

Behaviour Policy



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1. Marylebone Academy Expectations

1.1 At Marylebone Academy, learning is at the centre of everything we do. We are a warm and welcoming academy, and the clear routines and boundaries set out in this policy ensure warmth and positivity can flourish. We create a culture where everyone in our community takes responsibility for positive behaviour and building a culture of kindness, respect and good manners.

1.2 We are committed to disruption-free learning, every minute, every lesson. We insist on this because our students' life-chances depend on it. We have very high expectations of students because we believe all students are capable of meeting our high standards.

1.3 We do not accept any excuses for poor behaviour: we are unapologetically ambitious for our students, set the highest standards for them, and support them in meeting our expectations. There may be reasons, but no excuses. We firmly believe that everyone has the right to feel secure and to be treated with respect.

1.4 Routines and boundaries are very clear. This clarity enables everyone in the community to feel safe and free to focus on learning and achieving the best possible outcomes, academically and personally.

1.5 Our policy aims to:

- Promote positive behaviour – students who behave well achieve better outcomes;
- Promote self-esteem, self-discipline and positive relationships;
- Provide a safe environment free from disruption, violence and bullying;
- Ensure a consistent, clear and simple approach to tackling behaviour;
- Promote early intervention;

- Help students to change any behaviours that do not lead to success, forming good habits which become part of their character.

1.6 All families sign up to this Behaviour Policy and set of procedures on joining the academy, and they remain non-negotiable.

1.7 In applying this policy, Marylebone Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that Act. It will also take into account the needs of pupils with special educational needs and make reasonable adjustments where appropriate. The school will also have regard to its safeguarding policy where appropriate.

2. Policy Implementation & Communication

2.1 Our behaviour policy begins from the principle that we want all of our students to be learning in the classroom, but *we **must** have disruption-free classrooms* where teachers are able to teach to the best of their ability and students are able to learn. Significant responsibility is placed on the student to meet expectations and follow instructions: we believe that every student has the ability to learn effectively and behave well.

2.2 The responsibility for implementing, adhering to and supporting the policy is as follows:

- All staff are responsible for: implementing the behaviour policy and 'The Marylebone Academy Way' consistently and fairly throughout the academy by setting the standards required to promote positive behaviour.
- The senior leadership team is responsible for: ensuring all staff adhere to the behaviour policy, implementing effective systems for keeping records of all reported incidents, reporting to governors and parents/carers when required, maintaining a highly visible presence around the academy, engaging with all stakeholders in setting and maintaining a positive behaviour culture.
- Students are responsible for: adhering to the academy's values and meeting the behaviour expectations outlined in this policy. This includes, but is not limited to, moving around the building calmly during transitions, ensuring that there is no disruption to learning, meeting the 'Lesson Ready' expectations, and adhering to the 'Community Expectations' when outside of the academy.
- Parents/carers are responsible for: helping the academy develop and maintain excellent behaviour, supporting the academy by understanding and supporting the behaviour policy and, where possible, taking part in the life of the academy and its culture. Parents/carers are asked to support their child's success at Marylebone Academy by checking their planner on a regular basis, at least weekly, ensuring that they remain up-to-date with homework, bring the correct equipment, each day, and wear the correct uniform. When the basics, such as uniform and equipment are correct it means that students have a smooth and successful day.

2.3 Marylebone Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure standards of behaviour are maintained and continually improved over time. We actively teach behaviour like the academic curriculum. We teach positive behaviour explicitly through staff training, standardised displays (consistent behaviour reminders), assemblies, tutor sessions, line-up and roll call, the home-school agreement,

student planners, staff and student induction, the academy website, and dedicated 'Culture & Ethos Days' for deliberate practice.

2.4 At Marylebone Academy we value our close relationships with parents/carers and encourage parents/carers to work in partnership with the academy to assist in maintaining high standards of behaviour both inside and outside of the academy. In the event of any behaviour issue, Marylebone Academy will liaise closely with parents/carers and, where practical and relevant, other local or national support agencies. By engaging with communications from the academy, and using the Arbor app, parents/carers are able to support the best possible outcomes for their children.

2.5 In particular, the academy expects parents/carers to support the academy's values, policies and procedures in matters such as attendance and punctuality, behaviour and conduct, uniform, standards of academic work, extra-curricular/enrichment activities, interventions and homework.

3. 'The Marylebone Academy Way'

3.1 All students are explicitly taught the routines and expectations of our academy. We approach this in the same way as teaching the academic curriculum: through explanation, regular recall and deliberate practice.

Being Lesson Ready

3.2 Our expectations of student behaviour start with students being 'Lesson Ready'. All students at Marylebone Academy are expected to be 'Lesson Ready' at the beginning of every lesson to ensure that learning time is maximised.

The 5 'Lesson Ready' expectations are:

1. Be on time, smart, in silence
2. Have all equipment and homework
3. Follow all instructions the first time
4. Be polite and kind to all
5. Work hard and help others to learn

3.3 The 'Marylebone Academy Way' sets out the routines and expectations for all staff and students, based on well-established principles and research. For example, we expect 100% of students to be totally focussed in every lesson, lessons always begin with silence, there are clear routines for the distribution of materials and participation in lessons, turn-and-talk is carefully managed to be 10 to 15 seconds, precisely focussed.

Student responsibilities

3.4 **Students will be responsible for:**

- Arriving on time for morning line-up and roll call – i.e. in position at 8.28 latest for the line-up / roll call at 8.30;
- Being punctual to all lessons;

- Aiming for 100% attendance.

3.5 **Conduct in the school building:**

- Ensuring all phones / electronic devices are never seen or heard;
- Leaving expensive items at home (Marylebone Academy does not accept responsibility for lost, damaged or stolen items);
- Wearing correct uniform at all times, including black polishable shoes (no boots, trainers, canvas or steel capped shoes). No jewellery, except a simple watch (no smart watches) and 3mm gold/silver/pearl stud earrings for girls. No facial or tongue piercings for any student and no earrings for boys. No makeup, hair dye or painted/false nails. No beards or moustaches or designs shaved into hair. No 'hoodies' (PE hoodies should not be worn in the building and should be carried in bags out of sight). No external coats worn in the building;
- Not eating or drinking except in the school canteen (water bottles only permitted for use if needed, kept off desks in class to avoid distraction);
- Not touching, jumping or 'play-fighting.'
- Respect the academy and its property: absolutely no graffiti, damage or disrespect towards school property (which will result in a BASE referral for 1 working day and costs passed to parents/carers). This includes writing on, damaging, scratching, poking holes in academy property such as tables, chairs, walls etc.

