

MAGNUS  
CHURCH OF ENGLAND  
ACADEMY

# Behaviour Policy

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Signed by

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Principal

Date: September 2024

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Chair of Governors

Date: September 2024

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
			<p>Page 9 – SLT golden ticket changed to all staff being able to award a golden ticket</p> <p>Recognition board has also been added.</p> <p>Page 11 – Break time detentions also now include not having equipment</p> <p>Page 15 – AOW. Students no longer asked to stand when taking but are now moved to the front.</p> <p>Page 16 – The section on equipment and homework</p> <p>Page 18 – lateness to lessons</p>
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## **Vision**

Developing people of good character who achieve excellence and make a positive contribution to their communities.

## **Mission**

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives.
- all are included and work hard to fulfil their potential regardless of background or starting point.
- student choices are not limited by self-belief, opportunity, or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral, and spiritual development within a Christian framework.

## **Our Core Values**

All of our work will be underpinned and driven by the following core values:

### **Determination**

Have the courage to work hard and keep going with a relentless drive to achieve excellence.

*“Run in such a way that you may win” 1 Corinthians verse 24*

### **Integrity**

Have the strength of character to choose honesty and truth always and be accountable for our actions.

*“We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of the man” 2 Corinthians 8 v21*

### **Ambition**

Have the belief and drive to succeed, placing no limits on what can be achieved.

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*“I can do all things through Christ who strengthens me” Phillips 4 verse 13*

## Humility

Recognise and respect the value of everyone and celebrate success together.

*“Be completely humble and gentle; be patient, bearing with one another in love”*

*Ephesians 4 verse 2*

## Compassion

Comfort those in need, support those in pain and offer grace to all in our community.

*“Be like minded, be sympathetic, love one another, be compassionate and humble” 1 Peter*

*3 verse 8*

### Contents

1. Academy Ethos	5
2. Introduction	5
3. Rewards	6
4. Behaviour Management System:	7
Behaviour curriculum (See appendix 2)	7
Positive teacher-pupil relationships	8
Preventative measures for pupils with SEND	8
De-escalation strategies	8
Consequences	9
Detentions:	9
Equipment:	11
Homework:	
11 Act of Worship:	11

5. Behaviour Management System: outside the classroom .....	11
Uniform .....	12
Internal truancy.....	12
Lateness to lessons .....	12
Lateness to school .....	12
Outside the school premises: .....	13
Social Time Sanctions .....	13
6. ClassCharts .....	13
7. Student Report System .....	14
8. Additional Behaviour Needs .....	14
9. Internal Isolation .....	14
10. Off Site Direction .....	15
11. Managed Moves .....	15
12. Fixed Term Suspension .....	15
13. Re-integration Strategy .....	17
14. Permanent Exclusion.....	18
15. Alternative Provision .....	19
16. The Governing Body's Guidance on Weapons .....	19
17. Screening, Searching and Confiscation Please refer to the DfE guidance. ....	19
18. Mobile Phones and Electronic Devices .....	20

19. Jewellery and other banned items .....	21
20. Aerosols .....	21
21. Food and Drink Expectations .....	21
22. CCTV .....	22
23. Use of Reasonable Force .....	22
24. Child-on-child abuse .....	22
25. Discipline off site (beyond the academy boundary) .....	23
26. Smoking/general behaviour off site .....	23
27. Behaviour Panel of the Local Governing Body .....	23
28. Suspected criminal behaviour .....	24
29. Triggers for behaviour issues .....	24
30. Appendix 1 .....	25
31. Appendix 2 – Behaviour Curriculum .....	27

## 1. Academy Ethos

Our vision is to “Develop people of good character who achieve excellence and make a positive contribution to their communities.” In order to achieve this, we have the highest expectations of our students both in the classroom and on the corridor.

Magnus Church of England Academy is a Christian community that places emphasis on creating a culture of respect, trust and support. We believe that good teaching promotes good behaviour and positive attitudes to learning. We believe that teaching and learning strategies which include the consistent use of rewards, sanctions and support will create a positive learning environment where our students feel safe and secure and make excellent progress.

We understand that high standards of behaviour need to be learnt so expect every member of staff to model these behaviours in every interaction. We expect staff and students to consistently demonstrate

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our Core Values (ambition, determination, integrity, compassion, and humility) to ensure a calm and orderly learning environment is maintained at all times.

## **2. Introduction**

The Magnus Church of England Academy Behaviour for Learning Policy seeks to encourage young people to make positive choices and to reinforce these choices through praise. The Behaviour for Learning Policy is fully aligned with our Teaching and Learning Policy, Assessment Policy, Attendance Policy and Inclusion Policy to ensure that the learning of all students is prioritised as this will allow us to develop people of good character, who achieve excellence.

The Governing Body recognises that even when encouraged to make the right choice, some students will occasionally make choice that have a negative impact on their own learning or that of others. A series of strategies will then be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to complete with the academy rules and re-engage with learning.

In some circumstances, the Governing Body and Principals will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the academy, or its community: this may result in exclusion.

Please note that the Magnus Academy Behaviour for Learning Policy makes reference throughout to the following DfE documents:

- Exclusion from maintained Schools, academies, and student referral units in England 2012
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012.
- Preventing and Tackling Bullying. Advice for Principals, staff and governing bodies.
- DfE and ACPO Drug Advice for Schools.
- Use of Reasonable Force.
- Behaviour and Discipline in Schools.
- Screening, Searching and Confiscation.
- Ensuring Good Behaviour in Schools;
- Behaviour in Schools (2022);
- DfE Dealing with allegations of abuse against teachers and other staff.
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023)

All documents should be read in conjunction with this policy. Magnus Academy reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

### 3. Rewards

In order to help students learn and value the behaviours that we expect to see, we have a comprehensive reward system in place. This is intended to reinforce positive social norms and behaviours that support learning. These rewards are communicated to parents via ClassCharts.

		Action	Frequency	Who
	iChoose Rewards	Positive behaviours awarded and logged. These positives are shared with staff, students and parents instantly via ClassCharts. These points allow students to purchase rewards from the rewards store (ClassCharts).	Every lesson	All students demonstrating positive behaviours.



	iChoose Gold	A student who demonstrates a particular value in lesson receives an iChoose Gold. This is logged on ClassCharts to share with students, parents and staff. A card is given to the student to take home. This gives an entry to the half termly draw.	Every lesson	1 student per lesson*.
	Recognition board	Each lesson every student will have the opportunity to be recognised in lesson by having their name written on the board for a positive contribution during that lesson. Students will be recognised by showing; determination, resilience and excellent in lessons.	Every lesson	All students
	Half Termly Draw	Students enter iChoose Gold into a draw for bigger prizes. This is a whole school event.	Half Termly	All students who have received iChoose Gold.
	Conduct Cards	Students demonstrating our values outside of lessons have their conduct card signed to recognise their positive behaviours. This leads to additional iChoose points for full positive cards.	On going	All Students.

Gold rush Week	To further promote our rewards system, increased rewards are given in a specific week of each half term.	Week 3 of each half term	All students.
Golden Ticket rewards for values	AI, staff can award a Golden Ticket (25 points) to any student demonstrating excellence.	Weekly	All students.
Awards Ceremony	Annual awards event.	Annually	
Graduation Event	End of key stage 3 and 4 to celebrate and reward ambition of students throughout the key stage.	Annually	Year 9 and 11 students.

