

# The Magna Carta School

## Behaviour Policy

### Appendices:

Appendix 1 – School Sanction Guide for Staff

Appendix 2 - Covid-19 Behaviour Expectations

Appendix 3 – The Magna Carta School Code of Conduct

## 1. Aims

This policy aims to:

- ☐ Provide a **consistent approach** to behaviour management
- ☐ **Define** what we consider to be unacceptable behaviour, including bullying
- ☐ Outline **how students are expected to behave**
- ☐ Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- ☐ Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- ☐ [Behaviour and discipline in schools](#)
- ☐ [Searching, screening and confiscation at school](#)
- ☐ [The Equality Act 2010](#)
- ☐ [Use of reasonable force in schools](#)
- ☐ [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In

addition, this policy is based on:

- ☐ Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- ☐ [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

## 3. Expectations and Responsibilities

### 3.1 School

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on SIMS
- Discuss any behavioural concerns with colleagues where appropriate and communicate any concerns with parents / carers promptly

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

### **3.2 Parents and carers**

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, tutor or pastoral lead promptly

### **3.3 Students**

Students are expected to comply with all reasonable expectations and requests from members of staff including the following:

- Follow The Magna Carta School Code of Conduct. (Appendix 3)
- Behave in an orderly and self-controlled way
- Show respect to and courtesy at all times, to all stakeholders of The Magna Carta School including members of staff, students and visitors
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Have correct equipment for all lessons
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school on off-site visits, and to and from school
- Additional behaviour expectations around conforming with rules associated with Covid-19 are detailed in Appendix 2.

## **4. Rewards and sanctions**

The school operates a firm, fair and consistent approach to behaviour where positive behaviour is recognised and rewarded and unacceptable behaviour is challenged and where appropriate sanctioned.

### **4.1 List of rewards and sanctions**

These lists are not exhaustive and are an example of a range of rewards and sanctions that can be used:

Positive behaviour will be rewarded with:

- Praise

- Reward points
- Letters or phone calls home to parents
- Celebration assemblies

Unacceptable behaviour will be challenged and may be sanctioned using one or a combination of:

- Verbal reprimand
- Use of faculty support
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break, lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Student reports to monitor behaviour and set targets for improvement
- School based community service or imposition of a task – such as picking up litter, or weeding school grounds; tidying a classroom; or removing graffiti
- Acceptable behaviour contract
- The Pastoral Support Centre

A guide for staff using sanctions is detailed in Appendix 1.

In response to serious or persistent breaches of the behaviour policy the school may use of one of the following sanctions:

- The Pastoral Support Centre
- Partner School Respite
- Fixed Term exclusion
- Managed move
- Permanent exclusion

Where appropriate the school may involve the Police for serious or persistent incidents.

## **5. Bullying**

The school responds to reports of bullying effectively and positively, ensuring that all students feel safe, respected and valued and we create an environment where bullying cannot flourish.

The school has an Anti-Bullying Guidance document where the aims are:

- To prevent, de-escalate and / or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying to trigger sources of support for the student.
- To apply any disciplinary sanctions to the student causing the bullying, ensure they are aware of the impact of their behaviour on others and discourage a continuation of such behaviours.
- To ensure all governors, staff, support staff and parents are aware of the Magna Carta Anti-Bullying Guidance and follow it when bullying is reported.

## 6. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 7. Monitoring Behaviour

Staff use SIMS and student planners to record detentions and to inform parents. Behaviour is monitored by the Senior Leadership Team (SLT), Pastoral Manager, Pastoral Leads (PSL), Heads of Subject, SENCO and form tutors using the electronic behaviour tracking system, SIMS. The School monitors the use of sanctions for particular groups of students, identified by age, ethnicity, gender, social disadvantage, special educational needs (SEN) and disability, and will take appropriate action to avoid bias. Reports on behaviour and the use of sanctions are made regularly to the Governing Body in accordance with **DfE** guidance. The school will also use SIMS to monitor behaviour trends.

The school has a **Pastoral Manager** whose role is to support staff in managing challenging behaviour. Key responsibilities are to:

- Investigate breaches of discipline
- Seek statements from witnesses and perpetrators
- Record outcomes of investigations on SIMS
- Contact parents to advise them of fixed term exclusions
- Ensure that letters are sent advising parents of exclusions
- Provide individual mentoring in agreement with the SLT Lead on behaviour.

## 8. Exclusion

Only the Head of School or delegated member of staff can exclude a student.

Fixed term exclusions are for a maximum of five days depending on the severity of the offence. The school will set work for the period of the exclusion which should be completed at home and returned to school.

Parents have a duty under law to ensure that their child is not present in a public place in school hours during the first five days of exclusion, unless there is reasonable justification for this. Penalty notices from the local authority may be issued if an excluded child is present in a public place during school hours on the specified dates.