Morning Line-up and Roll Call

3.6 **Morning line-ups and Roll Call**

Starting the day in the right way is essential for ensuring a successful day of learning and setting the right tone. As part of our warm and welcoming culture, all students in Years 7 to 11 will have a morning line-up and roll call. Line-up will begin with a signal at 8.28 followed by roll call at 8.30 promptly; this is an opportunity for the Head of Year to address the Year group, give reminders, praise and celebrations as a positive and collective way to begin the day. It is also an opportunity for uniform and equipment checks, to ensure that students are well prepared for a successful day.

Conduct and language

3.7 **Observing the 'Corridor Code' for a Calm, Caring, Community:**

- Walk quietly on the left, moving with pace and purpose;
- Wear the school blazer at all times, carry coat and bag (no outdoor coats worn in the building / no hoodies seen in the building);
- Be courteous to staff, students and visitors.

3.8 **Conduct in lessons:**

- Enter the classroom when the teacher is at the door to greet you;
- All lessons have a silent start;
- Immediately commence the 'Do Now' activity, individually and in silence. Students should stand behind chairs when the teacher enters to exchange a greeting;

- Listen in silence whilst the member of staff leading the lesson speaks;
- Raise your hand to ask a question without calling out;
- Be equipped as required: student planner, knowledge organiser, bag, PE kit, pens, stationery etc.;
- Drinking water bottles only (kept on the floor, not desks), no eating or chewing;
- Going to the toilet only during break and lunch times unless you have a medical pass;
- Take care of presentation, underline titles and date, set out work neatly and glue all your worksheets into your book. Look after your books, remember your parents, SLT and inspectors will be seeing them - your books will become your revision guides for assessments;
- Work to the very best of your ability without disrupting the learning environment.

3.9 Homework:

- Record your homework in your planner;
- Complete all your homework to the best of your ability;
- Meet all deadlines set, even if you are absent on the day it was set;
- Check homework online;
- Learning the key words and definitions in your Knowledge Organiser is also part of your homework – be prepared for your definition tests.

3.10 Acceptable language

Students are expected to speak in the best way possible at all times. This includes both avoiding the use of inappropriate, offensive or abusive language, but also the use of a broad vocabulary. These terms are defined in the following ways:

Language type	Definition
Inappropriate	Informal or 'street' language or slang – 30 minute detention. (if used in lesson – warning) Disrespectful responses to teachers including tutting, kissing teeth etc. (<u>not</u> involving swearing) – 1 hour detention. (if in lesson – immediate 2nd and final warning, plus 1 hour detention)
Offensive	Swearing / foul language / expletives is a red-line behaviour – BASE referral. Language which is discriminatory / degrades on the basis of a protected characteristic e.g. racist, sexist, homophobic, trans-phobic, bi-phobic, ableist – is a red line behaviour - BASE referral or off-site direction / suspension. Swearing <i>in response to</i> a teacher – is a red line behaviour - BASE referral or off-site direction / suspension.

Abusive	Offensive language directed at another person. Swearing <i>at</i> a teacher – is a red line behaviour – off-site direction or suspension. (if in lesson – immediate removal followed by temporary isolation pending off-site direction / suspension)
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In the classroom, teachers should always correct slang or other inappropriate language if students use it. Teachers should also insist that students speak in full sentences rather than in unconnected phrases, or responses that do not include polite terms such as ‘please’ and thank you.’

Manners

3.11 Manners

At Marylebone Academy, we believe that excellent manners are essential for all communication in the academy, and for success in the world of higher education and work. All students are expected to speak politely and respectfully. We use the acronym STEPS as a reminder:

- S Sir or Madam - at the end of sentences when speaking to staff and visitors
- T Thank you
- E Excuse me
- P Please
- S Smile – i.e. positive tone, body language etc.

The class greeter (see below) will be responsible for welcoming external visitors to lessons in the academy.

Only with this clarity of structure and expectation can warmth and positive relationships truly flourish.

4. Representing Marylebone Academy

4.1 The academy rules, and policies concerning behaviour and discipline, apply at all times when a student is on the journey to and from school, on school visits and when representing the school. Students are to be mindful that they represent the academy and are required to positively promote themselves and the academy.

4.2 Students are expected to:

1. Arrive at school and leave school in full uniform (students are not permitted to wear hoodies or outdoor coats inside the academy building);
2. Be polite and courteous at all times;

3. Use public transport safely and respectfully;
4. Dispose of litter properly;
5. Respect members of the public, our neighbours, our local shops and property.

This includes conduct online, such as in any written or electronic communication concerning the school and/or United Learning.

Community 5 Expectations

4.3 Community 5 Expectations

The Community 5 expectations:

1. **Move safely:** use pavements, crossings, one-way systems etc.
2. **Move quickly:** go directly home with purpose, clear the area around the shops/station within 10 minutes of the end of the school day.
3. **Respect others:** no inappropriate language or physical contact; maintain speaking volume.
4. **Respect property:** no leaning on walls, no entering private property, no disturbing businesses, no littering.
5. **Represent with pride:** correct uniform; polite and kind.

4.4 Sanctions, up to and including permanent exclusion, may apply for behaviour:

- During academy activities
- While travelling to and from the academy
- Before and at the end of the school day
- While in uniform / identifiable as a student of Marylebone Academy

Or for behaviour that:

- Disrupts the smooth-running of the academy
- Threatens others
- Damages the academy's reputation

5. Red-line Behaviours

There are some behaviours that will not be tolerated.

Where these lines are crossed, it is highly likely that students will face a very serious sanction, such as an off-site direction, suspension, extended suspension or permanent exclusion.

