on Arbor.

From time to time, it is inevitable that some children will not make positive choices about their behaviour; at this point, the language we use is crucial. Consequences must be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. Consequences should never embarrass a child or seek to humiliate them in front of their peers

Allegations against staff

The school takes its responsibilities for safeguarding extremely seriously and all members of the school community are aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness. And will be managed in accordance with the appropriate school policies and procedures, in particular the child protection and safeguarding policies. Any accusation made against a member of staff must be reported directly to the Principal. The Principal will then investigate and seek further advice. The LADO will be informed by the Principal in line with the schools safeguarding policy.

Support will be provided to the member of staff. This may include:

- Reassignment of child to another class
- Access to supervision
- Additional adult in class so member of staff is not alone with the child

Malicious accusations against staff

Sanctions for making allegations found to be malicious will be proportionate to the allegation made and take the advice given into account. Parents will be informed and informed about any consequences (up to and including suspension/exclusion).

Supporting pupils following a sanction

The following strategies will be considered to help all pupils to understand how to improve their behaviour and meet behaviour expectations of the school:

- Restorative conversation/reflection on the impact of their actions and how to behave should a similar situation reoccur
- Access to on going support from Key Workers – check ins, dedicated time, direct work
- The chance to start again the following day
- A phone call with parents/carers or the virtual school for cared for pupils
- Consideration in the weekly triangulation meeting between DSL, Principal, SENDCo and Key Workers around possible circumstances inside and outside of school and an appropriate care package to be put in place
- Possible risk management/handling plan
- Possible interventions/involvement of external agencies

9. Use of reasonable force

The school will follow the Department of Education advice [‘Use of Reasonable Force - advice for school leaders, staff and governing bodies’](#).



Teachers and members of staff authorised by the Principal have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

The description of use of force works alongside and cross refers to the use of force during searches described in the separate section on searches above. The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents will always be told when it has been necessary to use physical restraint on their child. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

Every member of staff will inform the Principal immediately after s/he has needed to restrain a pupil physically.

10. Prohibited items and searches

The law relating to searches

Principals/Headteachers (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, schools should note that it may also be necessary to undertake a search of a pupil’s possessions to check for property not covered by the statutory power but identified in the school’s behaviour policy as an item which may be searched for. If an item is **not** listed in the school’s behaviour policy under this heading (or included in a separate document⁷) then a search cannot be conducted without consent from

⁷ If including in a separate document, this should be referenced in the behaviour policy.



the pupil. Consequently, it is vital to include any specific banned item not on the DfE's standard list in the school's policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.

Only the Principal/Headteacher⁸ or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school will inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

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

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:

⁸ Schools which have different tiers / leadership titles such as Executive Principal or Head of School must make clear in their behaviour policy who can carry out the search. Schools should also be clear, through appropriate schemes of delegation, who is authorised to carry out searches in the Headteacher's absence).



- to commit an offence,
- to cause personal injury to, or damage to the property of, any person (including the pupil).

United Learning also asks all schools to include the following in this list:

- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.

Searches for things not specified in the policy without consent are unlawful.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the [Head Teacher/Principal] may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data⁹ on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and will comply with the school's Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then punish the pupil in accordance with this policy [and, Exclusions and Policy], where appropriate.

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

⁹ All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>



Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

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

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

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

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance '[Screening Searching and Confiscation - advice for headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.

11. Drugs

Marlborough Road Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug. Over the counter and prescription medicines should be dealt with in the school's [Supporting Pupils with Medical Needs Policy](#).

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

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy and also in line with the Substance Misuse Policy. The sanction is likely to include a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour



as the supply of drugs (i.e. “dealing”) this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and pupils concerned.

The school will take a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

Confiscation of drugs

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Parental involvement

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

12. Removal from classrooms¹⁰

Careful consideration needs to be given to how and in what circumstances this sanction is used. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

13. Suspensions and Permanent Exclusions

1. Executive Summary or Explanatory Note

The school is committed to providing inclusive education for all pupils. Expectations for behaviour are clearly set out in the behaviour policy, school ethos, Code of Conduct and the home/school agreement. The school adopts an approach that positively reinforces desired behaviours rather than highlighting negative behaviours. However, in order to ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. That any form exclusion is the ultimate sanction. That the decision to exclude is the Principal's alone or in his/her absence, the designated teacher in charge.

2. Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. The school is obliged to have regard to the DfE Exclusions Guidance; Section 1 of this makes specific reference to the Equalities Act.

¹⁰ Further detail is contained at paragraphs 79-88 of the DfE Behaviour Guidance



Sanctions should be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care should be taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the school's duties under the Equality Act 2010. These duties need to be complied with when deciding whether to exclude a pupil. Schools policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal/Headteacher and governing body comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement; over the telephone or online (such as on social media) etc.

3. *Types of Exclusion*

Suspension

A fixed period of exclusion may apply, for a single occurrence of serious misconduct or for persistent misbehaviour. State that lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of suspension for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)), or where the school knows or could reasonably be expected to know, that the child has a disability, could be considered ineffective or failing to sufficiently meet a child's needs. There is an expectation that where this is occurring, schools should ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

Exclusion will normally be used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in the academy would seriously harm the learning or welfare of the pupil or others in the school. It may, however, be an appropriate sanction for a single one off incident or extreme misconduct. Examples of one-off extreme misconduct may include offenses such as: threatening to use or using a weapon on another child or adult, drugs related offenses, serious physical assault.

This list of examples is not exhaustive.

4. *The Investigation*



There are two ways to approach this stage. One is simply to state that any investigation will be conducted in accordance with DfE guidance to be lawful¹¹, reasonable, fair and proportionate. The other is to set out the principles that will be applied which should be as follows:

To be thorough: witnesses to be questioned and statements taken; the accused to be given the opportunity to have his/her say.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the pupil is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The school behaviour policy, special educational needs policy and equality law obligations.

5. *Principal/Headteacher's Decision*

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

6. *Notification*

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal/Headteacher, or designated teacher in charge. The key points the letter is to address:

- The reason for the exclusion
- Date of the exclusion- start and end time
- Supervision responsibilities of the parent during the period of exclusion
- How to register their view if they believe the exclusion to be unlawful

7. *Role of the Local Governing Body*

The role and responsibilities of the Governing Body in the exclusion process including:

- the duty to facilitate and consider the representations of the parents;
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

8. *Additional Requirements for Permanent Exclusion*

¹¹ with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties



Where the Governing Body has upheld the decision of the Principal to exclude, set out:

- the statutory timeframe for applying to an independent review panel;
- to whom an application must be sent, together with the grounds and evidence;
- the right for parents to request a special educational needs expert;
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

9. *Independent Review Panel Procedure*

The set up and process of the IRP is set out in the DfE Exclusions Guidance and emphasise in the policy the important aspects in terms of timeframe, constitution, and the powers of the IRP. Make it clear that it cannot compel reinstatement.

10. *Monitoring and Review*

The school will continue to monitor behavioural issues and evaluate the effectiveness of the behaviour policy. This will help the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school should decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

11. *Managed Moves*¹²

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

Managed moves will only be offered as part of a planned intervention.

12. *Behaviour outside of school premises*

The behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the school.

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

¹² Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 47-51 in the DfE's Suspension and Permanent Exclusion Guidance



be included to give the school maximum control over issues such as bullying. The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

Preventing recurrence of misbehaviour

13. Initial intervention following behavioural incidents¹³

- Restorative conversations
- Class family meeting
- Time with key workers
- Direct work – circle of friends, cooperative team building exercises, breathing techniques
- Access to safe spaces in classrooms and at breaktimes for self referral
- Therapeutic responses – Drawing and Talking, Lego therapy
- Access to outside agencies – Place2Be, Educational Psychologist, CAMHS, LSS, ACE Team
- Liaising with parents/carers

All incidents and actions taken are recorded on Arbor. Incidents are escalated from class teacher to phase leader to Vice Principal and then to the Principal or are directed straight to the principal if serious enough. Arbor is monitored weekly by the behaviour lead in school and data is analysed termly.