#### **4. Behaviour Management System:**

##### **Behaviour curriculum (See appendix 2)**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

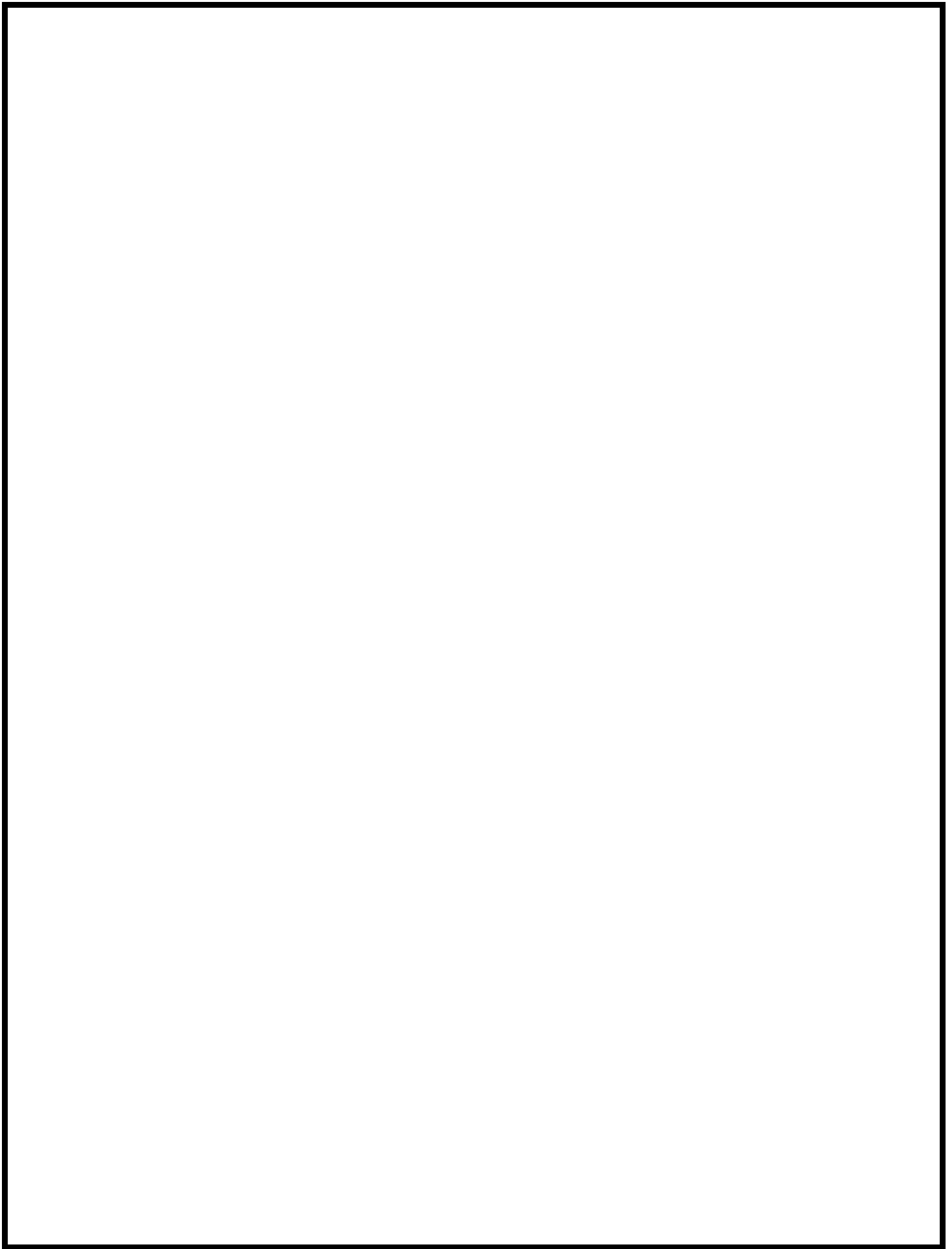
Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Using a calm, non-confrontational tone together with simple, direct language.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Explaining the expectations and potential consequences of not meeting these expectations whilst providing the opportunity to make the correct choice
- Using positive framing language to direct the student(s) to make the correct choice



## Consequences

'Consequences' is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons. The Consequences pathway is as follows:

- **Verbal Warning** – First negative choice (e.g. student not completing work, disrupting the learning of others, not active listening, head in hands) \*Please note this list is not exhaustive and where students are not meeting classroom expectations they will be issued a consequence.
- **Yellow Card** – Second negative choice – If two Yellow cards are issued within the week, a 45minute detention will automatically be issued.
- **Red Card** – Third negative choice - Removal to another room within the faculty and a 45minute detention is issued for the following day.

Students will have the opportunity to reflect upon their behaviour and engage in a restorative conversation with the member of staff who issued the Red Card either in the detention or during non-teaching capacity. In addition, the staff member will make a phone call to parents/carers to call upon their support in redirecting the student and correct their behaviour in time for the following lesson.

## Detentions:

### Break time detentions

Breaktime detentions are hosted by the Heads of Year and SLT. Students may be issued a breaktime detention for a variety of out of classroom conduct issued including arriving at school late. We reserve the right to use breaktime detentions for various other conduct related incidents. Failure to report to a breaktime detention may result in the student being isolated for the remainder of the day.

### Afterschool Detentions

These are led by SLT and supported by the Heads of Year. It is important that students attend all detentions that are set. Failure to attend a detention will result in the student being isolated the following day.

For students, who receive numerous detentions they will escalate through a tiered system. We offer a range of support and interventions to prevent further escalation at all stages (detailed below).

		Behaviours	Consequences	Interventions

<b>Tier</b>			

<b>1</b>	1-2 detentions per week  OR	Detention system to be followed	Tutor support  Parental phone call and Restorative conversation with student and class teacher (Red Cards)
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		Averaging more than 10 negative points per week		
<b>2</b>	3-5 detentions each week  OR  Averaging more than 30 negative points in a week	Detention system must be followed and all detentions attended	Tutor to liaise with/contact parent for support.  Parental phone call and Restorative conversation with student and class teacher (Red Cards)	

3	6+ detentions each week  OR  Averaging more than 50 negative points per week	Isolation day issued  (Detentions cleared/ reset for the following week)	Classroom strategies advised and areas of particular concern identified  Pastoral Support interventions considered including mentoring
4	Averaging 50 or more negative points each week for a sustained period  OR  Repeated suspensions or isolations  OR  Repeated disruption to learning environment  OR  Failure to respond to previous interventions.	Isolation day issued and detentions cleared/ reset for the following week	Classroom strategies advised together with any of the following as deemed appropriate: Pupil Passport; Pastoral Support Plan with SLT/HoY; Pastoral Support Base interventions; mentoring; Governor meeting
5	Repeated failure to adapt behaviour following support and interventions  Failure to meet success criteria of Pastoral Support Plan  Repeated suspensions or isolations  Repeated disruption to learning environment  <i>Red Card in lesson = -10</i>	Consideration given to OffSite Direction/ Managed Move/ Alternative Provision. These options will be communicated and discussed with parents.  <i>low card = -5 points.</i>	

Continued defiance/disruption, failure to follow the red-card system, failure to successfully complete the 'Isolation Room', unsafe behaviour, any physical violence, swearing at a member of staff or using derogatory language to another student will result in a referral to the principal or vice principal and will result in either spending the rest of the day with SLT, and sitting a day in the 'Isolation Room' the following day, or a fixed-term suspension, depending on the severity of the incident. Following any fixed-term suspension, parents and the student must attend a reintegration meeting with a member of SLT/Pastoral team and a full day in the 'Isolation Room' on the day of reintegration.

**Equipment:** Ready to learn:

All students are expected to arrive to lessons ready to learn. This is because it ensures lessons can focus on learning and begin promptly.

All students are required to bring a bag to school each day to carry their items in.

Students will be provided with a plastic folder, knowledge organiser and all their equipment that fits into the folder at the start of the year. As these items are provided by the Academy, there is an expectation that students will look after them and take good care of them.

Students can access replacement items of pens and pencils, that may run out, via the Pastoral Office. Items, that do not run out, such as the plastic folders and rulers, can be replaced via the Pastoral Office, but the Academy reserves the right to apply a nominal charge for these items.

Students will need to bring their resource folder to every lesson. If a student arrives to school without their equipment, it is their responsibility to go to pastoral to borrow a spare folder prior to school beginning at 8.30am.

If students arrive to tutor or a lesson without their folder, they will be issued with a break-time detention.

Students are expected to bring their PE kit on the days that they have PE on their timetable. If students forget their kit they will be offered the chance to borrow PE kit from the store at the Academy. Failure to borrow kit will result in a detention being issued.

**Homework:**

All students are expected to complete homework in line with our Homework Policy. Non-completion of homework will result in a log being made on class charts. Any student who repeatedly fails to complete homework will be required to engage in a compulsory homework support sessions which operate afterschool.

**Act of Worship:**

Act of Worships are an integral part of Academy life at Magnus. Students are expected to follow instructions and be respectful throughout.

- If a student is talking prior to the AoW, they will be moved to the front of AOW and issued - 5 Class Charts points..
- If a student has to be removed for poor behaviour during an AOW, they will be issued with a 45-minute detention.

**5. Behaviour Management System: outside the classroom**

All students are expected to be polite, courteous, and respectful to everyone on the academy site and to comply with requests or instructions made by staff.



To ensure the Health and Safety of everyone in our academy community we require all students to follow the points below:

- Walk single file, quietly and calmly on the **LEFT** at all times when in buildings.
- Food/drink is to be consumed only in the Eatwell Restaurant and outside areas.
- Litter must be put in bins - these are in all classrooms, on some corridors and around the site.
- When lining up be single file, facing the front and silent when the member of staff raises their hand.
- Act upon instructions given by staff immediately.

Students are expected to have regard for their own safety and that of others. Magnus Academy operates a Conduct Card System to encourage positive behaviour around the academy. Students acquire negative signatures for not meeting expectations and positive signatures for going above and beyond normal expectations. When either the negative or positive section is complete, the relevant reward or consequence is logged. If a student receives 5 positive signatures on their conduct card, they will receive 25 positive points. Students who receive 5 negative signatures will receive a Conduct Detention.

### **Uniform**

Only students wearing correct uniform will be permitted to enter the academy and to attend lessons. Students will be required to return home to correct their uniform and parents will be contacted when this is the case.

Any absence from school whilst the uniform is being corrected will be unauthorised and will affect attendance.

In some instances where a student is unable to return home to correct their uniform, they will be given the opportunity to loan items for the day. If a student is still unable to correct their uniform they will be isolated for the remainder of the day. Where uniform is not worn correctly around the academy, each time a student is asked to correct it, this will result in a signature on their conduct card to record the conversation.

### **Internal truancy**

At Magnus, we rely upon the integrity of our students to arrive at their allocated lesson on time. Where students fail to do so, this presents a safeguarding issue and sanctions will apply.

Truancy is communicated to the students as not being in the correct timetabled lesson within 7 minutes of the official lesson start time and, in such instances, students will be directed towards our isolation room for the remainder of that day. Where events are picked up at the end of the day, students will be removed from lessons and isolated the following day. For students who repeatedly truant lessons, alternative strategies and interventions will be used including parental support meetings, intensive tracking and monitoring, report cards.

### **Lateness to lessons**

We encourage all students to demonstrate high integrity and arrive at lessons on time. Students who arrive late at lesson, not only miss out on their own learning but disrupt the learning of others as they

enter. Two late to lesson (classified as 3 minutes after the first arrival) Class Charts logs within the week will result in a 45-minute detention being issued.