An indicative, but non-exhaustive, list of red-line behaviours includes:

- Swearing at, about or in response to a staff member;



- Discriminatory language which offends / degrades others on the basis of protected characteristics e.g. racist, sexist, homophobic, transphobic, bi-phobic, ableist language;
- Disrespectful behaviour towards or in front of a visitor to the academy;
- Defying a member of staff by walking away when being spoken to;
- Bringing drugs into the academy;
- Bringing a prohibited item into the academy;
- Possessing a weapon of any sort, including pen knives and BB guns;
- Persistent bullying of students or staff;
- Persistent disruption of lessons;
- Violent behaviour;
- An unprovoked physical assault on another student;
- Physical behaviour towards a member of staff;
- Disrupting the smooth-running of the academy;
- Sexual behaviours / activity;
- Intentionally setting off the fire alarm or triggering an emergency procedure;
- Gambling;
- Knowingly bringing a trespasser into the academy;
- Significant breach of health and safety;
- Failure to meet the expectations in BASE (suspension followed by successful completion of the day in BASE on return);
- Bringing the academy into disrepute;
- Failure/refusal to come under the authority of the academy i.e. beyond the care and control of the academy.

6. Managing Behaviour for Learning

Sanctions

6.1 Sanctions are required to respond to incidences of students' inappropriate behaviour which do not meet the highest standards expected at Marylebone Academy.

Different categories of negative behaviour will be sanctioned according to their severity (see appendix 2).

Sanctions at Marylebone academy are:

- Visibly consistent – so that expectations, boundaries and sanctions are clear, consistent and understood by all.
- Certain – based on cause and effect, with no opt-out. In our academy 'no, means no.'
- Rapid – issued immediately and served on the same day.
- Non-negotiable – all families sign up to this policy and the academy's high expectations on joining; consequences for negative behaviour cannot be lessened or cancelled.

Behaviour sanctions are logged on Arbor.

6.2 A Behaviour & Sanctions Matrix is set out in Appendix 2.

Detentions

6.3 Detentions (for behaviours other than behaviour in lesson, except missing homework / disrespectful responses to teachers)

Detentions and the legal framework

Section 5 of the Education Act 1997 gives schools the authority to detain students after the end of a school session on disciplinary grounds. Under the Education Act 2011, the previous legal requirement to give parents 24 hours' notice of an after-school detention was removed. This means schools may lawfully place students under the age of 18 in detention outside normal school hours *without* parental consent.

The legally permitted times for detentions are:

- Any day when a pupil does not have permission to be absent (no notice required)
- Weekends, but not those at the beginning and end of half-term holidays (with notice)
- Teacher training days (with notice)

Marylebone Academy operates a centralised, same-day detention system for most behaviour incidents. This approach ensures that sanctions are applied promptly, giving them immediate impact and allowing students to make a fresh start the following day.

Addressing behaviour on the same day also reinforces the link between the action and its consequence, making it a more effective learning experience for students.

6.4 As a general rule, detentions are issued for behaviours displayed around the academy, and the warning system is used for behaviours in class. There are some in-class behaviours that would also result in a detention (See Appendix 2).

6.5 Lengths of detention

The lengths of detention issued at Marylebone Academy are:

- 30 minutes
- 1 hour
- 1 hour 're-do' if required

Additional detentions accumulated throughout the day will roll over to the next day.

A failed detention i.e. talking, communicating, disrupting or incomplete work during a detention will result in an escalation from 30 minutes to 1 hour, or a second 1 hour detention the next day.

Failure to attend a 30 minute detention will result in an escalation from 30 minutes to 1 hour. Failure to attend a 1 hour detention will result in one 're-do' of the hour. Failure to attend a 're-do' will result in a BASE referral for 1 working day plus detention.

See **Appendix 2** for the incidents which warrant the three different lengths of detention.

6.6 Parents/carers will be alerted through the Arbor app or emailed or called on the day (though notice is not required by law).

6.7 Detentions are silent, structured and supervised. Failure to follow these expectations will result in a 'failed' detention (See Appendix 2).

6.8 Re-scheduling detentions is only permitted for pre-arranged medical appointments, requiring medical evidence to be provided. This must be approved by the Head of Year or SLT.

7. Managing Behaviour in the Classroom – Binary Behaviour Model

7.1 At Marylebone Academy we recognise the importance of providing a classroom environment conducive to learning. We are committed to every student receiving the disruption-free learning environment they deserve, every lesson, every day.

To ensure this, we follow a binary behaviour model of managing behaviour to reinforce the key message that lessons are for learning. A binary behaviour model is an insistence that students follow instructions. It emphasises the importance of building the moral character of the student and insisting on respect for adults and personal responsibility for actions. A binary behaviour model says that the behaviour is either right or wrong.

The Warning System – Disruption-free learning

7.2 The Warning System

Students are expected to remain focused, work to the best of their ability, and behave in-line with the academy's expectations throughout every lesson.

Informal reminders *may* be given in the form of non-verbal cues such as a pause, look/eye-contact, proximity or gesture from the teacher, but never at the expense of the flow of learning. Verbal '**Pre**-warnings' are **not** given (except as a reasonable adjustment for new Year 7 students in the first half-term of the academic year).

When a student does not meet these expectations, the teacher will follow the school's stepped warning process.

We use visible systems for clarity and consistency, to ensure disruption-free learning and to protect the learning of others. The language of warnings is always neutral and focussed on the behaviour, keeping the warnings consistent for everyone. The system is the same regardless of the teacher, which ensures clarity for students.

Students should avoid the need for warnings by adhering to the behaviour expectations.

Every lesson is a fresh start.

First Warning – The student's name is written on the whiteboard with a '1' (indicating first warning) alongside the reason for the warning. This visible consistency enables students, having entered the consequences process, to self-correct before any further escalation is required.

Second and Final Warning – If the behaviour continues, a ‘2’ is added indicating the final warning, again with the reason noted on the whiteboard. The student is reminded that any further disruption will result in removal from the lesson.

Members of SLT on learning walks will be able to see these warnings easily and re-direct students as required.

Removal – If a student continues to disrupt learning after receiving the second and final warning, they will be removed from the classroom and placed in BASE for a period of 1 working day including a detention at the end of the first day. See below for details of BASE procedures.

This is essential in order that removal to BASE acts as a deterrent and students ensure they remain learning in a disruption-free classroom.

7.3 In cases of serious misbehaviour, a teacher may bypass the warning system and remove a student immediately. This will occur where the behaviour significantly disrupts learning, undermines safety, or breaches key elements of the academy’s behaviour policy.

7.4 Warnings are given in lessons for any behaviour that either stops a student learning or stops others from learning. See Appendix 2 for a non-exhaustive list of behaviours that may lead to a warning, or removal.

