

# Behaviour policy

Mulberry Stepney Green School

<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2023
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## Contents

1. Aims .....	3
2. Legislation and statutory requirements.....	3
3. Definitions .....	3
4. Bullying & Child-on-Child Abuse.....	5
5. Anti-bullying .....	6
6. Roles and responsibilities .....	8
7. Pupil code of conduct .....	9
8. Home-School Agreement .....	9
9. Rewards and sanctions .....	10
10. Behaviour management .....	12
11. Pupil transition .....	16
12. Training.....	16
13. Monitoring arrangements.....	16
15. Links with other policies.....	16
Appendix 1: Mulberry Schools Trust - Behaviour Management Aims & Principles .....	17
Appendix 2: Low Level Incidents – Behaviour Escalation Stages .....	18
Appendix 3: Serious Incidents – Behaviour Escalation Stages .....	19
Appendix 4: Mulberry Stepney Green Sixth Form Standards .....	20
Appendix 5: Home-School Agreement .....	21

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## 1. Aims

The schools behaviour policy has been developed in line with Mulberry Schools Trust aims and principles of behaviour management (**See Appendix 1**)

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

## 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](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils 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. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism - including the damaging of school equipment
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers including e-cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying & Child-on-Child Abuse

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Causing feelings of distress, loneliness or lack of confidence

Bullying & Child-on-Child Abuse can include:

TYPE OF BULLYING/CHILD-ON-CHILD ABUSE	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, upskirting or sharing nudes and semi-nudes
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, offensive language, spreading rumours or making threats
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school adopts a zero-tolerance approach and will ensure that all incidents of bullying are met with a suitable response, and never ignored.

## 5. Anti-bullying

Details of our school's approach to preventing and addressing bullying are set out below:

### ➤ How pupils, parents can report incidents of bullying

- Pupils can report bullying in several different ways:
  - Speak to their form tutor, class teacher, assistant head of year or head of year
  - Speak to any member of staff in the school, if they are feeling unsafe
  - Submitting a summary of their concerns via the SRS Box in the school library
  - Submit a bullying incident form via their year group site on MS Teams
- Parents can also report bullying in several different ways:
  - Calling into school and speaking with their child's form tutor, class teacher or head of year
  - Arranging a meeting with their child's form tutor, class teacher or head of year
  - Emailing their concerns into school, remembering to include their child's Name & Form (for identification purposes) to [mail@mulberrystepneygreen.org](mailto:mail@mulberrystepneygreen.org)

### ➤ How the school investigates allegations of bullying

- The school takes all incidents of bullying very seriously and will investigate by:
  - The member of staff leading the investigation will speak with all the pupils, parents concerned
  - The school will endeavour to keep parents informed of any updates, during the investigation
  - Referring to any other evidence, which may be relevant
  - Make a judgement and identify any appropriate sanctions for the perpetrator and any appropriate support for the victim
  - Where, further action is appropriate the school may also inform the school's police liaison officer or Tower Hamlets Multi-Agency Support Hub to access further guidance and support

### ➤ How the school records, analyses and monitors incidents of bullying

- All behaviour incidents are logged onto the school's Management Information System (See Appendix 4 for more details on how to log incidents)
- The data related for all behavioural incidents is analysed and monitored by relevant staff on a termly and annual basis. The data is also reviewed in annual self evaluations carried out by heads of department and heads of year
- The school also reports all incidents of bullying to the borough on a case by case basis

### ➤ **Sanction procedures (See Section 9 for further details on sanctions)**

- The school has a range of sanctions that it utilises for incidents of bullying on a case-by-case basis. This includes:
  - Permanent exclusion
  - Fixed term home suspension
  - Fixed term in the internal inclusion room and an extension to the schools day, until 4pm
  - Headteacher detention
  - Head of Year, Head of Department or Teacher detention
  - A period of lunchtime supervision
  - Enrolment into Anti-Bullying / Behavioural workshop or 1:1 mentoring to address a specific concern
  - Where appropriate, referral to Special Educational Needs department for further assessment of needs
  - counselling
  - Referral to external agencies to access further specialist support, where appropriate and relevant