If a student is 7 minutes late to a lesson they will not be allowed into the lesson. They will spend the rest of the lesson in isolation. If a student is 7 minutes late they have missed an integral part of the lesson in the 'Do now' that is needed to access the lesson. There is no reason any student should be more than 7 minutes late to any lesson. Staff have been asked to use professional judgement if a student has a genuine excuse such as a medical pass or a note from a pastoral leader.

### **Lateness to school**

We actively encourage and promote the importance of punctuality and we ask all students to be at school prior to 8.25am so that they can arrive ready to learn at their first timetabled lesson for 8.30am. If a student arrives late to school they must report to the late room and will not be permitted to go to their Period 1 lesson. They will also be issued with a break-time detention. In addition, the attendance and Pastoral Team will look to work with the student and their parent/carer to help improve punctuality.

### **Outside the school premises:**

Where student conduct has contravened the academy behaviour expectations either within or outside of school, the academy reserves the right to sanction this behaviour within the academy. This includes misbehaviour:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school, including when using the Academy buses
- When wearing school uniform
- When in some other way identifiable as a student at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another student; or
- That could adversely affect the reputation of the school.

Please note if students behave poorly on the Academy buses, the Academy has the right to withdraw that student's place from using the bus.

### **Social Time Sanctions**

Students will receive negative signatures on their conduct cards for failing to follow the academy expectations. For example.

- Not wearing the correct uniform/uniform not meeting the required standard
- Not being seated in dining areas • Inappropriate level of noise
- Not tucking in chairs.
- Not tidying away their plates etc. from lunch.
- Not putting litter in bins
- Being 'out of bounds' – students are informed of areas where they should not go \*Please note this list is not exhaustive and where students are not meeting social time expectations, they will be issued a consequence. For more serious incidents during social time, where students demonstrate a lack of respect towards members of staff, their peers, or the school environment students will be sent immediately to the 'Isolation room'.

## 6. ClassCharts

ClassCharts is used to log all behaviours, both positive and negative. This ensures that parents, students and staff can track the behaviour of each student.

All behaviour incidents must be logged on ClassCharts. Should there be additional notes/witness statements etc. these should be stored in student files or scanned and uploaded to the incident. Heads of faculty use the data provided to identify areas of excellent behaviour/achievement and also where there may be issues. Where issues arise, a restorative approach to improving behaviour is expected as we firmly believe good relationships are key to students achieving their best.

All behaviours positive and negative are monitored by the heads of key stage and the leadership teams who ensure that appropriate support is in place via the weekly inclusion panel meeting. Parents/carers and students are expected to check ClassCharts daily so that they can celebrate success and understand any issues as they arise.

**It is essential that all parents use ClassCharts as this is our main method of communication.**

## 7. Student Report System

Magnus Academy aims to encourage students to correct their behaviour and our report system is used to closely track the student behaviour whilst encouraging teachers to recognise positive behaviours. We aim to work closely with the student over a period of time. The staff member will help mentor them to adapt their behaviour whilst working closely with their parent/carer. Clear targets to work towards which be set and the class teacher will note that the targets are either achieved (A) or not achieved (N). To be successful, we hope to receive parental engagement and support with discussing and signing the report card as well as communicating with the member of staff who is overseeing it.

Alongside each report, there are a series of interventions offered to students to support them in improving their behaviour.

The report system follows a clear escalation tariff, which students will follow if they fail the report they are on:

- **Tutor report:** Tutors can place students in their tutor group on a Tutor report if their behaviour around the academy has started to deteriorate. The student will remain on tutor report until their behaviour is deemed to have improved.
- **Head of Year Report:** If a student has failed their Tutor report, they will be placed on a Head of Year report .
- **Senior Leadership Team Report:** If a student has failed the Head of Year report, they will be placed on a Senior Leader Team report

## 8. Additional Behaviour Needs

For some students, additional support and interventions will be required to help them successfully meet the Academy's expectations.

For these students, support plans are put in place that follow the NASEN (2021) Graduated Approach

This is documented as part of each student's learning profile and updated regularly. Additional support, may include:

- Short, planned movement breaks.
- Adjusted seating plans
- Support based in the SEN support hub for short periods of time.
- Functional behavioural assessment interventions - Daily report cards.
- Isolation room is a small setting staffed by the SEN department.

Please note, this list is not exhaustive, and each student is treated as an individual.

## **9. Internal Isolation**

Students may be placed in the 'Isolation Room', as an internal exclusion, for serious misbehaviour choices. This can include 2 red card removals from the previous day, internal truancy, or failure to attend detention. Following an external suspension, students spend a day in isolation where they will engage with re-tracking intervention to help prevent re-occurrences of this behaviour. Students may be placed temporarily in the 'Isolation Room' or in Room 91, whilst any incidents of a serious nature, are investigated.

Please find a list of examples whereby fixed term suspensions may be appropriate, however it is important to note that this list is not exhaustive:

- Failure to comply with instructions of a senior member of staff.
- Physical or emotional abuse of staff or students.
- Verbal abuse of staff.
- Breach of Health and Safety rules and regulations.
- Serious breach of academy rules.

## **10. Off Site Direction**

For students who repeatedly fail to meet behaviour expectations, we reserve the right to direct the student to work off-site at one of our partnership schools. Here, they will be educated under 'dualrole' circumstances for a limited period of time prior to being re-integrated back into Magnus.

One day off-site direction may be issued if deemed appropriate. Students who repeatedly fail to meet the expectations within our isolation room may also be issued a one day off-site direction. For one day off site direction, the Academy will seek agreement with the parent/carer.

## **11. Managed Moves**

Managed moves are used to provide an opportunity for students who have repeatedly failed to meet Magnus behaviour expectations, or other extenuating circumstances which would make their application difficult (eg. Grounds which permit another school to reject their application). During a Managed Move a student becomes dual role during a 12-week trial period which is reviewed after 6 weeks. Should they be successful, the host school can opt to take them onto their role officially.

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The academy reserves the right to use Off-Site Direction, and Managed Moves when required to support students with making positive behaviour choices, where this is in the student's best interest.

## **12. Fixed Term Suspension**

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Principals in using suspension as a sanction where it is warranted.' [DfE 'Exclusion from maintained schools, academies, and student referral units in England 2012]

All decisions to exclude are serious and are only taken as a last resort at the discretion of the Principal. Please find a list of examples whereby fixed term suspensions may be appropriate, however it is important to note that this list is not exhaustive:

- Failure to comply with reasonable instructions of a senior member of staff.

- Physical or emotional abuse of staff or students.
- Sexual misconduct, including sexual harassment.
- Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network.
- verbal abuse of staff.
- False allegations made against staff.
- Breach of Health and Safety rules and regulations.
- Serious breach of academy rules.

The academy recognises the need to keep fixed term suspensions short wherever possible and it makes every effort to ensure that fixed term suspensions do not exceed 5 days.

Students escalated through the staged procedure for repeated poor behaviour that is the same behaviour e.g. persistent defiance/physical violence. If a different behaviour warrants a fixed-term suspension, they begin at Stage 1. In serious cases, students may enter the fixed term suspension pathway at a later stage. In addition, a student with no previous suspensions may be permanently excluded or moved to alternative provision (Galilee Center) following a serious incident.

Stage	Description
1	External fixed term suspension for up to <b>ONE DAY</b> , with a warning that a further excludable offence will result in an external fixed term suspension of up to 3 days.
2	External fixed term suspension for up to <b>THREE DAYS</b> , with a warning that further problems will result in an up to five-day fixed term suspension. At this point a <b>Pastoral Support Plan</b> may be put in place at the discretion of SLT if this is deemed appropriate during the readmission process. At this stage the support available will be made clear to all relevant parties. Agreed plans and actions will be recorded and documented and held centrally. It is the responsibility of the Head of Year to ensure that all documents are up to date.
3	External fixed term suspension for up to <b>FIVE DAYS</b> . (Nb. A Pastoral Support Plan must be completed by the Head of Key Stage/SLT for any 5 day suspension). A referral may be made to external agencies for additional support including school health if appropriate which will always be discussed with the family and the student. A warning regarding possible permanent exclusion or alternative provision must be given at this point. A behaviour panel consisting of members of the Senior Leadership Team, governing body and the Pastoral Team will be convened to review the support plan and issue the formal warning. Alternative provision may be put in place at this point to avoid permanent exclusion.

	4	External fixed term suspension of <b>FIVE DAYS</b> , with a warning that any incident that warrants a further suspension may lead to a recommendation for permanent exclusion or alternative provision. Further consideration of the Pastoral Support Plan will be given by the behaviour panel and appropriate colleagues, which will be re-convened to discuss the original support plan agreed. A referral for an alternative provision placement (as described above) will be completed at this point with a final decision regarding placement made by the assistant principal for behaviour.
	5	Depending on the circumstances this will normally be a permanent exclusion. The head of school will make this recommendation to the governing body. This is the most severe sanction and will be reviewed by the Student Discipline Committee of the governing body.

Nb. Reasonable adjustments will be made to routines for pupils with additional needs, e.g. SEND, will be made.

The academy will provide work for all students who are issued with a suspension. In addition, a wellbeing and academic support check will be made by the academy on at least one occasion for any suspension of three days or more.