### 8.1 Permanent Exclusion

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There may however be exceptional circumstances where, in the Head of School's judgment, it is appropriate to exclude a child permanently for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another student or a member of staff

- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

## **8.2 Governors Discipline Committee**

The Governors Discipline Committee meets in accordance with **DfE** guidance to review the school's use of fixed term exclusion and to hear appeals against the Head of School's decision to exclude a student permanently from the school. The Discipline Committee consists of three Governors.

## **9. Confiscation, Retention and Disposal of Inappropriate Items**

Where appropriate the school will confiscate students' property as a disciplinary sanction e.g. mobile phones on the school site. Confiscations of students' property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where property is deemed inappropriate for the school environment a member of staff may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.

### **9.1 Conducting Searches of Students**

The Education and Inspections Act 2006 and the Health and Safety at Work Act 1974 makes it lawful for certain staff, authorised by the Head of School, to search suspected students for knives or other weapons, alcohol, illegal drugs and stolen items. Specific items (banned or prohibited items) can be seized if found during the course of a search, in accordance with the legislation. The school can also screen students without suspicion using electronic means such as wands or arches.

- Two members of staff must always be present at a search
- The search must be undertaken by a staff member who is the same sex as the student
- Where possible, the search will take place out of public view.

Staff may reasonably ask a student to turn out their pockets / bag to hand over an inappropriate item or reveal the contents of a mobile phone etc. The school will use its legal power to discipline if the student unreasonably refuses to cooperate. Police are contacted if it is felt necessary for a student to be searched for illegal drugs or stolen property.

A student might reasonably be asked to turn out his / her pockets or to hand over an item such as a personal music player that is causing disruption.

The school reserves the right to have a student on the school premises, that refuses to be screened, removed from the site. This is to ensure the health and safety of staff and students and will be treated as an unauthorised absence for attendance purposes.

A designated member of staff can undertake a search without consent if they feel they have reasonable grounds for suspecting that the student may have a prohibited item. The grounds for suspicion may be students talking about an item or behaving in a way that raises suspicion. Staff may also use CCTV footage in order to make a decision as to whether to conduct a search for the item.

Lockers may be searched at any time as a condition of having a locker, whether or not the student is present. The school is not required to inform parents before a search takes place or to seek parental consent to search their child. Parents will be notified where alcohol, illegal drugs or potentially harmful substances are found.

The following items are examples of what is not allowed in school:

- Alcohol
- Drugs (in the case of where a student needs to take prescribed medication during the school day, please notify the school office)
- Items that can be smoked including 'Vape Pens' or similar
- Any smoking paraphernalia (lighters, matches, cigarette papers, filters, lighter fluid etc.)
- Weapons
- Material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic

- Energy drinks

## **10. Physical Contact with Students**

The school recognises that there are occasions when physical contact (other than reasonable force) with a student is proper and necessary, such as:

- When comforting a distressed student
- When a student is being congratulated or praised
- To demonstrate how to use equipment
- To demonstrate subject specific techniques
- To administer First Aid

## **11. The Use of Force to Restrain Students**

Under law (Section 93 of The Education and Inspections Act 2006), reasonable force may be used to prevent a student committing an offence and / or causing personal injury to, or damage to the property of, any person including themselves. Force may also be used where the behaviour of a student prejudices the maintenance of good order and discipline at the school. This applies both on site and off school premises where the member of staff (or any other person the Head of School has given the responsibility to be in charge or control of) has given lawful control or charge of the student.

The Magna Carta School does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the member of staff in charge at the time. Force will be used as a last resort and the degree of force will be the minimum needed and proportional to the situation.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Teaching and Learning Policy
- Anti-Bullying guidance
- Mobile device policy

## Appendix 1

At TMCS it is our priority to challenge poor behaviour around the school consistently, firmly and fairly by first attempting to de-escalate situations that may arise. In the event that students need to be sanctioned, please follow the guidelines set out in the chart below.

Faculty support is to be used in appropriate circumstance i.e anything that affects the learning of other students that cannot be resolved quickly in the classroom. All faculties should have a faculty support timetable available to staff. Copies of this faculty support timetable should be available in classrooms.

All staff have a duty to adequately record behaviour incidents on SIMS including full details of the incident and sanctions applied. Special considerations

All staff have a legal duty under disability legislation to make reasonable adjustments for a student's special educational needs.