### ➤ **How the school supports pupils who have been bullied, and those vulnerable to bullying**

- The school has access to a range of support services to support victims:
  - Mediation between victim and perpetrator and parents, which may involve the schools police liaison officer
  - Access to a professional school counsellor
  - Access to a school-based social worker
  - Access to a school-based mentor for work around emotional needs and confidence building
  - Referral to NHS wellbeing service for low level anxiety and stress related needs
  - Referral to external agencies to access further specialist support

### ➤ **Whole-school proactive strategies to prevent bullying**

- The school is continuously refining and further developing its preventative measures. The school has the following strategies in place;
  - Active encouragement from tutors, class teachers and head of year to report any concerns to staff and reassurances for the victim
  - Weekly year group assemblies to address concerns and to serve as a reminder of the schools expectations
  - Various special assemblies - led by student voice to raise awareness of anti-bullying related strategies
  - Pupil surveys to gauge views of pupils and how safe they feel in school. Responses are analysed and relevant actions implemented
  - Posters around the school – to raise awareness of anti-bullying and information on ‘How to report a concern’
  - Staff training to increase awareness of preventative strategies
  - The schools PSHE curriculum extensively addresses issues around bullying across all year groups

## 6. Roles and responsibilities

### 6.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 6.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The headteacher will ensure that the data from the behavioural incidents is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### 6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently (**See Appendix 2 & 3 for Behaviour Escalation Stages**)
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents – all incidents regarding behaviour & conduct are recorded on the schools Management Information System

The senior leadership team will support staff in responding to behaviour incidents. All heads of year have a senior leadership link to provide guidance and support

### 6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil 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 head of year promptly



## 7. Pupil code of conduct

Pupils are expected to:

- Attend school every day
- Be on time to registration and all lessons
- Wear the correct uniform at all times –
  - **Jewellery (Girls)** - Only ONE pair of earrings permitted. No other jewellery permitted (i.e. necklaces, bracelets & bangles, anklets).
  - No other body piercings permitted
- **Jewellery (Boys)** - No jewellery or piercings of any sorts permitted
- **Makeup is not allowed**
- **Patterns, grooves or shaved lines are not allowed in hairstyles**
- **Blazer must be worn & shirt tucked in at all times**
- **All Boys must wear a BELT with their trouser**
- Treat staff, pupils & visitors with respect and consideration – **Racist, sexist, homophobic and other forms of discriminatory behaviours are completely unacceptable**
- Behave in an orderly and self-controlled way – Violence and aggression are always unacceptable
- Treat the school buildings and school property with respect – **Chewing gum is not allowed on site**
- Move quietly around the school
- In class, make it possible for all pupils to learn
- Ensure all homework is completed and submitted on time
- Adopt a '**Can Do**' mindset, as a oppose to 'Can't Do' or 'Won't Do'
- Prepare effectively for all assessments and examinations
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Report any incidents of misbehaviour or bullying to a member of staff

In the sixth form pupils are expected to follow the Sixth form standards – **(See Appendix 4 for Sixth form standards)**

## 8. Home-School Agreement

The home-school agreement outlines the schools and parents' commitment to support the pupil and outlines the pupil's commitment in adhering to the schools' rules.

All parents and pupils are expected to sign and agree to the schools home-school agreement, when they are enrolling into the school.

**(See Appendix 5 for the home-school agreement)**

## 9. Rewards and sanctions

When considering the behaviour of any pupil with SEND or safeguarding need, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND or safeguarding need. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

### 9.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Positive behaviour points
- Letters or phone calls home to parents
- Positive praise postcards sent home to parents
- Special responsibilities/privileges
- Certificates and Merits awarded on a termly basis in a formal awards assembly