Following any fixed term suspension, a re-admission meeting will take place between parents or carers and the academy. Where a parent will not agree to attend the re-admission meeting, the meeting will be held with the student and senior staff. Further consequences of poor behaviour/failure to follow the school behaviour policy will be explained during these meetings. As part of the re-admittance procedure, students will be internally isolated. This forms part of their re-integration strategy prior to their return to mainstream lessons.

A Pastoral Support Plan will be put in place for anyone deemed at risk of repeated suspensions. These will be put in place for any student who accumulates 5 days in total.

Upon readmission, students may be referred for a 'Pastoral Support Base' intervention as well as being placed on report to ensure close monitoring of their behaviour. They will also complete reflection activities along with the pastoral team to complement the readmittance meeting. The HoY will work with the student and any relevant staff to ensure that restorative work and potential barriers/issues are resolved prior to the student returning to lessons.

Should a student 15 days or more within a term, a **governor panel** meeting will be triggered automatically.

### 13. Re-integration Strategy

Utilising advice and guidance from the DfE's 'Suspension and Permanent Exclusion Guidance'

[September 2023], we meet the recommendations by doing the following activities:

	Recommendation	Strategies Used
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Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school	Reintegration meeting conducted with parent/carer and student
Daily contact with a designated pastoral professional in school	Attendance officer conducts a 'safe and well' call for 3 and 5 day exclusions. Additional support offered for students to access the work
Use of a report card with personalised targets leading to personalised rewards	Report Card may be used to help reward them for making positive choices.
Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress	All students, who are suspended from school, are set work in-line with the curriculum they would follow. The work completed is reviewed at their readmission meeting.
Planned pastoral interventions	A referral to our Pastoral Support Base. When possible, these interventions occur on the day students return and are placed in Internal Isolation.
Mentoring by a trusted adult or a local mentoring charity	If a student receives a 3-day suspension, they may be placed on a Pastoral Support Plan, which include mentoring by the member of staff overseeing the plan and is usually a senior member of staff. Students with repeated suspensions may be referred to for enhanced mentoring.
Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage	Proactive pastoral meetings are organised should a student require it.
Informing the pupil, parents and staff of potential external support	All students and parents are given a leaflet of information about external support available as part of the suspension paperwork and in the readmission meeting.

#### **14. Permanent Exclusion**

A decision to exclude a student permanently should only be taken: 'in response to serious 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 students or others in the school' [DfE 'Exclusion from maintained schools, academies and student referral units in England 2012]

The principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child.

Please find a list of examples whereby permanent exclusion may be appropriate, however it is important to note that this list is not exhaustive.

- Repeated failure to comply with a member of staff.
- Extreme Physical or emotional abuse of staff or students.
- Serious sexual misconduct, including sexual harassment.
- False allegations made against staff.
- Breach of Health and Safety rules and regulations.
- Serious breach of academy rules. In addition, the governing body also considers the

following to be serious incidents resulting in the permanent exclusion of a student:  
Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network.

- verbal abuse of staff.
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system.
- An accumulation of a high number of fixed term suspensions/behaviour points.  
Being in possession of a weapon and/or drugs.

## **15. Alternative Provision**

In cases where a student persistently fails to meet the expectations set out in our policies, or is responsible for a serious incident, they will either face permanent exclusion or removal from the academy site to an alternative provision. In some cases, once restorative work is complete, a reintegration programme will be put in place to enable the student to successfully return to the academy.

### **Galilee Center**

Students requiring additional support will usually be referred to the Galilee Center based at Warburton House. This is based on the academy site and led by Magnus staff. Students follow the core curriculum alongside a range of more practical activities and proactive work to develop positive behaviours. The aim of Warburton House is support and reintegrate.

### **MAPLE (Newark Town Partnership)**

Students at Key Stage 3 and 4 requiring alternative provision will usually be referred to our MAPLE provision. This is an offsite provision which is led by staff from Magnus Church of England Academy and Newark Academy. Students will have access to the core subjects alongside a range of option subjects.

### **Other Providers**

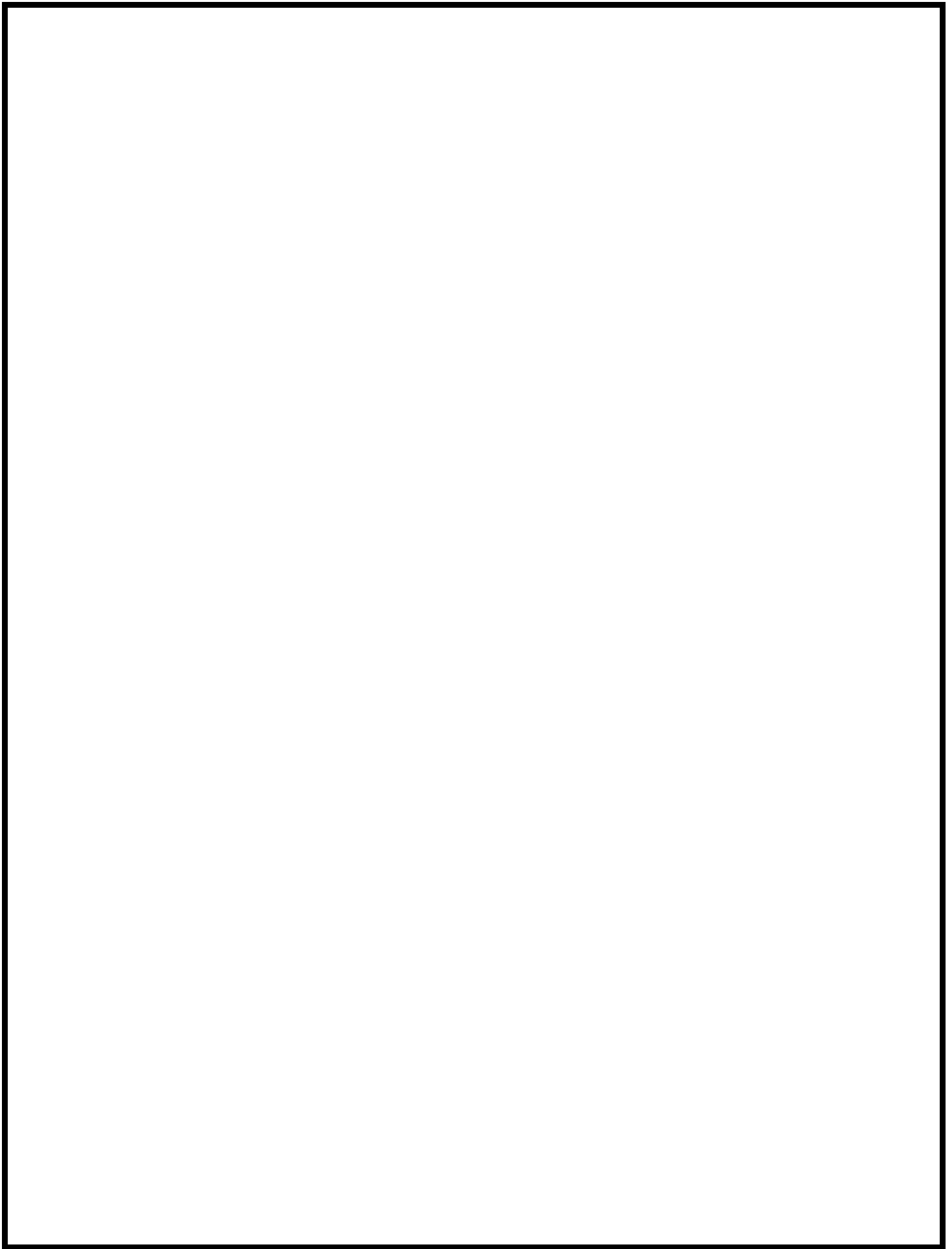
In rare cases the academy employs the services of external alternative providers to ensure that the needs of students who require certain specialist/bespoke provision. Providers include the 'Switch Up Mentoring' programme, Prime 8, Ed Class, and Case. In rare cases, we may provide 1-1 tuition within our on-site tutoring room.

## **16. The Governing Body's Guidance on Weapons**

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy. In addition to knives: axes, BB guns, air guns, GATT guns, catapults, slings, will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Governing Body to be carried with the intention to inflict injury on another individual, for instance blades removed from pencil sharpeners.

## **17. Screening, Searching and Confiscation Please refer to the DfE guidance.**

Screening, Searching and Confiscation. Advice for Principals, staff and governing bodies. In addition to the practice identified in the DfE guidance, Magnus Academy also bans the following



items and as a result can search students:

- Any item brought into the academy with the intention of the item being sold or passed on to other students which, in the Principals opinion, will cause disruption to the academy or be detrimental to academy practice.
- The academy only permits students to drink clear drinks in transparent bottles. Food and drink brought into the academy must be for the consumption of one student only e.g. large 2 litre bottles of drink and large bags of crisps are not permitted. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to learning. Any confiscated food or drink will not be returned to the students and will be destroyed.

Items confiscated by the academy such as jewellery and mobile phones will be securely locked away in the safe and can be collected by parents/carers except where the academy has chosen to dispose of the confiscated items, for example, cigarettes, alcohol, lighters. If at the end of the academic year items have not been reclaimed, the academy reserves the right to destroy the item.

Where the academy finds controlled drugs, these will be delivered to the police as soon as possible, but may be disposed of if the Principal believes there is a good reason to do so. Where a member of staff finds tobacco, cigarette papers or alcohol they will dispose of them.