7.5 Example script for warnings:

“[Student name], you are disturbing your learning by [specific reason for the warning]. This does not meet our expectations because [reason, e.g. it is stopping you from working and is disturbing others from learning]. I cannot allow you to do this, so I am giving you a warning.”

If repeated:

“I am giving you a second and final warning.”

On the third disruption:

“[Student name] you have further disrupted learning by [specific reason]. Unfortunately, you have ignored the two previous warnings so you will now be referred to BASE. You will be collected / have three minutes to arrive there and I will now email them so they expect you.”

7.6 Reasonable adjustments:

In any whole-academy based behaviour system, it is important to make reasonable adjustments on the basis of legitimate need. The academy would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need / disability where SEND support is required. For those identified pupils, a number of strategies may be employed to try and ensure ongoing success. These are decided on a personalised basis and shared with staff. See Appendix 3.

For some students, this may include a short time out. For students who are part of the K-zone, this will include the option to be referred to K-zone to re-set and avoid warning escalations.

8. BASE Referrals & Behaviour Escalation

8.1 The third time (after the second and final warning) during a lesson that a student fails to meet expectations, or fails to adhere to the academy's disruption-free learning standard, they will be sent/taken to BASE for a period of **one working day plus an after school detention** on the first day of referral (E.g. sent out of period 3, remain in BASE until the end of period 3 the following day).

8.2 Students will either be collected from the classroom, or will have 3 minutes to arrive in BASE, from the timestamp when they were sent. Failure to arrive in the BASE within the required time constitutes failure to come under the academy's authority / disruption to the smooth running of the academy and will result in a more serious sanction, such as off-site direction or suspension.

8.3 On return from an off-site direction or suspension, **the student will still be required to complete the full one working day in BASE as there is no opt-out.** A reintegration meeting will be held with parents/carers and the student. The mandatory completion of the time in BASE is to re-enforce that the sanction is non-negotiable and an off-site direction or suspension will not remove the necessity of completing it.

8.4 The member of staff who sent the student to the BASE will meet with the student by the end of the student's time in BASE for a restorative conversation where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson.

8.5 A failed restorative conversation (i.e. where there has not been sufficient reflection upon and ownership of the behaviour) will result in a second day in BASE until the restorative conversation can be completed satisfactorily.

8.6 Reasonable adjustment: as part of the support and transition process, **for the first half term**, the binary behaviour system has been adapted so that when a Year 7 student fails to meet the expectations of the classroom, they will be given a verbal reminder before the two warnings, to give an additional opportunity to correct their behaviour.

BASE Procedures

8.7 The procedures in BASE are as follows:

Step 1 – Student arrives in BASE, having been collected or within 3 minutes

- Student hands over their mobile phone to BASE admin (returned at the end of the day, unless it is a confiscation which will mean return at the end of the following day).
- Student completes a reflection sheet, including apology letter. This may be completed after curriculum work if the student needs a short time to self-regulate.
- If required, the student will engage in a specific behaviour reflection task for certain types of unacceptable behaviour e.g. disrespect/racist/sexist/homophobic comments.
- Once the reflection sheet is completed, the student will complete curriculum work, self-quizzing etc.
- During the sanction (over the course of one working day), or during the detention on day one, the student is expected to engage in a restorative conversation. If this conversation

is 'passed,' the student will be able to return to their lessons at the end of their time in BASE. A 'failed' restorative will result in a second day in BASE until the conversation is 'passed.'

- Student remains in BASE until the next day at the end of the lesson from which they were removed (e.g. sent out of period 3, remain in BASE until the end of period 3 the following day) unless a reasonable adjustment is in place (see Appendix 3)
- Students in BASE will serve a detention at the end of the first day.
- BASE is a silent space.
- Failure to meet the expectations in BASE (after 2 warnings during the entire referral) will result in a more serious sanction, such as off-site direction or suspension, following which the day in BASE will still need to be completed successfully on return to Marylebone Academy.

See Appendix 3 for reasonable adjustments.

Step 2 – Parents/carers will be contacted by the admin team to inform them that their child has been referred to BASE

- The admin team will email or call parents/carers.
- The admin team will email the teacher concerned to remind them to attend the restorative conversation.
- The teacher will have a restorative conversation with the student before the one working day in BASE ends.
- The teacher will contact home to explain/discuss the incident.

8.8 If two warnings are given in the BASE room, that would mean a failed referral. Poor behaviour cannot be seen, heard or tolerated in BASE. A failed BASE referral would warrant a more serious sanction and repeating the day in BASE following the more serious sanction.

Monitoring BASE referrals and sanctions

8.9 BASE referrals / sanctions monitoring

The number of BASE referrals will be analysed on a weekly and cumulative basis with a report given to the Senior Leadership Team so that the pastoral team can track and intervene on any subject specific teaching group issues or any specific student.

Stage 1

When a student receives 3 BASE referrals in 6 months, parents will be called and informed of the concerning behaviour displayed by the student.

Stage 2

When a student receives 3 suspensions, or 6 BASE referrals in 6 months, a risk assessment will be carried out and a Behaviour Support Plan created to support the student with their behaviour. Parents/carers will be required to meet with the Head of Year or a senior leader.

A Behaviour Support Plan is designed to support students to change their behaviour and form good habits. Any teaching adjustments as a result will be shared with staff and parents/carers.

External agency support may be considered / provided with regular review.

Stage 3

When a student receives an additional 3 suspensions (6 suspensions in total) or further 6 referrals (12 referrals in total), an SLT panel hearing will take place.

Parents and carers will be contacted to inform them about the SLT panel hearing. A full summary of attendance, punctuality, behaviour incidents, behaviour logs, BASE referrals, suspensions etc. will be presented at the panel.

Targets will be set by the panel, a behaviour support plan may be implemented / updated, or off-site direction and managed move procedures explored / initiated at this time.

Stage 4

Any additional suspensions (7 suspensions in total) or 3 more referrals (15 referrals in total), a Governors' panel hearing will take place. Parents or carers will be contacted to inform them about the Governors' panel. A full summary of attendance, punctuality, behaviour incidents, behaviour logs, BASE referrals, suspensions etc. will be presented at the panel.

A final written warning may be issued so that the student can improve their behaviour.

Managed move procedures may be investigated / initiated.