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime (maximum 25 minutes), or after school (maximum 20 minutes without informing parents, for longer detentions parents to be given a minimum of 24 hours' notice)
- Referring the pupil to the tutor, head of department or head of year
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- A period of lunchtime supervision
- Putting a pupil 'on report'
- Pupils who do not attend a given detention may also be sent to the Internal Inclusion Room
- We may use the Internal Inclusion Room in response to serious or persistent breaches of this policy. Pupils may be sent to the Internal Inclusion Room during lessons if they are disruptive, they will be expected to complete their work in isolation and the end of the school day may also be extended until 4pm
- Referral to our in-school counsellor, social worker or mentor
- Referral to re-integration programme
- Risk assessment & safety plan – involving curriculum changes
- Referral to external agencies for further specialists' support
- Fixed term home suspension
- Permanent Exclusion

### 9.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information, which can be found on the schools' website.

### 9.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

### 9.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 10. Behaviour management

### 10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and/or their own classroom rules
- Have a relevant seating plan that meets the individual needs of each specific class and learning environment
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 10.2 Out of class management

Staff presence around the school deters unacceptable behaviour.

Where possible staff should be a presence on the corridors at lesson changeover and help clear the corridors.

Incidents that occur outside the classroom should be logged in accordance to the procedure outlined in the Behaviour Escalation Stages (**See Appendix 3 for Out of Lesson Incident Procedure**)

### 10.3 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment
- Ensure the safety of staff and pupils in the classroom

### 10.4 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 10.5 Pupil Searches

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance).

Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance).

### Who can conduct a search and when:

Along with the headteacher, the following staff have been authorised to carry out a search;

- Deputy Headteachers
- Assistant Headteachers
- Qualified Teaching staff
- Pastoral support officers

### What can we search for:

- **Any items with the pupil's informed consent**, i.e. The pupil agrees to the search
- **Prohibited or banned items, with or without the pupil's consent.** This is when the authorised staff member has 'reasonable grounds' to suspect that the pupil may have a prohibited or banned item (listed in section 3)

### What is 'reasonable grounds'?

The authorised staff member may have reasonable grounds to suspect a pupil has a prohibited item as a result of;

- Hearing the pupil or other pupils talking about an item
- Being told directly of an item
- Seeing an item
- Noticing a pupil behaving in a way that causes you to suspect that they are concealing an item
- Using CCTV footage to decide whether to search for an item

### Under law:

- The person carrying out the search **must** be the same sex as the pupil being searched
- There **must** be another member of staff present as a witness to the search
- The member of staff witnessing the search must also be the same sex as the pupil being searched, **if this is reasonably practicable**

### The only exception to this is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

When an authorised staff member conducts a search without a witness, they should immediately report it to the pupils Head of year and make sure that a record is kept (This will be logged by the head of year in our safeguarding system)

### **How we will conduct a search**

The headteacher or authorised staff member will:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it
- Always seek the pupil's cooperation

### **If a pupil refuses to cooperate**

In this case, the authorised member of staff will first consider why this is, and act proportionally.

### **If the pupil still refuses to cooperate, the authorised staff member;**

- May sanction, in line with our behaviour policy
- Seek advice from the headteacher, DSL or pastoral member of staff. During this time, the pupil will be supervised somewhere away from other pupils
- Assess whether it's necessary to use reasonable force to conduct the search, in order to prevent the pupil from harming themselves or others, damaging property or causing disorder.

### **What we will search**

The pupil will be searched in an appropriate location that offers privacy from others

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes: Gloves, Scarves, Shoes

The pupil will **not** be asked to take off any further items of clothing.

Authorised staff can search lockers, desks and bags in the presence of the pupil and another member of staff (except in cases where there's a risk of harm and where it's not reasonably practicable to summon another member of staff - see section above on who can conduct a search for more detail).

### **Recording searches**

The school will make a record in our safeguarding system of;

- Any searches for prohibited items
- Any search conducted by police officers

### **Prohibited Items Search**

The school will carry out periodic prohibited item(s) searches, in which a pupil will be asked to show the contents of their bags and outer clothing to ensure pupils are not carrying/bringing any prohibited items into school.

The periodic prohibited item(s) searches are carried out to, help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

The periodic searches will only be conducted by tutor(s), pastoral support officers and senior teachers, who are all authorised to carry out searches by the headteacher.