Level	Behaviour	Sanction	Options for communication with parent
1	Chewing gum/eating/drinking in class	1 <sup>st</sup> offence: warning given. 2 <sup>nd</sup> offence (in same lesson): 30 min class teacher detention	SIMS app Planner Email
	Disruption	1 <sup>st</sup> offence: warning given, 2 <sup>nd</sup> offence: further warning & discussion of behaviour, behaviour point recorded (with details of behaviour), 3 <sup>rd</sup> offence: 30 min class teacher detention, 4 <sup>th</sup> offence: removal to Faculty Support, 45 min class teacher detention.	SIMS app Parent phone call. Planner Email
	Homework not done	30 min class teacher detention. Repeat offender – referral to homework club	SIMS app Parent phone call. Planner Email
	Inadequate work	1 <sup>st</sup> offence: warning given, 2 <sup>nd</sup> offence: further warning & discussion of behaviour, behaviour point recorded (with details of behaviour), 3 <sup>rd</sup> offence: 30 min class teacher detention, 4 <sup>th</sup> offence: removal to Faculty Support, 45 min class teacher detention.	SIMS app Parent phone call. Planner Email
	Inappropriate language	1 <sup>st</sup> offence: warning given, 2 <sup>nd</sup> offence: further warning & discussion of behaviour, behaviour point recorded (with details of behaviour), 3 <sup>rd</sup> offence: 30 min class teacher detention, 4 <sup>th</sup> offence: removal to Faculty Support, 45 min class teacher detention.	SIMS app Parent phone call. Planner Email

1	Incorrect equipment	1 <sup>st</sup> offence: warning given, behaviour point recorded as discussed & resolved. Repeat offender: 30 min tutor/class teacher detention	SIMS app Parent phone call. Planner Email
	Late to lesson / tutor time	1 <sup>st</sup> offence: warning given, behaviour point recorded as discussed & resolved. Repeat offender: 30 min tutor/class teacher detention	SIMS app Parent phone call. Planner Email
	Planner not signed/no planner	1 <sup>st</sup> offence: warning given, behaviour point recorded as discussed & resolved. Repeat offender: 30 min tutor detention & phone call home.	SIMS app Tutor phone call home. Planner Email
	Uniform/jewellery infringement (including fake nails, lashes & make up)	Acceptable parental note: no further action No note: Pastoral Lunch detention M1 (Staff challenging uniform to refer via SIMS) Uniform issue unresolved after 1 week refer to tutor. 3 separate uniform infringements refer to Pastoral lead.	SIMS app Tutor phone call home. Planner Email
	Littering	Pastoral Lunch detention M1	SIMS app Planner Email Duty staff member - Phone call home
3	Defiance/refusal to comply	1 <sup>st</sup> offence: warning given, 2 <sup>nd</sup> offence: further warning & discussion of behaviour, behaviour point recorded (with details of behaviour), 3 <sup>rd</sup> offence: 30 min class teacher detention, 4 <sup>th</sup> offence: removal to Faculty Support, 45 min class teacher detention.	SIMS app Parent phone call. Planner Email
	Rudeness to staff (in a single lesson/incident)	1 <sup>st</sup> offence: warning given, discussion of behaviour, behaviour point recorded (with details of behaviour), 2 <sup>nd</sup> offence: 30 min class teacher detention, 3 <sup>rd</sup> offence: removal to Faculty Support, 45 min class teacher detention.	SIMS app Parent phone call. Planner Email
	Electronic device out on site	1 <sup>st</sup> offence: student collects from FOS, 2 <sup>nd</sup> offence: PSL permission needed to collect, 3 <sup>rd</sup> offence: Parent collects 4 <sup>th</sup> offence: Device handed in at FOS at the beginning of every day.	SIMS app Parent phone call after 3 <sup>rd</sup> strike. Planner Email

3	Late after 9.05	Pastoral Lunch detention M1	SIMS app Parent phone call. Planner Email
	Missed class teacher/tutor detention	HOF/PSL detention (class teacher/tutor to set and notify parents)	SIMS app Parent phone call. Planner Email
	Persistent lateness to school	x3 in a week = PSL detention (tutors to set). Repeat offender x3 per week : 1 <sup>st</sup> - tutor meeting with parents, 2 <sup>nd</sup> PSL meeting with parents	SIMS app Parent phone call. Planner Email
	Verbal abuse of staff (low level)	30 min class teacher detention. Repeat behaviour after warnings given: removal to Faculty Support, 45 min class teacher detention	SIMS app Parent phone call. Planner Email
	Verbal abuse of student	30 min class teacher detention. Repeat behaviour after warnings given: removal to Faculty Support, 45 min class teacher detention	SIMS app Parent phone call. Planner Email
	Dishonesty	30 min class teacher detention	SIMS app Parent phone call. Planner Email
	In an out of bounds area	Pastoral lunch detention M1	SIMS app Parent phone call. Planner Email
	Poor behaviour outside of lessons	Pastoral lunch detention M1	SIMS app Parent phone call. Planner Email
	Breaking Covid – 19 safety rules	Warning. Repeat behaviour after warnings given 45min class teacher detention More serious breach refer to HOF/ PSL.	SIMS app Parent phone call. Planner Email