Weekly Key worker meetings with the Principal ensure support is reactive and deployed to the right pupils and in a timely manner

14. Pupil Support Units¹⁴

Marlborough Road Academy also has a small nurture classroom. To access this provision, all advice will be considered from key workers and external agencies, including Salford's Primary inclusion team, CAMHS and the educational psychologist. Three members of staff have completed training from Nurture Network UK and the nurture classroom provision is based around the 6 principles of nurture:

1. Learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in the lives of children and young people.

The nurture group classroom is a hybrid of home and school environments, with soft furnishings, kitchen and dining facilities – a space the students have to share with two nurture group staff and up to 5 other children. At Marlborough Road Academy, we also have a separate outdoor space where children can play and access outdoor learning such as gardening and den building. The two adults are always present in the room and their positive interactions serve as a model for cooperation. The nurture group staff engage intensely with each student within a daily routine that is clear and predictable; activities undertaken include emotional nurture sessions, news-sharing, group activities, curriculum tasks and nurture breakfasts, as required. The social and developmental targets for each student in the nurture group are devised on the Boxall Profile, which is a detailed assessment of their social, emotional and behavioural functioning (as well as academic progress). Integrating students back into mainstream classes is a fundamental priority of nurture groups.

¹³ Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance

¹⁴ Further detail is contained at paragraphs 101-107 in the DfE Behaviour Guidance



Pupils who receive nurture support are part of their class for learning and are supported to access the curriculum. They access the nurture space for therapeutic intervention, rest breaks and tailored adult support in a quiet environment and reduced cognitive/sensory overload, where this cannot be provided in their classroom e.g. using the sensory room. The principles of conscious discipline and emotion coaching are used throughout school.

15. Reintegration

Following removal from classroom, time spent in pupil support unit, another setting following an off-site direction or a suspension the following process is adhered to:

- A reintegration meeting is held with the child, parents/carers and the Principal
- Reminders are given about the expectations of the pupil's behaviour and a plan of support is put in place to help the child be successful in meeting the behaviour expectations
- A review date is set to assess how well the strategies are working and to make any required changes
- Where a child has been absent from school for a longer period of time and dual registered, a phased reintroduction may be put in place.
- On going support is provided, usually in the form of Key Worker time, by this may also involve outside agencies

16. Monitoring and evaluating school behaviour¹⁵

All behaviour incidents are recorded and categorised on Arbor MIS system. This data is reviewed weekly by the behaviour lead and a report is created termly. The data forms part of a weekly meeting between the DSL, Attendance officer, Principal, SENDCo and key workers. Support is agreed and targeted where it is needed.

Attendance in the Quiet Room is recorded and monitored weekly by the DSL and this information feeds into the triangulation meeting. The Principal reports on behaviour to the LGB termly and an annual report is presented to the SLT by the behaviour lead. This determines future strategy. Monitoring visits both in house and externally, focus on behaviour for learning and this culture is reinforced in assemblies, displays, modelled by adults .

Specific behaviour issues

17. Child-on-child sexual violence and sexual harassment¹⁶

In every aspect of the school's culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Leaders make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

18. Behaviour incidents online¹⁷

The provisions apply to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Set out instances of prohibited use, e.g.:

¹⁵ Further detail is contained at paragraphs 109-111 in the DfE Behaviour Guidance

¹⁶ Further detail is contained at paragraphs 112-118 in the DfE Behaviour Guidance

¹⁷ Further detail is contained at paragraphs 119-122 in the DfE Behaviour Guidance



- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

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

Instances of prohibited use:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Misuse of social media should be reported to a member of the safeguarding team.

Guidelines for responsible use of social media can be found in the ICT and Acceptable Use Policy and the Safeguarding Policy. A breach of the policy on the use of social media will result in disciplinary sanctions.

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

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

Although the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

19. Mobile Phones

Pupils are only permitted to bring mobile phones to school in Year 6. They must be handed in to the school office for the duration of the school day and switched off.



Adults are not permitted to use mobile phones in the teaching space. Instead, lockers are provided in the staffroom or phones can be stored securely in the school office. This applies to visitors and tradespeople operating during the school day. Periodically mobile phones are required to re set two factor authentication but must be removed from the teaching arena as soon as this has been completed.

20. Suspected Criminal Behaviour

The school will consider the need to report to police and preserve evidence; whether a tandem report to children's social care is required, DSL to take lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence. School follows the DfE Behaviour Guidance.

Owner	Secondary and Primary Education Teams
United Learning Independent /Academies/Both	Academies
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