9. Alternatives to suspension / exclusion

9.1 Marylebone Academy recognises that suspension from school is a serious matter, particularly when students have experienced significant disadvantages in their lives. We explore alternatives to suspension if possible. At all times, we have to balance the needs of individual students and the needs of the wider academy community.

The pastoral team works closely with individual students to support them in improving behaviour where required. Additional external support may be explored to support behaviour and learning needs.

Off-site direction & managed moves

9.2 Off-site direction to another school

In some circumstances, it may be appropriate for a student to continue their education at another school for a fixed period under an off-site direction. This approach allows the student to remain engaged in learning while providing a change of environment that supports improved behaviour and engagement.

Where possible, appropriate and reasonable for the receiving school, Marylebone Academy aims to use off-site direction in lieu of a suspension. This approach has clear benefits:

- The student remains in full-time education, avoiding lost learning time.
- It offers an immediate change of environment to break negative behaviour patterns.
- It allows the student to experience different routines and expectations, often leading to improved behaviour on return.
- It maintains positive connections between school and student/family by avoiding the stigma of suspension wherever possible.

The length of the off-site direction depends on the nature of the incident, the student's behaviour history, and the intended outcomes of the placement.

Letters of assurance are obtained from all partner schools to confirm safeguarding, welfare, and educational standards. In addition, a member of Marylebone Academy's safeguarding, pastoral or senior team visits each partner school to review provision and ensure that students are placed in safe, well-managed learning environments.

Throughout the placement, the student's progress and conduct are monitored. A reintegration plan will be in place to support the student's successful return to Marylebone Academy.

If a student fails their off-site direction placement, for example, by refusing to attend, engaging in serious misconduct, or failing to meet the agreed behaviour expectations, this will likely escalate to a more serious sanction. Off-site direction may occur without parental agreement under DfE guidance.

9.3 Off-site direction at an Alternative Provision

There may be circumstances where Marylebone Academy will give an off-site direction to an alternative provision, funded by the academy. Typically, this will be with Ormiston for up to 5 weeks. This may occur without parental agreement under DfE guidance.

9.4 Managed Moves

A managed move, where a student transfers permanently to another school, may be considered either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the academy, and a fresh start is required. Marylebone Academy also receives students on managed moves and has successfully integrated students on this basis.

Suspension (fixed term exclusion)

9.5 Suspension

A suspension (fixed-term exclusion) is a serious sanction used when a student has committed a significant breach of the academy's behaviour policy or repeated breaches of the academy's behaviour policy. It involves the student being removed from the academy for a set number of days, during which they are not permitted to attend lessons or be in the academy building, or in the vicinity of the academy.

The decision to issue a suspension is taken only by the Principal or, in their absence, the Vice Principal. All decisions are made in-line with statutory guidance from the Department for Education (DfE) and with consideration given to the specific circumstances of the incident, the student's prior behaviour record, and any mitigating factors.

Reasons for a suspension may include (but are not limited to):

- Physical or verbal abuse towards staff or students.
- Persistent disruption that significantly undermines teaching and learning.

- Serious breaches of the school's safeguarding expectations.
- Possession of prohibited items as outlined in this policy.
- Serious or persistent breaches of the behaviour policy.
- Failure of an off-Site direction placement.

Suspensions can be issued for up to 45 school days within an academic year for any individual student, though the length of each suspension will be proportionate to the severity of the incident.

During a suspension, work will be set (for up to the first 5 days) for the student to complete at home to minimise disruption to their education. Parents or carers will be informed in writing, and a reintegration meeting will take place before the student returns to school. This meeting will involve the student, their parent or carer, and a Head of Year / senior member of staff, and will focus on reviewing the incident, setting clear expectations, and ensuring the student is supported to know how to improve their behaviour.

Permanent Exclusion (PEX)

9.6 Permanent Exclusion

A permanent exclusion (PEX) is the most serious sanction a school can apply and will only be used for a significant breach, or persistent breaches of the academy's behaviour policy, where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others. It results in the student being removed from the academy's roll, with responsibility for their education transferring to the local authority or another educational provider.

The decision to permanently exclude a student is taken only by the Principal. This decision will never be taken lightly and will only be made after a full investigation, review of all available evidence, consideration of the student's prior behaviour record, and, where applicable, consultation with relevant professionals.

Marylebone Academy will always ensure that permanent exclusions are lawful, reasonable, and fair.

9.7 Grounds for Permanent Exclusion

A permanent exclusion may be considered when:

- There has been a serious, one-off breach of the school's behaviour policy, making the student's continued presence in the academy untenable.
- There is a significant safeguarding breach, such as physical assault, sexual harassment, bringing prohibited or dangerous items onto school premises, or behaviour that places other students or staff at serious risk.
- The student has engaged in persistent and defiant behaviour despite multiple interventions. This may include, but is not limited to, repeated truancy from lessons that undermines safeguarding procedures and prevents the school from knowing a student's whereabouts during the day.

- There is a serious criminal offence, either committed on the academy's premises or outside the academy in circumstances that affect the academy community.
- There has been persistent disruption or repeated breaches of behaviour expectations, and all other strategies, such as behaviour contracts, internal exclusions, suspensions, and off-site directions, have failed to bring about improvement.

9.8 Safeguarding and Legal Considerations

Under statutory guidance, schools have a legal duty to safeguard all students and staff under Keeping Children Safe in Education (KCSIE). If a student's behaviour presents a serious safeguarding concern, a permanent exclusion will be considered to protect the safety and welfare of the school community.

10. Prohibited Items & Searches

10.1 The following items are banned from the academy premises and educational visits. An indicative, but not exhaustive, list includes:

- Weapons – or any item that can be used with the intention of causing harm
- Alcohol or drugs
- Fireworks or similar items
- Cigarettes/smoking material (including vapes), lighters and matches
- Stink bombs / other items designed to cause unpleasantness / water bombs
- Mobile phones and headphones that are heard or visible
- Electronic devices that are heard or visible
- Aerosols
- Bandanas
- Pornographic images
- Stolen items
- Hooded sweatshirts (other than for PE uniform off site, not to be worn in the academy)
- Jewellery (except simple watches and the permitted ear studs)
- Make-up
- Nail varnish
- Chewing gum
- Large bags of sweets, crisps, junk food, energy and high-sugar drinks

10.2 If it is believed a student has a banned item in their possession, a member of the Senior Leadership Team or Pastoral Team authorised by the Principal may conduct a non-contact search of the student and their possessions.