5	Truancy from lesson	HOF detention (PSL if PSHE) (class teacher/tutor to set and notify parents) 1 <sup>st</sup> offence HOF detention. Repeat offender 1 day GMC	SIMS app Parent phone call. Planner Email
	Persistent defiance	GMC  Staff member involved to record in detail on SIMS and refer to HOF for incidents in lesson or PSL for outside of lessons/tutor/PSHE. HOF and PSL to liaise with pastoral manager regarding GMC sanction.	For incidents during lessons HOF to contact home.  For incidents outside of lessons or in tutor/PSHE PSL to contact home
	Damage to property		
	Inappropriate behaviour		
	Inciting others		
	Swearing in conversation with a member of staff		
	Truancy from school		
6	Missed faculty detention		
	Missed PSL detention	Head teacher's detention: PSL to record on SIMS	SIMS app Planner email home
	Missed Lunch M1 detention	60 min PSL detention: Member of staff supervising detention to record on SIMS	SIMS app Parent phone call. Planner Email

<b>8</b>	Bringing the reputation of the school into disrepute	GMC. Repeat offenders Fixed term exclusion	SLT/PSL phone call
	Dangerous behaviour	GMC and/or partner school respite depending on severity of incident. Staff member involved to record in detail on SIMS and refer to HOF for incidents in lesson or PSL for outside of lessons/tutor/PSHE. HOF/PSL to refer to SLT as necessary. Fixed term exclusion/Permanent exclusion as appropriate.	HOF/PSL/SLT phone call
	Bullying		
	Fighting		
	Damage to property		
	Racist incident Homophobic incident Sexist incident Religious prejudice incident		
	Smoking/vaping/paraphernalia		
	Verbally assaulting a member of staff		
Missed Head teacher's detention	1 <sup>st</sup> offence: 1 day GMC, Head teacher's detention reset Repeat offender: 1 day FTE, 1 day GMC, detention reset	SLT phone call email home	
<b>10</b>	Illicit substances	Fixed term exclusion/permanent exclusion/managed move	SLT phone call and meeting
	Unprovoked assault on a student		
	Theft		
	Racist incident towards staff		

20	Physical assault on a member of staff	Fixed term exclusion/permanent exclusion/managed move	SLT phone call and meeting
	Carrying a weapon		
	Gross Misconduct		

**If a student is sent to Faculty Support they should be issued with a 45 minute class teacher detention.**

**If SLT on-call is used by the class teacher then the student should be issued with a 1 hour HOF detention (PSL if during PSHE) Failure to follow classroom teacher sanctions – refer to HOF/PSL as appropriate**

**Failure to follow HOF/PSL sanctions – refer to SLT**

**Failure to follow sanctions imposed by SLT will result in a fixed term exclusion. In exceptional circumstances SLT reserve the right to apply escalated sanctions.**

**This list of behaviours, whilst comprehensive, is not exhaustive. SLT reserve the right to apply appropriate sanctions for unexpected behaviours.**

## **Appendix 2**

### **Covid-19 Behaviour Expectations**

**Due to social distancing requirements and safety rules imposed on all schools during the Covid-19 pandemic, SLT reserve the right to apply escalated sanctions as needed to ensure the safety of all students and school staff.**

**Any students who repeatedly fail to follow social distancing guidelines or deliberately break the guidelines may be required to work from home.**

### Appendix 3 The Magna Carta School Code of Conduct



## THE MAGNA CARTA SCHOOL CODE OF CONDUCT



RESPECT

- I show consideration for other people.
- I am kind to staff and students.
- I speak politely to staff and students.
- I use good manners at all times.
- I follow instructions from staff.
- I listen to others.
- I look after my school environment.
- I wear my uniform correctly.
- I am brave enough to apologise.



LEARN

- I always arrive at lessons on time.
- I am well organised and bring all equipment.
- I help teachers and my peers when I can.
- I work well on my own and with other people.
- I listen carefully to my teachers.
- I act on all feedback given.
- I focus in every lesson.
- I encourage others to learn.
- I ask good questions to help my learning.



ASPIRE

- I try hard to make progress every lesson.
- I do more than is expected of me.
- I set myself challenging targets.
- I have an ambitious plan for my future career.
- I know how to get to the next stage in my education.
- I follow positive role models.
- I will be highly successful because of my work ethic.



ACHIEVE

- I do not let others prevent me from achieving highly.
- I meet and exceed my targets.
- I am a role model for others.
- I encourage others to achieve highly.
- I achieve by making progress every day.
- I am proud of my achievements.