## **10.6 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

## 10.7 Use of Mobile Phones, Headphones/Earphones

Whilst the school accepts that smartphones, tablets, headphones/earphones are now part of everyday life. We would discourage children from bringing them into school as they can be a distraction, If however it is absolutely necessary for any child to bring a smartphone, headphones/earphones to school it must be switched off at all times throughout the school day.

If a smartphone, tablet or headphones/earphones is/are being used during a lesson, break or lunchtime, it will be confiscated by the member of staff present at the time of the incident and will be returned to the pupil either at the end of the school day or a parent/guardian maybe contacted to come and collect the device from school on a given date.

If a member of staff suspects a device is being misused, may cause harm, undermine the safe environment of the school or maybe used to commit an offence then they may examine the data or files on the device.

Misuse of the device in school or repeated misuse, may also result in a further school sanction.

The school will not accept responsibility for loss, theft, or damage to any smartphone, tablet, headphones/earphones brought into school.

*For further information on confiscation/searching of mobile phones in schools, parents can also refer to the website [lawstuff.org.uk](http://lawstuff.org.uk)*

## 10.8 Non Uniform Items

The schools uniform policy clearly outlines what is and what is not allowed in relation to school uniform.

If a pupil is wearing, any item that is contrary to the schools acceptable uniform policy, they will be asked to remove the item immediately and ensure it is not brought into school again.

Where a pupil continues to wear an item(s) of clothing that is not allowed, this will result in the item being confiscated for a period of time, which will be at the discretion of the member of staff and may only be returned to a parent/guardian.

Repeated contravention of the schools uniform policy may also result in a further school sanction.

## 10.9 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

## 10.10 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 11. Pupil transition

To ensure a smooth transition to the school and through subsequent years, behaviour is continually monitored to ensure the right support is in place. Information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. In addition, staff members hold transition meetings.

## 12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and thereafter on an annual basis on the first day of term.

Behaviour management & safeguarding training is also delivered as part of the schools training days.

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour in the school. At each review, the policy will be approved by the governing body.

## 15. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy



## Appendix 1: Mulberry Schools Trust - Behaviour Management Aims & Principles

A school environment needs to provide safety, security and mutual respect for all; we believe that all pupils have the right to learn and all staff the right to work effectively. All members of the Trust community share responsibility for implementing behaviour management policy consistently and fairly in the classroom and around the school.

Through its approach to behaviour management, the Trust aims to:

- promote good behaviour, self-discipline, courtesy and respect;
- create an environment and instil behaviours which enable successful learning and teaching;
- uphold the safety and security of all individuals within the school community and prevent bullying;
- provide clarity for pupils, staff and parents/carers and confidence that the school's behaviour management system and its procedures are consistently applied;
- provide pupils with a framework for making informed choices about their own actions;
- support all staff in managing behaviour fairly and consistently;
- ensure that any underlying causes of disruptive behaviour are identified and addressed with appropriate support from school staff and external agencies.