## 18. Mobile Phones and Electronic Devices

These may be brought to the academy but must be switched off and in bags. If a device is seen or believed to have been used on site it will be confiscated. When incidents occur outside of the academy on social media, parents are reminded of the importance of helping young people to understand how to use this technology responsibly and the very serious consequences that can result in failing to do so.

	Sanction	Support
<b>1st Offence</b>	Confiscated for the remainder of the day	<ul style="list-style-type: none"><li>• Parents notified of confiscation via Class Charts with a reminder of the sanction for a repeat misconduct.</li></ul>
<b>2nd Offence</b>	Confiscated for the remainder of the day and overnight until 3:15pm the following day. Alternatively, parents may collect the phone from Reception prior to 4:30pm	<ul style="list-style-type: none"><li>• Warning letter sent with reminder of sanction if behaviour is repeated.</li><li>• The letter will include the option to hand the phone in each day to prevent any further overnight confiscations.</li><li>• Parent informed via Class Charts.</li><li>• Parental contact with Head of Year.</li></ul>

<b>3rd Offence</b>	For the remainder of the day, and then every day until 3.15pm for the remainder of the term. (student must hand their phone in to reception each day).	<ul style="list-style-type: none"> <li>• Parent informed via Class Charts.</li> <li>• Parental meeting with Head of Year.</li> <li>• Student must hand phone in each morning and collect at the end of each day for the remainder of the term.</li> </ul>
<b>Any subsequence offences will be dealt with by the Senior Leadership Team and an appropriate sanction</b>		

issued.  
The escalation process will be re-set at the start of each term

## 19. Jewellery and other banned items

We operate a 'no jewellery' policy. In the event students are found to be wearing jewellery, it will be confiscated. For any repeated incidents, the following escalation process will apply.

	Sanction	Support
<b>1st Offence</b>	Confiscated for the remainder of the day and conduct card signature	<ul style="list-style-type: none"><li>• Staff member to discuss expectations</li></ul>
<b>2nd Offence</b>	Conduct Card signature  Parents are requested to collect the jewellery from Reception prior to 4:30pm collect.	<ul style="list-style-type: none"><li>• Warning letter sent with reminder of sanction if behaviour is repeated.</li></ul>
<b>3rd Offence</b>	Afterschool detention issued  Parents are requested to attend a meeting where they can collect the jewellery	<ul style="list-style-type: none"><li>• Parent informed via Class Charts.</li><li>• Parental meeting with Head of Year.</li><li>• 2<sup>nd</sup> warning letter sent with reminder of sanction if behaviour is repeated.</li><li>• Daily check-in with the Head of Year</li><li>• Note on register to request class teacher support/monitoring</li></ul>
<b>Any subsequent offences will be dealt with by the Senior Leadership Team and an appropriate sanction issued. The escalation process will be re-set at the start of each term</b>		

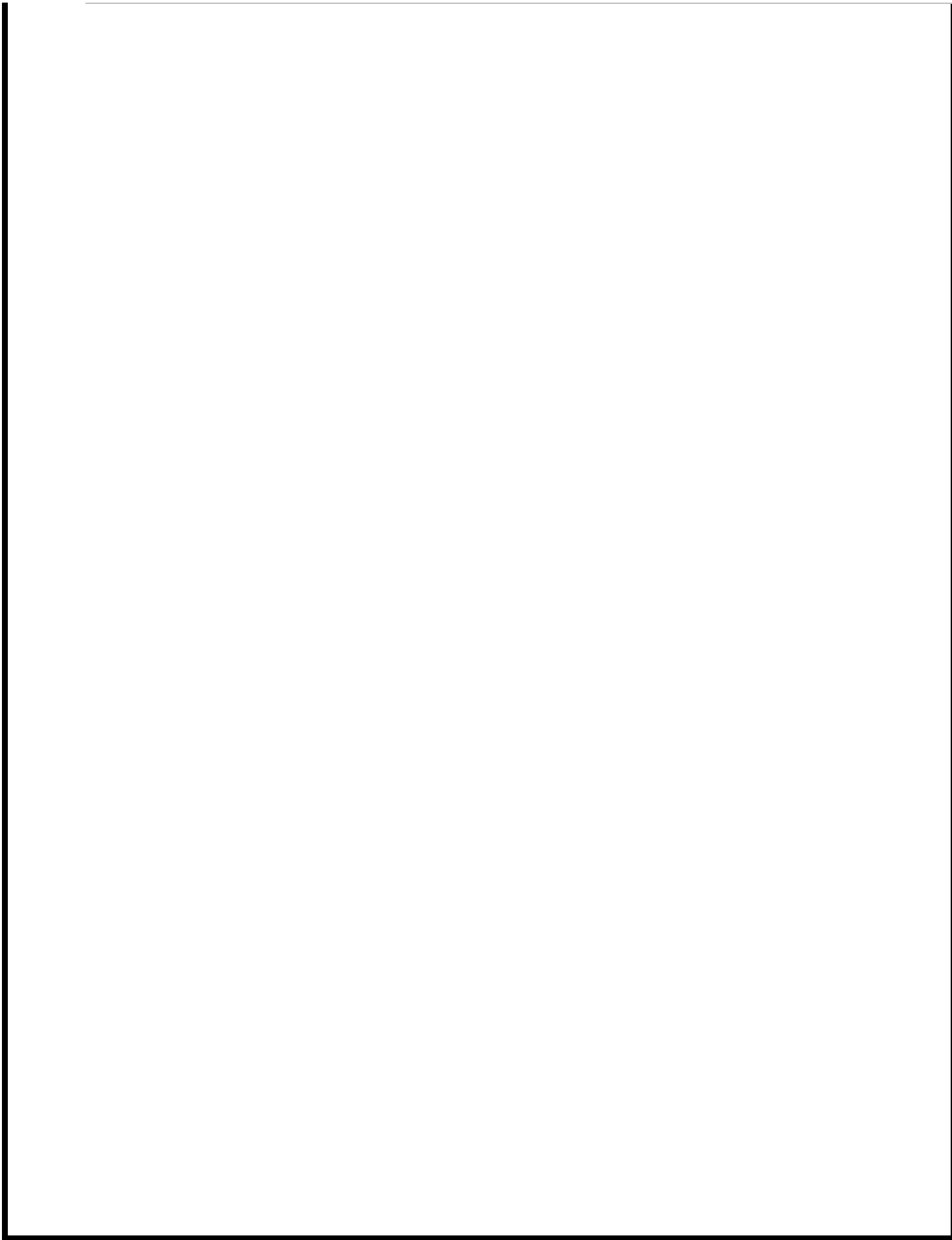
## 20. Aerosols

Aerosols are not permitted in the academy. Any student who wishes to bring deodorant must ensure that this is a roll-on style. Any aerosols will be confiscated, and parents are able to collect them.

## 21. Food and Drink Expectations

We are committed as an academy to healthy food choices and reducing the sugar intake of students during the school day, high levels of sugar can have a detrimental impact on concentration, behaviour and overall health. Through our behaviour policy we seek to support our young people to make healthy choices to help them maintain concentration and achieve excellence.

Students have designated places to eat their lunch. They will not be permitted to take food onto the







corridors or outside. Drinks which are part of a packed lunch must meet the drink expectations below:  
The following items of food are not allowed in the academy:

- Large bags of crisps i.e., grab bags/share bags
- Large bags of sweets
- More than one regular size chocolate bar
- Students are only allowed to bring the following drinks into the academy:
- Plain water (still)
- Flavoured water (still)
- Milk

The Academy only sells the drinks above. Students are encouraged to bring a transparent water bottle which should have either a lid or a close function. Any water bottles used to squirt water on other students will be confiscated and collected by parents or disposed of and a detention will be issued. Any drinks which do not meet this criterion will be confiscated and disposed of.

## **22. CCTV**

Magnus Academy may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

## **23. Use of Reasonable Force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for Principals, staff and governing bodies.' All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an academy organised visit (For more detail, please refer to the 'Physical Intervention Policy' - 2023).