10.3 Electronic devices may be searched and data inspected if there is good reason. Devices may be deleted or retained unless evidence suggests criminal offences, in which case they are then handed to police.

10.4 Staff can seize harmful or disruptive items.

10.5 Refusal to consent to a search will likely result in disciplinary action.

10.6 Prohibited items will be immediately confiscated and will lead to a sanction ranging from a verbal warning to an exclusion depending on the severity of the breach.

11. Mobile Phones

11.1 Mobile phones must not be seen, heard or used at Marylebone Academy.

11.2 A phone-free environment enables us to:

- Build stronger peer relationships
- Focus on education
- Avoid online / social harm or bullying
- Safeguard everyone in the academy

11.3 Headphones and smart watches are not permitted for students at any time on site.

11.4 Sixth Form exception: mobile phones permitted **only** in the Sixth Form building at break/lunch in the common room.

11.5 If a mobile phone is seen or heard it will be confiscated and passed to the Head of Year. A 1 hour detention will be issued. If this happens in a lesson, a warning will also be issued.

11.6 Return procedure (Years 7–11):

Mobile phones will be returned at the end of the next working day following the day on which they were confiscated, e.g. confiscated on Monday, returned at the end of the day on Tuesday. Confiscated on Friday, returned at the end of the day on Monday.

A 1 hour detention will also be issued.

The rationale is to give a powerful incentive not to break rules and to ensure a phone-free environment.

Refusal to hand over a mobile phone for confiscation will result in immediate referral to BASE, where the phone will have to be handed over on arrival as per the BASE procedures. Failure to comply will result in a serious sanction, such as off-site direction or suspension.

12. Bullying

12.1 At Marylebone Academy we believe that every child has the right to feel safe and secure, and to learn in an environment where bullying is not tolerated.

12.2 **Definition:** behaviour repeated over time that intentionally hurts another individual or group physically or emotionally.

12.3 We aim to create and maintain an ethos in which students feel safe to report bullying and confident in our ability to deal with bullying quickly and effectively. Students can report bullying to any staff member. Parents may also report concerns.

12.4 Support systems include:

- Clear communication of who to report to
- Ensuring every student is listened to and supported

- Anonymous online reporting system
- Restorative meetings
- Bullying reflection sheets / behaviour intervention
- Tracking for patterns to allow proactive intervention

We take all claims of bullying extremely seriously, resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

For further information, please see our Anti-Bullying Policy.

13. Behaviour Incidents Online

13.1 This policy applies equally to behaviour online, for both school-related and personal use if it affects the school, its students or staff.

Examples include:

- Damage to reputation
- Defamation
- Bullying/harassment
- False statements
- Impersonation
- Misuse of school logos / images / branding
- Any behaviour harming another student or the school

13.2 Reports of behaviour incidents online should go to the Head of Year or pastoral team.

13.3 Nudes/semi-nudes must be reported to DSL/DDSLs immediately.

14. Promoting Positive Behaviour & Culture

14.1 At Marylebone Academy, we strive to put emphasis on the positive aspects of our students and look for the good in order to raise their self-esteem and self-worth, and will contact parents to inform them of the recognitions they have received and give positive information. House Points and Warnings will be logged on Arbor.

14.2 The academy's behaviour policy is designed to ensure effective learning and help pupils to be good citizens and happy, confident, and considerate young people who have developed a strong moral code to guide them through life, and make principled choices.

Greeter System

14.3 Greeter System

At Marylebone Academy, we take manners seriously and always strive to be a warm and welcoming academy.

Students will be trained as ‘greeters’ for any external visitors to their class. The teacher will nominate a student as the greeter for the lesson. When a visitor enters the classroom, the teacher will indicate that the greeter should stand, shake hands with the visitor and say ‘Good morning/afternoon, my name is ..., and this is [class/subject]. Would you like to see my book?’ The greeter then shows the visitor their work and says ‘today we are learning about...[explain what they have been doing].’ The greeter then thanks the visitor and sits down.

Rewards

14.4 Rewards

At the heart of our behaviour policy is a system that recognises, reinforces and rewards positive behaviour and achievement.

At Marylebone Academy, we use a rewards system that is designed to:

- Motivate and encourage students to realise that good behaviour is valued;
- Foster the nature of competition between individuals, houses and year groups;
- Recognise attainment, progress and pastoral achievements;
- Promote a culture of excellence.

Students will be rewarded through House Points, certificates, Postcards of Excellence, Principal’s Post Card of Excellence, Golden Tickets rewards trips, and nominal prizes.

14.5 House Points – recognising positive effort and participation in lessons and around the academy

House Points are given by staff to students for a wide range of reasons. Weekly positive reports are generated and shared with students and tutors. This is so that students can be continually recognised for their positive contributions to their learning and the academy community. Recognition and celebration will take place in regular assemblies and during celebration assemblies.

Examples of positive behaviours and attitudes that are rewarded with House Points:

- An excellent piece of work
- Excellent effort, answers etc. in lesson
- Excellent attitude to learning
- Service to the academy community e.g. showing around school visitors, being an excellent greeter
- Service to the wider community
- Participation in public performances
- Representing the academy at Sport, Music or other activities, etc.
- Extra-Curricular activities

Automatic House Points

Every Friday, students will have up to 4 merits added automatically, if they achieve the following:

- 100% homework (weekly)
- 100% attendance (weekly)
- Perfect punctuality (weekly)
- 0 behaviour incidents (detentions/warnings) (weekly)

A Golden Ticket (see below) will automatically result in 5 House Points.

Milestones

When students reach certain milestones, they will be presented with House badges. They will be issued with a certificate / badge at the end of term celebration assembly.

Bronze House badge

Silver House badge

Gold House badge

Half-House Colours, for excellent contribution to the House

Full House Colours (requiring Head of Year commendation as well as House Points), for outstanding contribution to the House, which is the highest form of House recognition

Postcards of Excellence

14.6 Postcards of Excellence – Excellence *around the academy*

All school staff can nominate a student for a Post Card of Excellence by emailing the Head of Year who will present to the Senior leadership Team. These are awarded for upholding the values of the academy, showing high levels of service, helpfulness, going above and beyond expectations etc.

Students who reach 10 Postcards of Excellence should take them to the Principal and they will receive a Principal's Postcard of Excellence.