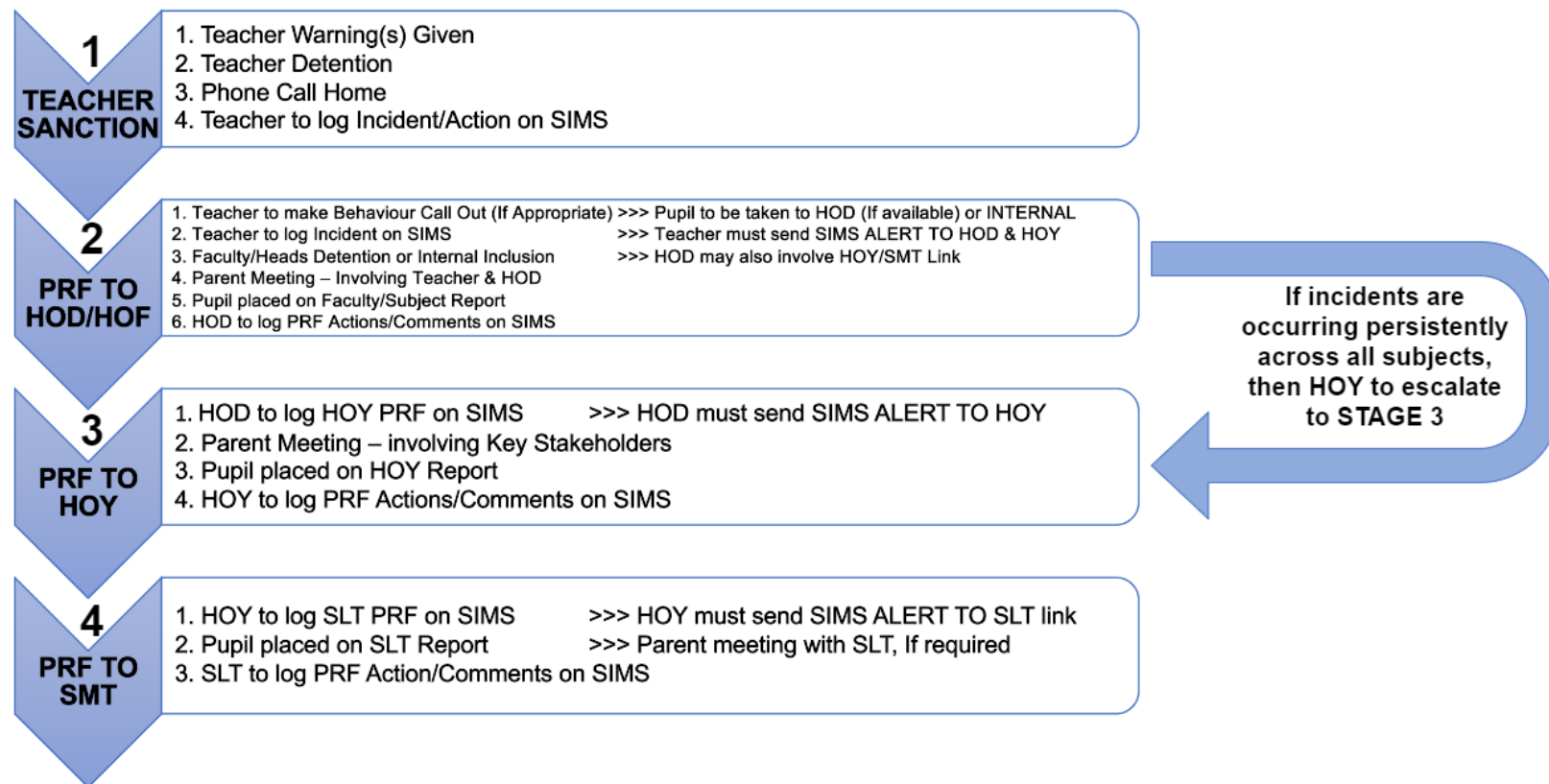
To achieve its aims above, the Trust has established the following principles:

- Every member of Mulberry Schools Trust is of equal value, whatever their race, gender, class, ability, learning need, sexual orientation, age or religion.
- All pupils' achievements are recognised and valued.
- The Trust community builds positive and genuine relationships through respect and empathy.
- Positive behaviour stems from a well-structured curriculum, high-quality teaching and a safe, predictable learning environment.
- Positive behaviour is taught through a system of clear rules, meaningful rewards and a hierarchy of consequences.
- Pupils are supported in developing self-confidence, self-awareness and self-discipline and are rewarded for making positive choices about their behaviour and taking responsibility for their own actions.
- Pupils experience staff implementing strategies fairly, and staff are able to support each other within and across departments.
- Pupils and staff benefit from restorative approaches.
- Pupils, staff, parents/carers and governors are all involved in ensuring our standards of behaviour are accepted and maintained.