## **24. Child-on-child abuse**

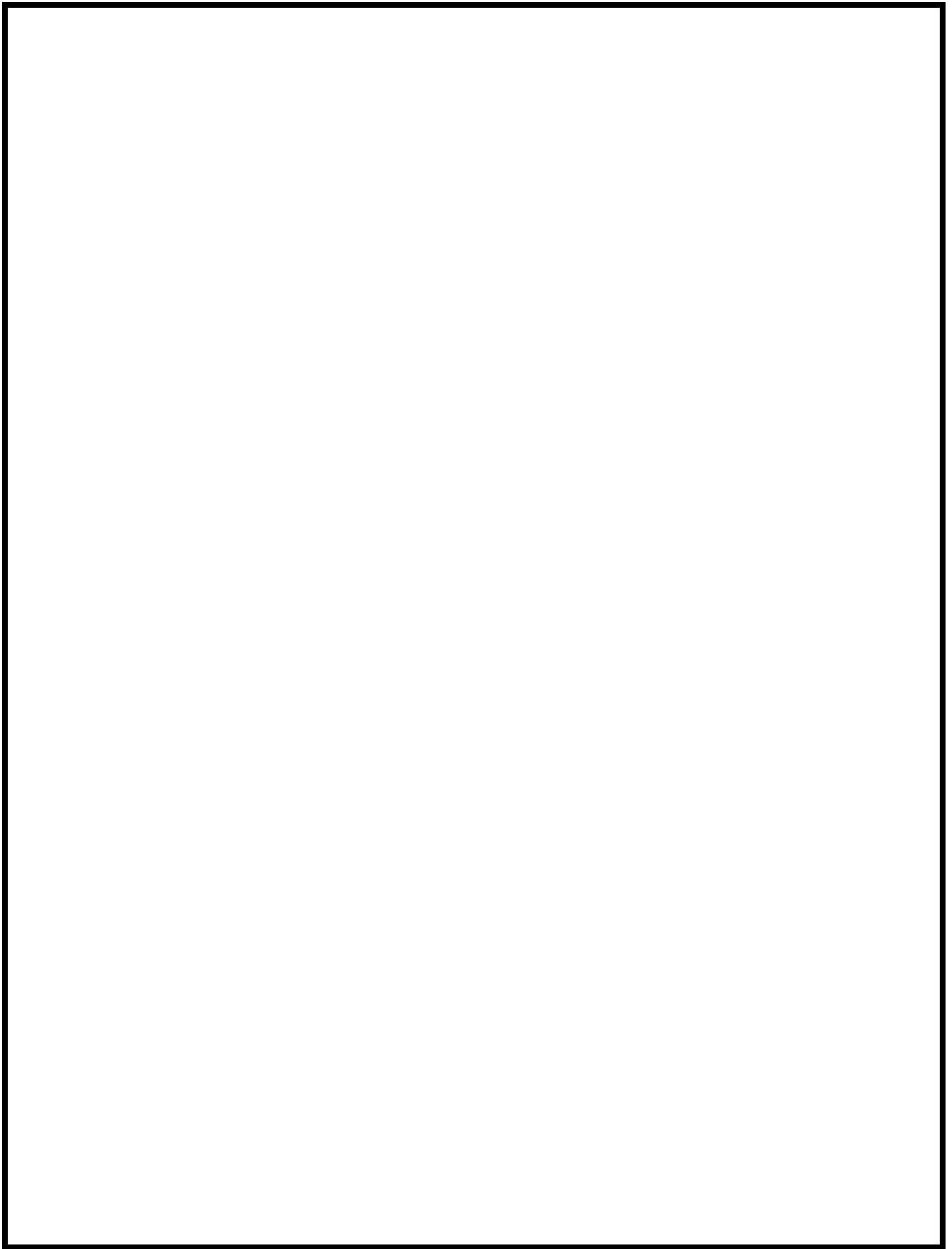
Everyone should be treated with kindness, dignity and respect.

Following any report of child-on-child sexual violence or sexual harassment offline or online, the Academy will follow the procedures set out in our safeguarding policy.

All students have the right to feel safe whilst attending schools, and any forms of sexual violence or harassment will not be tolerated.

Any use of sexually abusive language, including any form of derogatory language, will result in a minimum of a 30-minute conduct detention. Each incident will be treated on a case-by-case basis and may result in a fixed term suspension. This type of language will not be tolerated at the academy.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and students whose behaviour falls below these expectations, will be sanctioned. Each incident will be considered on a case-by-case basis and is likely to result in a minimum of a fixed term suspension.





## **25. Discipline off site (beyond the academy boundary)**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur off the academy site which pose a threat to a member of the public or a student to the police as soon as possible. If a member of the public, academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour, or a serious bullying incident to an academy member of staff the Principal or Vice Principal must be informed. In most cases, they will involve the academy's Police Community Support Officer, who will then follow agreed police and academy procedures. (See Police/SSP section).

In addition, if the Principal/Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the academy's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on academy residentials and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site. If bad behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct, for example a physical assault or bullying incidents. The full Consequences System will apply. Students are required to wear their academy uniform correctly when travelling to and from the academy (door to door) and must not be involved in behaviour that could adversely affect the reputation of the academy. Students must leave the academy site promptly at the end of the day and not return to the site without valid reason.

## **26. Smoking/general behaviour off site**

Smoking on site including the use of e-cigarettes/vapes, is a serious breach of academy rules and will be dealt with as such. If a student is found with these in their possession, they will be confiscated and may only be returned directly to the parent/carer. Smoking off site is also seen as a serious breach of academy rules, as students always represent the academy whilst wearing the uniform. Poor general behaviour off site whilst in the academy uniform will also be dealt with as deemed fit. It is our belief that students should positively always represent the academy.

## **27. Behaviour Panel of the Local Governing Body**

A meeting of a Behaviour Panel will be convened by the Governing Body Clerk when:

- A student has received a high number of fixed term suspensions
- The recommendation of permanent exclusion is made by the Principal for a one-off incident.

The Behaviour Panel will comprise 3 members of the Governing Body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the suspension, which could affect his or her ability to act impartially, he or she should step down. The Behaviour Panel can uphold a suspension or direct the student's reinstatement, not either immediately or on a particular date. The meeting must be convened between the 6th and 15th school day after the date of receipt of notice to consider the suspension. The Clerk will circulate the paperwork for the Behaviour Panel meeting to all parties invited to attend at least 5 days in advance of the meeting. The parent/carer has the right to attend the meeting, and/or make written

representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Principal, a member of the Senior Leadership Team, and the student's Head of Year may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting. Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Panel. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the AET. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Panel's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

## **28. Suspected criminal behaviour**

Magnus Academy will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Magnus Academy will inform the police of any intelligence which may support them in preventing or tackling criminal activity. A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

## **29. Triggers for behaviour issues**

<b>Issue</b>	<b>Action</b>	<b>Staff responsible</b>
Persistent issues in same subject area	Faculty monitoring.	Head of faculty
Any negative incidents logged	Interventions could include discussion with tutor, contact with parents, support being sourced from pastoral teams/SEN.	Tutor
Repeated Yellow and Red cards on consecutive weeks	Meeting between with parents held by HoY or tutor. During the meeting interventions discussed including Level 1 Tutor Report, mentoring, SEN support, or PSB intervention.	Tutor/Head of Year

High number of yellow and red cards over a sustained period  Lack of engagement with report.	Meeting between Head of Year and parents to discuss further support. A referral to the SEN team/student support and monitoring at Level 2 report may be appropriate at this stage. Further mentoring and support, if required.	Tutor/Head of Year
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Continuing high frequency of Yellow and Red cards  Lack of engagement with Head of Year report.	Meeting between head of key stage, senior leader, and parents to discuss consequences of continued disruption and discuss whether external agency support is appropriate.  At this stage the student would be referred as a serious cause for concern to the academy's inclusion panel. Level 3 Report and mentoring by member of the Senior Leadership Team would be in place at this stage.	Head of Year/SLT
Failure of Level 3 Report lack of response to interventions	Governor Behaviour Panel. Written confirmation of consequences sent in Head of School's Warning Letter.	SLT
Continued negative behaviours/one off serious incidents.	Suspension Pathway and alternative provisions considered	SLT

Students who improve but then begin to disrupt in future terms will enter this cycle at an appropriate stage.

## **30. Appendix 1**

### **Roles and Responsibilities**

#### **The classroom teacher (including learning support assistants/graduate interns where appropriate)**

It is expected that the teacher will be proactive to promote good behaviour by:

- Planning effective lessons that meet the needs of the class.
- Understanding the needs of the class with specific attention made to the SEN information which is available for all 'Vulnerable Learners' and those on 'SEN Support' via ClassCharts. • Having a class seating plan based upon the needs/strengths of the students which is modified and kept up to date on ClassCharts.
- Communicating classroom standards clearly and advocating behaviour in line with our core values. • Dealing with any incidents of poor behaviour and/or reluctance to learn immediately through our BfL system.
- Being punctual to lesson and carrying out "6 to start" and "5 to finish" as per the teaching and learning policy.
- Logging all positive and negative behaviours on ClassCharts so that these are communicated directly to parents/carers and students via the app.
- Instigating faculty report when a student has persistently disrupted lessons in this area (unless the student has already triggered the whole school reporting system).

#### **Form Tutors**



It is expected that the form tutor will be proactive to promote good behaviour by fulfilling expectations set out in the tutor job description.

### **Learning Support Assistants/Graduate Interns**

It is expected that the LSA/graduate interns will be proactive to promote good behaviour by:

- Supporting students in conforming to the expectations of the academy.
- Reinforcing academy behaviour policy and use sanctions and rewards where appropriate.
- Reinforcing the codes of conduct both within the classroom and generally around the academy.
- Monitoring behaviour logs for students for whom they are a key worker or those who they work with either supporting in lessons or in 1:1/small group support.

### **Heads of Faculty**

It is expected that a head of faculty will provide support for colleagues teaching in their subject areas. Such support can be provided through:

- Showing awareness of the implications of setting decisions and proactive modification of sets if necessary.
- Ensuring all classrooms are good learning environments and support students with SEND.
  - Using behaviour data to ensure the faculty are consistently applying the behaviour policy and to identify strengths/weaknesses in behaviour management so that all colleagues are equipped to ensure behaviour is outstanding.
- Buddying teachers with appropriate colleagues to develop behaviour management within their faculty.
- Support colleagues in overseeing faculty behaviour reports where a student's poor behaviour for learning is isolated to the faculty.
- 17
- Representing the department/faculty view in meetings with parents and/or senior staff on disciplinary matters.
- Promote strategies and solutions with colleagues to develop positive relationships.

### **Senior Pastoral Lead/Heads of Year**

It is expected that the senior pastoral lead/heads of Year will support in the following ways:

- Have an overview of behaviour incidents in their relevant year groups and use this to trigger monitoring as outlined in this policy.
- Support form tutors in their role.
- Initiate contact with parents where there is cause for concern and report positively.
- Ensure that staff involved in disciplinary matters have some feedback on outcomes.
- Liaise with the SENCO to ensure that the needs of students in their year groups are met effectively with the result that negative behaviours reduce for students with SEN.