At periodic counts, students with the **highest number of Principal's postcards** (through Golden Tickets or Postcards of Excellence) will receive a prize in the form of an experience. This could be a fun trip, a meal out etc.

Golden Tickets

14.7 Golden Tickets – Excellence *in lessons*

Every lesson is a fresh start. No matter how a student's day has gone so far, the moment they greet their teacher at the door is an opportunity to reset, focus and give their very best.

In each lesson, the teacher has **one golden ticket to award**. The golden ticket is only awarded once in a lesson, to one student. This will be a standout student, who has clearly made excellent effort, progress and modelled the values of the school.

Golden tickets are never awarded to students who ask for them.

Each golden ticket has a stub which can be torn off and placed in the House box in Reception. The main part of the golden ticket can be taken home to show to parents / carers.

Each week, the golden ticket stubs are counted up by the Sixth Form prefects.

5 House Points are automatically allocated for students who receive Golden Tickets.

Students who reach 10 golden tickets will receive a Principal's Postcard of Excellence.

At periodic counts, students with the **highest number of Principal's postcards** (through Golden Tickets or Postcards of Excellence) will receive a prize in the form of an experience. This could be a fun trip, a meal out etc.

Principal's Postcards of Excellence

14.8 Principal's Post Card of Excellence

Principal's Postcards of Excellence are a way of recognising the achievements of a student, which goes beyond that of most students.

They are only given when a student receives ten Golden Tickets (for excellence in lessons) or **ten** Postcards of Excellence (for excellence around the academy) in the academic year.

At the end of term, the students with the highest number of Principal's Postcards will receive a prize in the form of an experience. This could be a fun trip, a meal out etc.

Appreciations

14.9 Appreciations

Students will be encouraged to complete appreciation postcards for members of staff. These will be added to the box in Reception and given to members of staff during staff briefing by the Principal / Vice Principal.

14.10 Birthdays

Birthdays will be recognised with a post card, signed by the Principal or member of the SLT, and delivered by the Student Receptionist.

Student Receptionist

14.11 Student Receptionist

All students in Year 8 will take a turn to act as the student Receptionist for the day. They will complete the work for their lessons, but also offer support in greeting visitors, delivering messages, cards etc. and assisting the Reception team. We believe that this builds confidence and appreciation for the school community.

14.12 Students' positive behaviour and achievements are also recognised in:

- Assemblies & celebration assemblies
- Precise verbal praise
- Positive phone calls home
- Certificates
- Principal's Breakfast - nominated by the Head of Year
- Reward's trips
- Prize Giving

Celebration Assemblies

14.13 Celebration Assembly Awards

In celebration assembly, the following awards are presented:

House Cup – awarded to the House with the most House Points throughout the year.

Certificate of Recognition – presented to any student in Years 7 to 11 achieving 20 or more House Points.

Marylebone Academy Passport Awards – awarded to individual students across any Year group who have completed their Marylebone Academy Passport and demonstrated evidence of personal development (education with character) over all three terms in one academic year.

Jack Petchey Certificate & Badge – students in all year groups selected for outstanding contribution to the school's ethos

Head of Year Award – one student selected in each year group, by their Head of Year. The student must have demonstrated behaviour that upholds the ethos and values of the school over an extended period of time.

Principal's Awards – awarded to students in any year group who has achieved the highest number of Principal's Postcards of Excellence (for postcards of excellence or golden tickets)

Attendance Awards – awarded to students with 100% attendance up to the time of the assembly

Breakfast for Champions

14.14 Breakfast for Champions

One student in each year group is selected on a half-termly basis for: accumulating a high number of house points, golden tickets, postcards of excellence, making an outstanding contribution to the life of the academy

15. Drugs

- 15.1 Marylebone Academy operates a zero-tolerance approach towards drugs. This covers illegal drugs, alcohol, tobacco, volatile substances, legal highs, and anything pretending to be a drug.
- 15.2 Medication must be reported to the medical team or Year team.
- 15.3 Drugs education is taught in PSHE and with external agencies.
- 15.4 Sanctions will be decided on a case-by-case basis and may include permanent exclusion. Police may be involved.
- 15.5 Confiscated items will be disposed of according to DfE guidance or handed to the police.

16. SEND

- 16.1 When applying sanctions, Marylebone Academy takes reasonable steps to avoid unfairly disadvantaging SEND students.

This includes:

- Considering whether behaviour was affected by SEND
- Deciding whether sanctions are appropriate, or how they should be applied
- Adjusting consequences where needed

- 16.2 SEND students may still receive sanctions, but they are considered.

17. The use of reasonable force

- 17.1 Marylebone Academy will follow the Department of Education advice 'Use of Reasonable Force – advice for school leaders, staff and governing bodies.'

17.2 Teachers and members of staff authorised by the Principal have the power to use reasonable force. Reasonable force would only be used 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).

17.3 The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. Reasonable force would only be used in light of any vulnerability of SEND of the pupil concerned.

17.4 Where the use of force, i.e. restrictive physical intervention has been used once with a particular pupil there is a foreseeable risk and therefore a risk assessment will be carried out. A positive handling plan will be created and shared with the parents/carers and relevant school staff.

17.5 Every member of staff will inform the Principal immediately after s/he has needed to restrain a pupil physically. Parents/carers will always be informed when it has been necessary to use physical restraint on their child.

18. Appendices

Appendix 1 Behaviours that may result in warnings / removal

This is not a definitive list, but a helpful guide for students, staff and parents/carers. Warnings are issued for behaviours in lessons.

Students are removed and sent to BASE the third time they fail to meet expectations, after the second and final warning has been given.