## Appendix 2: Low Level Incidents – Behaviour Escalation Stages

# LOW LEVEL INCIDENTS BEHAVIOUR ESCALATION STAGES

*e.g. name calling, failing to following instructions, constant talking, shouting out, teasing, truanting, no work, no homework*



### Appendix 3: Serious Incidents – Behaviour Escalation Stages

## SERIOUS INCIDENTS BEHAVIOUR ESCALATION STAGES

*e.g. aggressive behaviour, fighting, bullying, swearing at staff, persistent truanting, racism, discrimination*

**1**  
**PRF TO  
HOY**

1. Teacher to make Behaviour Call Out >>> Pupil to be taken to HOY (If available) or INTERNAL
2. Teacher to log HOY PRF on SIMS >>> Teacher must send SIMS ALERT TO HOY & HOD
3. Parent Meeting – involving Key Stakeholders >>> HOY may also involve HOD/SMT Link
4. Pupil placed on HOY report
5. HOY to log PRF Actions/Comments on SIMS

### OUT OF LESSON INCIDENT PROCEDURE

1. TEACHER TO SPEAK TO STUDENT REGARDING MISBEHAVIOUR, GIVE APPROPRIATE SANCTION, CALL PARENTS AND **LOG ON SIMS**
- OR
2. TEACHER TO LOG PRF TO HOY ON SIMS, WHICH WILL BE FOLLOWED UP BY HOY

### COLLECTING EVIDENCE

AT ALL STAGES OF ESCALATION, THE MEMBER OF STAFF RAISING THE INCIDENT MUST TAKE STATEMENTS FROM PERPETRATOR, VICTIM AND WITNESSES IMMEDIATELY, WHERE THIS IS POSSIBLE & APPROPRIATE

## Appendix 4: Mulberry Stepney Green Sixth Form Standards

### Attendance & Punctuality

- ✓ We maintain 100% attendance to Sixth Form and lessons.
- ✓ We are never late to Sixth Form or lessons.
- ✓ We are proactive when we need to catch up on missed learning or homework issued (due to illness or appointments).

### Commitment to Learning

- ✓ We positively engage in Independent Study at home and sixth form.
- ✓ We actively engage in recovery, intervention and enrichment opportunities.
- ✓ We prepare effectively for all assessments and examinations.

### Uniform

- ✓ We present in professional business attire or subject related uniform at all times.
  - ✓ Blazer
  - ✓ Trousers / Skirt
  - ✓ Formal Shirt
  - ✓ Shoes (which can be polished)
  - ✓ Tie (at formal events)

### Prepared for Learning

- ✓ We arrive to every lesson with our folders and equipment.
- ✓ We prepare for our next lesson (reading, research etc.).
- ✓ We ensure our mobiles phones are switched off at the start of the lesson.

### Healthy Habits

- ✓ We regularly engage in physical activity to improve our concentration, progress and overall wellbeing.
- ✓ We maintain a healthy diet, avoiding unhealthy habits, improve our health and overall wellbeing.

### Respect

- ✓ We respect everyone at our sixth form and in our local and wider community.
- ✓ We support one another to achieve academic excellence and maintain personal wellbeing.

### Attitudes towards Learning

- ✓ We put in 100% effort into our classroom learning.
- ✓ We take pride in the presentation of our classwork, folders and books.
- ✓ We remain productive at all times.

### Behaviour and Manners

- ✓ We exemplify outstanding behaviour at all times, to be positive role models for the rest of the school.
- ✓ We speak professionally and politely at all times to both staff and students.

### Homework & Assignments

- ✓ We put 100% effort into all of our homework and assignments.
- ✓ We work hard to ensure all homework is submitted on time and assignments on deadlines.
- ✓ We take pride in the presentation of our homework and assignments.