- Reinforce codes of conduct on a regular basis through year group assemblies
- Proactively manage behaviour in the academy through active duty.
- Prevent issues recurring through ensuring that effective Restorative Justice has taken place.

### **Duty Team Leaders**

It is expected that duty team leaders will support in the following ways:

- Ensure that members of his/her duty team are aware of where they should be and when.
- Monitor that duties are being carried out effectively with staff clear of the expectations for active duty e.g. encouraging all duty staff to praise/challenge students via their conduct cards.
- Support duty team members when faced with difficulties in enforcing good behaviour.
- Liaise with other duty team leaders as appropriate.
- Ensure that staff involved in disciplinary matters have some feedback on the outcomes.

**Leadership Team/Senior Leadership Team** Members of the leadership team support in the following ways:

- Support all staff as and when required.
- Be available to take regular assemblies to reinforce the expectations and policies of the academy.
- Actively patrol the academy when on call to help prevent behaviour incidents escalating and to deal with disciplinary problems as quickly as possible.
- Provide the means for individual children to be able to reflect whilst away from the rest of the academy when the situation requires this.
- Communicate directly with parents over serious cases.
- Ensure that students encountering difficulties and/or being at risk of suspension/disaffection receive appropriate provision.
- Prepare papers for consideration by the head of school and chair of governors as appropriate.
- Ensure that staff involved in disciplinary matters have some feedback on the outcomes.

## **31. Appendix 2 – Behaviour Curriculum**

# Magnus Academy Behaviour Curriculum



<b>Rationale</b>	Here at Magnus, we recognise that students arrive from diverse backgrounds where habits, routines and normal behaviours in their homes, communities and within previous education settings, vary significantly. We recognise that, since all students have different experiences and influences, we can't expect that they know how we expect them to behave.
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	Our behaviour curriculum provides an ever evolving route map which helps support the needs of our students. It provides a clear and sequential pathway through which we can help support our students to be successful citizens and learners.
<b>Intent</b>  Our behaviour aspirations for Magnus students	<p>Our behaviour curriculum is intended to provide absolute clarity, for both staff and students, through outlining these behaviours and helping our students to establish positive routines which will both make them feel a sense of belonging as a Magnus student whilst ensuring they exhibit the positive behaviours which will allow them to focus on learning.</p> <p>At Magnus Church of England Academy, we strive to ensure that exemplary behaviour is an unspoken expectation for all. Our behaviour curriculum is based around</p> <ul style="list-style-type: none"> <li>• Teaching, not telling behaviour, children how to behave</li> <li>• Ensure all adults are calm, consistent and fair in applying our behaviour policy</li> <li>• Having clear and concise expectations, routines, rewards and sanctions that everyone follows</li> <li>• Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see</li> <li>• Fostering positive and respectful relationships to allow a supportive and trusting system to flourish</li> <li>• Adapting our approaches where necessary, to support students with specific needs</li> </ul>

<p><b>Implementation</b></p> <p>How we teach Magnus students to behave</p>	<p>We believe that, in order for students to behave well, they must not only be taught explicitly, but be given ample opportunity to rehearse, practise, and refine their behaviour. To this end, we provide dedicated time for staff to deliver the curriculum.</p> <p>To do this, we explicitly teach positive behaviours to all students so as to enable them to understand what behaviour is expected and what is unacceptable.</p> <p>The curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.</p> <p>Routine will be used to teach and reinforce the expected behaviours of all students and consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.</p> <p>We recognise that some students have additional needs and we make appropriate and reasonable adjustments to routines for these students .</p> <p>In order to create a culture where students feel safe and are enabled to learn in an environment where teachers are able to teach without disruption, it is important that all staff maintain high expectations consistently as outlined within the behaviour curriculum.</p>
<p><b>Process</b></p> <p>Our process for teaching behaviour explicitly is as follows</p>	<p><b>Identify</b> – the behaviour we expect</p> <p><b>Model</b> - Explicitly teach the behaviour</p> <p><b>Practise</b> – repeatedly review and reinforce expected behaviours</p> <p><b>Notice</b> – recognise and reward exemplary behaviour</p>
<p><b>Roles and responsibilities</b></p>	<p>All staff will:</p> <ul style="list-style-type: none"> <li>• Implement our behaviour policy in a fair and consistent manner</li> <li>• Apply sanctions fairly and consistently for any student who fails to adhere to the expectations outlined within the behaviour policy</li> <li>• Recognise good conduct outside the classroom by signing Conduct Cards</li> <li>• Recognise and reward students within the classroom (aim for 5 positives for every negative sanction)</li> <li>• Actively promote a sense of belonging for all students by ensuring strong habits and routines are embedded</li> <li>• Model and uphold exemplary behaviour which is in-line with our Magnus Values</li> <li>• Establish positive relationships with students and help them to feel a sense of belonging</li> </ul> <p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> <li>• Lead by example</li> <li>• Review the policy regularly</li> <li>• Remind staff and students of the expectations regularly</li> </ul>

To fully appreciate the culture and climate which we aim to create at Magnus, it is important to understand our vision and mission.			
<b>Vision</b>	The end 'goal'.	Develop people of good <b>character</b> who achieve <b>excellence</b> and make a positive contribution to their <b>communities</b> .	In order to achieve our vision, we set the highest expectations for all students both within and outside the classroom. As a Christian community, we place an emphasis on creating a culture of respect, trust and support where positive learning environments allow our students to feel safe and secure and make excellent progress.
<b>Mission</b>	What we do to help us reach our goals and achieve our vision	Magnus students develop the knowledge, skills and character to live happy, healthy and successful lives All are included and work hard to fulfil their potential regardless of background or starting point Student choices are not limited by self-belief, opportunity or circumstance.	We understand that high standards of behaviour need to be learnt so expect every member of staff to model these behaviours in every interaction. We expect staff and students to consistently demonstrate our Core Values to ensure a calm and orderly learning environment is maintained at all times. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage
			repetition.

All of what we do and how we act at Magnus, is underpinned and driven by our Core Values:				
<b>Determination</b>	<b>Integrity</b>	<b>Ambition</b>	<b>Humility</b>	<b>Compassion</b>
Have the courage to work hard and keep going with a relentless drive to achieve excellence.	Have the strength of character to choose honesty and truth at all times and be accountable for our actions.	Have the belief and drive to succeed, placing no limits on what can be achieved	Recognise and respect the value of everyone and celebrate success together.	Comfort and support all those in need and offer grace to all in our community.

<i>"Run in such a way that you may win" 1 Corin 9 v 24</i>	<i>" We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of man" 2 Corin 8 v21</i>	<i>" I can do all things through Christ who strengthens me" Phillips 4 v 13</i>	<i>"Be completely humble and gentle; be patient, bearing with one another in love"</i>	<i>"Be like minded, be sympathetic, love one another, be compassionate and humble" 1 Peter 3 v 8</i>
<b>Rewards and celebrating achievements</b>	<p>Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.</p> <p>Our reward system is intended to:</p> <ol style="list-style-type: none"> <li>1. Recognise, reinforce and normalise the expected behaviours</li> <li>2. Celebrate examples of over and above behaviours</li> <li>3. Motivate students to adapt their behaviour for the better</li> </ol> <p>Staff are proactive and place a heavy emphasis upon recognising and rewarding excellent behaviour and are encouraged to issue 5 positives for every negative. At Magnus, staff use positive reinforcement and, through a combination of verbal praise and extrinsic rewards we aim to normalise good behaviour and show our students that we have recognised their actions and that they are valued.</p> <p>Staff are encouraged to praise to normalise the expected behaviours whilst encouraging and motivating students to repeat good behaviour. Our staff will aim to issue rewards and ensure these are connected to a specific behaviour. Rewards are communicated to parents via Class Charts.</p> <p>At the end of each term, the whole school comes together to recognise our students and celebrate their achievements during the rewards assembly.</p>			
<b>Reward system</b>	<p>Our reward system is extensive and includes I-Choose Reward points which can be used to purchase from the rewards store on Class Charts. In addition, staff issue an I-Choose Gold Card to a student each lesson to recognise them demonstrating a particular value. Students receive a card which also enters them into an end of term draw. During 'Gold Rush Week', which takes place on the 3<sup>rd</sup> week of each half term, staff issue 3 cards out each lesson.</p> <p>Conduct Cards are used to recognise out of classroom positive behaviours and, upon receiving five signatures, students receive 25 I-Choose points. SLT commendation cards are also used to recognise those students' who are</p>			
	demonstrating excellence.			