Warning (first - second and final - removal)		Immediate removal
● Low-level disruption ● Calling out / off-task chatter / making noises ● Talking over a teacher ● Talking after a countdown ● Distracting others ● Bickering or unkindness ● Rudeness ● Physical contact ● Inappropriate language ● Inappropriate response to a warning (instant second warning) ● Lack of equipment (plus detention) ● Not sitting in the seating plan / having to be told to sit in the seating plan ● Note passing ● Not passing items, books or equipment sensibly	● Failure to follow instructions first time ● Shouting out ● Refusal to work ● Minimal effort in work ● Leaving seat without permission ● Chewing gum (removed and bin) ● Eating in class ● Drinking anything other than water in class (bottles not to be kept on tables) ● Swinging on chair / not having all 4 legs on the ground ● Turning around in seat ● Failing to sit up straight and pay attention / lying on desks ● Mobile phone seen or heard – confiscated (given to HoY at end of lesson), 1 hour detention and first warning. Refusal to hand over = immediate removal to BASE	● Fighting / physical altercation / threatening behaviour ● Any abusive or offensive language / swearing ● Derogatory comments towards a protected characteristic ● Dangerous or violent behaviour ● Highly disruptive behaviour ● Throwing an object ● Damaging equipment or property ● Graffiti, marks, scratches or holes on desks ● Refusal to sit in the seating plan ● Leaving the room without permission ● Suspicion of carrying a dangerous prohibited item

Appendix 2 Behaviour & Sanctions Matrix

As a general rule, detentions are applied for incidents in and around the academy but not in the classroom (other than missing homework / disrespectful response to a teacher)

Level 1

Behaviour:

- Uniform infringements (if immediately corrected)
- Chewing gum (if immediately removed)
- Eating/drinking (not in canteen) other than water / drinking fizzy drinks
- Incorrect PE kit
- Outdoor coat worn in the building
- Not following the one-way system
- Lack of correct equipment (e.g. issued by the tutor at line-up/form check)
- Lack of planner
- Failed knowledge organiser test (2 definitions / 1 if SEND) - 10 min re-check
- Inappropriate language (not swearing)
- Late to lesson in the first 10 minutes of the lesson

Communication:

Parents notified via Arbor app. No additional communication required

Sanction:

30 min detention

Level 2

Behaviour:

- Failure to attend a 30 minute detention / failed 30 minute detention (e.g. talking during detention / incomplete reflection)
- Late to school / line up
- Late to lesson after 10 minutes, constituting internal truancy
- Poor corridor behaviour
- Rudeness towards staff / disrespectful responses to staff (including disobedience, kissing teeth, tutting etc. but not swearing)
- Failure to hand over planner on first request
- Failure to follow staff instructions
- Talking during line up / roll call / not following line-up protocols
- Talking during assembly / not following assembly protocols
- Rudeness around the academy
- Missing / late homework
- Hesitation in handing over confiscated items
- Failed report (sanction below, plus report escalation)
- Mobile phone seen or heard – confiscated, handed to HoY. If in lesson, also a first warning.

Communication:

Parents notified by email/phone call when a same day detention is set

Sanction:

1 hour detention

Level 3

Behaviour:

● Failure to attend or failed 1 hour detention (e.g. talking during detention / incomplete reflection) – one opportunity to ‘re-do’ ● Failure to adhere to exam conditions ● In toilet cubicle with other students
Communication: HoY logs and communicates with student’s parents/carers
Sanction: Re-do 1 hour detention OR BASE referral depending on severity
Level 4
Behaviour: ● Swearing / foul language (offensive / abusive language) in the academy (<u>immediate BASE referral</u>) – we have to seriously deter this at Marylebone Academy ● Unamendable uniform issue / Refusal to amend uniform ● Bringing the academy into disrepute ● Defiance towards staff ● Walking away from a member of staff ● Lying to staff or dishonest behaviour ● Graffiti / damage to school property (with costs passed to parents/carers) ● Failed / failure to attend second 1 hour detention after 1 opportunity to re-do ● Gambling / selling items in the academy ● Truancy ● Internal truancy (i.e. repeated excessive lateness to lessons which has been sanctioned with 1 hour detentions / being in the wrong place) ● Verbal altercation with another student ● Persistent failure to adhere to school or library rules ● Involvement in an incident as a bystander ● Bullying ● Goading of staff
Communication: HoY contacts home to inform them of the incident and the sanction
Sanction: Internal Exclusion in BASE OR Extended BASE referral for up to 5 consecutive days OR Off-site direction OR suspension depending on the severity of the incident
Level 5

Sanctioned by SLT following investigation by HoY	
Behaviour:	● A serious significant breach, or persistent breaches, of the academy's behaviour policy ● Persistent failure to adhere to the academy's rules & expectations ● Failure to come under the authority of the academy ● Disrupting the smooth running of the academy ● Swearing at staff - off-site direction or suspension ● Absconding from the academy ● Failed internal exclusion / BASE referral ● Failed off-site direction ● Persistent truancy ● Persistent internal truancy ● Physical violence ● Theft ● Possession of a prohibited item ● Threatening behaviour towards staff ● Throwing an item over the lightwells ● Sexual misconduct ● Discriminatory language (use of ableist, ageist, biphobic, faith-based, homophobic, racist, sexist, transphobic or discriminatory language) ● Repeated bullying ● Repeated goading of staff ● Malicious allegations against staff
Communication:	Initial communication by HoY or SLT sanction. Once the sanction is decided, a member of the SLT will follow up.
Sanction:	Depending on the severity of the incident: Extended internal exclusion in BASE OR Off-site direction at another school OR Off-site direction at an Alternative Provision OR suspension (up to 45 days in a school year) OR permanent exclusion.

Appendix 3 Individual Reasonable Adjustment to the Behaviour Policy

Reasonable adjustments are based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in colleges Advice (2022).

Marylebone Academy is an inclusive school and recognises that additional needs, in some cases, are classified as a disability. We want all students to have the best possible chance to reach their potential in our academy.

To ensure discrimination does not take place, specific procedures may need to be adjusted.

Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support.

To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments:

Stage 1 – Meeting with parents/carers, the student, Head of Year, Assistant Head or SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning may be discussed.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given below). If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, depending on the student. A review meeting may be called. If amendments are agreed, these will be updated in the student's plan and shared with key staff.

Examples of specific supportive learning strategies:

Increased use of praise, attendance at homework club, seating plan review, short and repeated instructions, visual checklist of student expectations, private notification of warnings (e.g. a post-it on the student's desk), chunked tasks.

Examples of adjustments to the Behaviour Policy:

Reminder (before warning), option to attend K-zone, shorter time in BASE with completion of some internal exclusion time in K-zone, supported restorative conversation during the day rather than the end of the day.

For students with a EHCP, if they are removed to BASE for an incident related to their condition, they will do 1 period in BASE. If this is completed successfully, they will go to their next lesson. If they are removed again during the same day, they will complete the full working day in BASE.

These are examples only; strategies and adjustments will be on a personalised basis and on the basis of need.