## Appendix 5: Home-School Agreement



### Mulberry Stepney Green Maths, Computing & Science College Home School Agreement 2023/2024

<b>As a school we will ...</b>					
<b>SCHOOL</b>	<ul style="list-style-type: none"> <li>• Teach children a set of subjects that will prepare them well for their future lives</li> <li>• Set appropriate work which will be assessed regularly to support your child's progress</li> <li>• Help your child to become a successful, independent learner</li> <li>• Provide a homework timetable and set homework accordingly</li> <li>• Tell your child what he/she needs for lessons</li> <li>• Provide each child with a school planner to support progress and communication with families</li> <li>• Insist on excellent attendance and punctuality and take action when necessary. This may result in the child losing his/her place following unauthorised holiday / leave of absence</li> <li>• Insist that correct school uniform is worn at school and between home and school</li> <li>• Be clear as to standards of behaviour expected at school and in public and refuse to accept violent or abusive behaviour</li> <li>• Provide the appropriate support for children with Special Education Needs (SEN)</li> <li>• Ensure pupils use ICT appropriately, understanding the importance of e-safety</li> <li>• Listen and respond quickly to concerns</li> <li>• Hold regular parents' evenings</li> <li>• Report regularly on your child's progress, attendance and punctuality</li> <li>• Strive to create an atmosphere of respect both at school and in the local community</li> <li>• Ensure that the school environment is safe by taking a strong line on bullying, drugs, weapons, replica or toy weapons, knives and anything else that can be used as a weapon</li> </ul>				
	Name	Signature			
	<b>As a pupil I will ...</b>				
	<b>PUPIL</b>	<ul style="list-style-type: none"> <li>• Listen to my teacher and always work hard</li> <li>• Complete class and homework to the best of my ability</li> <li>• Do my best in all school activities and focus on making progress</li> <li>• Write all my homework in my diary, do my homework and hand it in on time</li> <li>• Bring the right equipment to school</li> <li>• Attend school every day on time and get to lessons on time</li> <li>• Follow the whole school ICT guidance as agreed on logging in, including reporting any unpleasant messages sent to me</li> <li>• Not visit internet sites that contain unsuitable material</li> <li>• Wear correct school uniform at school and between home and school                             <ul style="list-style-type: none"> <li>◦ Boys - No Jewellery or piercings of any sorts permitted.</li> <li>◦ Girls - Only ONE pair of earrings permitted. No other jewellery permitted (i.e., necklaces, bracelets &amp; bangles, anklets.). No other body piercings permitted</li> </ul> </li> <li>• Behave well at all times and follow the behaviour agreement in school and on the way to and from school</li> <li>• Look after and not damage any school equipment or any furniture/fixtures/fittings in and around the school, if any damage is caused by my actions, whether accidentally or deliberately. I understand that my parents will need to financially pay for the damage caused.</li> <li>• Let my teacher know if I have any worries</li> <li>• Take all letters home to my parents</li> <li>• Not bring out my mobile phone at school</li> <li>• Show respect to all members of the school</li> <li>• Make a positive contribution to the wider community</li> <li>• Never bring drugs, weapons, replica or toy weapons, knives or anything else that can be used as a weapon into school</li> <li>• Remember to log out (MS Teams/School Network) and keep my login and password secret</li> </ul>			
		Name	Signature		
		<b>As a Parent/Carer we/I will ...</b>			
		<b>PARENT/CARER</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the work of my child</li> <li>• Encourage my child to do his/her best at school</li> <li>• Ensure my child reads at home</li> <li>• Ensure my child respects the schools ICT user agreement</li> <li>• Ensure my child signs the planner every week</li> <li>• Make sure my child does his/her homework</li> <li>• Make sure my child has the right equipment for school</li> <li>• Make sure my child leaves home for school on time every day and not take my child out of school without the permission of the school. If I do, I may risk losing my child's place at the school</li> <li>• Make sure my child leaves from home wearing correct school uniform</li> <li>• Encourage my child to behave well and be responsible for their behaviour. In addition, I understand I will be financially liable as a result of any damage caused to school property by my child, whether this damage has been caused accidentally or deliberately.</li> <li>• Let the school know if there are any issues likely to affect my child's learning</li> <li>• Attend parents' evenings and other meetings on request by the school</li> <li>• Read letters from the school and reply if necessary</li> <li>• Encourage my child to show respect to all members of the school and our wider community</li> <li>• Support and reinforce the schools' policies on drugs and the carrying of weapons, replica or toy weapons, knives and anything else that can be used as a weapon</li> </ul>		
			Name	Signature	Date