Consequences	<p>Whilst we believe that all of our students are capable of excellent behaviour, we accept that there will be situations where students fail to meet our high standards when it comes to behaviour and there will be consequences for not doing so. Sanctions are issued to a) ensure students know that they matter, their actions matter and we encourage them to think about their behaviour and adapt in it future and b) to ensure that the wider school community recognises that there are boundaries and consequences for any misbehaviour.</p> <p>Where negative behaviour is present, staff members will first resort to deescalation strategies to diffuse the situation.</p> <p>This may include using a calm, non-confrontational tone together with simple, direct language or simply reassuring the student and creating an outcome goal. Staff will explicitly explain the expectations and outline the potential consequences of not meeting these expectations whilst providing the opportunity to make the correct choice. Positive framing of behaviours is used to help direct the student to make the correct choice with a consequence being one of the options. The principal role of consequences is to support learning by tackling and dealing with low level disruptive behaviour.</p>
Consequences pathway	<ul style="list-style-type: none"> <li>• Verbal Warning – First negative choice. Staff member will explain the negative behaviour and use positive framing to encourage and direct the student to make a positive choice.</li> <li>• Yellow Card – Second negative choice. Staff member will reiterate expectations and provide clear direction to avoid further escalation.</li> <li>• Red Card – Third negative choice - Removal to another room within the faculty or Room 30 and a 45-minute detention is issued for the following day.</li> </ul> <p>Having issued a red card, the staff member will host a restorative conversation to reflect upon the behaviours observed and ensure a positive start to the next lesson. In addition, they will also phone home to call upon parental support in helping re-direct the student.</p> <p>If a student, receives two red cards on the same day, receives 4 yellow cards in a day, or receives more detentions than they are unable to serve within the week, they will be placed in the 'Isolation Room' for the following day.</p>
Restorative Conversations	<p>Having failed to meet a behaviour expectation, an essential element of what we do at Magnus is hosting a restorative conversation. This conversation is hosted by the teacher and its aims are:</p> <ul style="list-style-type: none"> <li>• To maintain the relationship</li> <li>• Ensuring respect remains</li> <li>• Allow the student to recognised their wrongdoing and take responsibility for their actions</li> <li>• Direct the student on how to adapt their behaviour</li> </ul>

	<ul style="list-style-type: none"> <li>• Allow for the student to reintegrate back into the following lesson The following prompts are used to help guide the conversation:</li> <li>• What happened and what were you thinking at the time?</li> <li>• What have you thought since the incident?</li> <li>• Who has been affected and in what way?</li> <li>• What do you need to do differently next time to make things right?</li> </ul>
<b>At all times throughout the school day</b>	
<b>Students will..</b>	<b>School adults will</b>
Wear the correct Magnus Academy uniform with pride Abide by the strict 'no mobile devices and electronic devices policy' Respect difference and recognise that we are all equal Refrain from using any foul or abusive language of any kind Be compassionate and respectful towards others Be polite and demonstrate good manners to everyone	Reward students who uphold high standards by signing conduct cards Challenge students who fail to meet standards and sign conduct cards Confiscate jewellery or mobile devices Challenge any behaviour which doesn't fall within Magnus Values
<b>Why we expect this behaviour..</b>	<b>Sanctions/consequences for not following expectations</b>
To support all students to be upstanding members of the wider community To support students to develop positive character traits	Conduct Card signature Confiscation of banned items - escalation policy enues
<b>At the start of the day</b>	
<b>Students will..</b>	<b>School adults will</b>
Arrive at school on time (no later than 8:25am), every time enter buildings quietly and calmly Ensure they are appropriately dressed in full Magnus Uniform prior to arriving at school Make their way directly to Period 1 and immediately commence the 'Do Now' task at 8:30am.	Greet students as they arrive at school/their lessons Engage with students and encourage them to proceed towards their lessons at 8:27am. Ensure a calm, purposeful start (Do Now) to the lesson is prepared and ready to hand out as students enter
<b>Why we expect this behaviour..</b>	<b>Sanctions/consequences for not following expectations</b>
To provide a calm, purposeful start to the day with minimal disruption To ensure all students are ready to learn Students feel valued and welcome as we set a positive tone for the day ahead	Positive reinforcement and reminders of expectations Apply the behaviour policy Late Room during Period 1 if arriving beyond 8:30am coupled with a break detention Conduct card signature for any uniform



There are various occasions, locations and times of the day when we expect our students to exhibit certain behaviours. Outlined below are the specific expectations for both staff and students, together with the reasons why we expect these behaviours and the consequences for not meeting them

	infringements
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In the classroom	
Students will..	School adults will
<p>enter the classroom calmly and sensibly when instructed to do so ensure they are fully equipped and ready for learning</p> <p>look after any school property respect peers and listen to their contributions Commit to always being a 'STAR' learner (Sit up straight; Track the speaker/whiteboard/text; Ask questions; Respond (using full sentences) like a scholar abide by 'Six to Start' and commence the Do</p> <p>Now Activity in silence</p>	<p>Establish arrival and entry routines</p> <p>Implement seating plans and direct students to their seats upon entering</p> <p>Ensure resources are prepared</p> <p>Role model and explicitly teach the appropriate learning behaviours</p> <p>Regularly revisit/remind students of expected behaviours</p> <p>Provide clear instructions and repeatedly remind students of the behaviour expectations throughout the lesson</p> <p>Consistently uphold high expectations in relation to PRIDE</p>
Why we expect this behaviour..	Sanctions/consequences for not following expectations
<p>To create an environment which optimises student learning</p> <p>To promote students' pride in their work</p> <p>To foster a positive climate for learning</p>	<p>Challenge any low-level disruption and use positive framing to recognise and provide affirmation to those who meet expectations</p> <p>Apply the behaviour policy consistently and fairly</p>

During break and lunch time (outside)	
Students will..	School adults will

<p>Walk calmly and sensibly around school site</p> <p>Interact appropriately with peers by showing respect and being mindful of personal space</p> <p>Seek support from duty staff if/when needed</p> <p>Respect the environment and ensure litter is placed in bins</p> <p>Refrain from using any foul or abusive language of any kind</p> <p>Remain in designated social areas within the boundaries of our site</p> <p>Respect our community by remaining clear from adjacent housing areas</p> <p>Respond immediately to whistle which signifies the end of break/lunch. Upon hearing this proceed immediately to lesson</p>	<p>Arrive at the designated duty position on time</p> <p>Remain on duty for the duration of break/lunch</p> <p>Actively engage with students</p> <p>Supervise students to ensure they all feel safe and supported</p> <p>Model and encourage exemplary behaviour</p> <p>Positive reinforcement and reminders of expectations</p>
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<b>Why we expect this behaviour..</b>	<b>Sanctions/consequences for not following expectations</b>
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We want all Magnus students to feel safe and enjoy their free time within a safe and	Conduct card signature Removal of break time
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calm environment	Apply behaviour policy for serious infringements
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### **In the Eatwell**

<b>Students will..</b>	<b>School adults will</b>
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<p>Queue sensibly for their food</p> <p>Sit no more than 6 to a table</p> <p>Use quiet voices whilst eating</p> <p>Demonstrate good table manners</p> <p>Clear away plates and trays when finished</p>	<p>supervise and help ensure students enjoy a peaceful dining experience serve high quality food</p> <p>Model and encourage exemplary behaviour</p> <p>Display humility by cleaning tables and collecting trays</p>
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<b>Why we expect this behaviour..</b>	<b>Sanctions/consequences for not following expectations</b>
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We want all Magnus students to be provided high quality, nutritious food, to support them to live a healthy lifestyle We aim to provide a safe and calm environment for them to enjoy their meal	Conduct card signature Removal of break time
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### **In the corridors.. (and between lessons)**

<b>Students will..</b>	<b>School adults will</b>
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walk calmly and sensibly around school site Walk on the left hand side in single file when indoors line up quietly and sensibly in single file when we arrive at our classroom ensure we transition swiftly between lessons	Patrol corridors whilst on duty Remind students to walk calmly in single file on the left Model the expected behaviour at all times Teach the expectations to students (and re-visit intermittently)
<b>Why we expect this behaviour..</b>	<b>Sanctions/consequences for not following expectations</b>
We want all Magnus students to feel safe whilst transiting the building We want to prepare students to arrive at their lesson in a calm manner to demonstrate that they are prepared for learning	Conduct card signature

<b>Act of Worship (including entering)</b>	
<b>Students will..</b>	<b>School adults will</b>
Arrive within 3 minutes of being dismissed from the previous lesson Assemble sensibly at their tutor group line in alphabetical order Acknowledge and respond to the teachers raised hand by raising their arm whilst facing forwards in silence Enter the hall in silence and take their seat Ensure their coat is removed Respect the person(s) delivering the AoW by tracking them	Tutors will register their tutor groups and check uniform standards Tutors will model exemplary behaviour and remind students of the expectations SLT will oversee and support the AoW Insist on high standards and move anyone to the back of the room if they are failing to meet these standards
Remain silent throughout the AoW Be humble by celebrating the success of others (clapping sensibly) Remain in silence as one row at a time is dismissed	
<b>Why we expect this behaviour..</b>	<b>Sanctions/consequences for not following expectations</b>
Act of Worship provides a safe space and an opportunity for students and staff to come together and reflect upon chosen weekly topic. To provide this, we insist upon the highest standards and promote a calm and purposeful atmosphere where exemplary behaviour is the expectation of all students	Conduct card signature Removal of break detention

#### **Outside of school (and at the end of the day)**

<b>Students will..</b>	<b>School adults will</b>
Leave school calmly and sensibly Ensure mobile devices are turned off and out of site until you are off school premises Continue to wear all uniform correctly Consider road safety at all times Be polite and courteous to members of our community Walk bikes out of the school premises	Monitor and support students as they depart classrooms and leave school site Oversee road safety and challenge any unsafe behaviour
<b>Why we expect this behaviour..</b>	<b>Sanctions/consequences for not following expectations</b>
To ensure students are safe as they leave site To support all students to be upstanding members of the wider community To support students to develop positive character traits	Conduct card signatures Liaising with parents/carers/outside agencies where appropriate