

Behaviour policy

Mulberry Stepney Green School

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Version Control

Version	Reviewed	Changes since last version
1	September 2024	Section 4 Bullying & Child-on-child Abuse – guidance updated on types of bullying based on DfE guidance Section 10 Responding to misbehaviour from pupils with SEND – Updated guidance and considerations required when dealing with incidents involving SEND pupils Section 11.4 Reasonable Force – added clear guidelines on the use of reasonable force and the need for incidents to be reported to DSL Section 11.5 Pupil Searches – Fully updated the guidance for staff to reflect latest DfE guidance Section 11.6 Confiscation of Items – updated guidance on when pupil items may be confiscated and relevant protocols Section 11.7 Use of Mobile Phones, Headphones/Earphones – updated guidance to reflect the guidance issued by the DfE in Mobile Phones in schools guidance
2	September 2025	Section 3 Definitions – Updated definition of nudes to include pseudo-images

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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:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- 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 the expectations and consequences of behaviour
- Outline our system of rewards and sanctions
- 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
- 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 in schools: advice for headteachers and school staff 2024](#)
- [Mobile Phones in schools guidance](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 such as 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, (includes pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video)
 - 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
 - E-cigarettes or vapes
 - 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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

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 & child-on-child abuse 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

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 Police 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 incidents are logged)
- 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 period in the internal inclusion room and an extension to the school's 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
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour incidents is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13)

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently (**See Appendix 2 & 3 for Behaviour Escalation Stages**)
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly– all incidents regarding behaviour & conduct are recorded on the schools Management Information System
- Challenging pupils to meet the school's expectations

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 and carers

Parents are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- 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
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction, tutor time sessions & year groups assemblies into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals. The school offers a comprehensive mid-phase integration programme.

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. Responding to behaviour

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 (See section 10 for further guidance).

9.1 List of rewards and sanctions

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise
- Positive behaviour points
- Positive behaviour event(s) shared with parents via email, as they occur
- 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

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- A verbal reprimand
- Negative behaviour points
- Negative behaviour event(s) shared with parents via email, as they occur
- 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)
- Detention at weekends (during term time) or non-teaching days (INSET days)

- 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, under supervision 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

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

9.4 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.5 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL, headteacher, member of the senior leadership team or pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.6 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. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

The school's approach to prevent triggers of misbehaviour will include, but is not limited to the following support;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction

- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Behaviour management

11.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct, behaviour escalation stages 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

11.2 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)**

11.3 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. 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
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

11.4 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 & reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Recording use of reasonable force & Informing Designated Safeguarding Lead (DSL)

If reasonable force has been used, the staff member who was involved should inform the DSL without delay, using the schools established safeguarding reporting procedure.

Staff should also refer to the 'Use of Reasonable Force Guidance For Staff' in the staff handbook

11.5 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).

The authorised member of staff's power to search outlined below does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

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 items 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 DSL, using the schools established safeguarding reporting procedures and make sure that a record is kept (This will be logged by the DSL in the schools safeguarding system).

How we will conduct a search

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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: Hats, Gloves, Scarves, Shoes or Boots

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).

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.

Recording Searches & Informing Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay, using the schools established safeguarding reporting procedure:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3, including incidents where no items were found
- If they believe that a search has revealed a safeguarding risk

Searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

11.6 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.

11.7 Use of Mobile Phones, Headphones/Earphones

Note: throughout this policy, 'mobile phones' refers to mobile phones and similar devices.

The DfE's non-statutory mobile phone guidance says that pupils should not use mobile phones and similar devices throughout the school day.

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 necessary for any child to bring a mobile phone, headphones/earphones to school it must be always switched off throughout the school day.

The school adopts a **Never used, seen or heard approach**;

- Pupils are not allowed to use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes

- Pupils must ensure their mobile phones are not seen by a member of staff
- Pupil must ensure their mobile phones are always switched off throughout the school day

If a mobile phone, tablet or headphones/earphones is seen or 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 may be 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

Use of Mobile phones by Sixth-form pupils

Sixth-form pupils are allowed access to their mobile phones during the school day, to reflect their increased independence and responsibility, but must not compromise our policy on the use of mobile phones for other pupils.

Therefore, they are only permitted to use their mobile phones in independent study areas and out of sight of younger pupils. Sixth-form pupils are not permitted to use their mobile phones or similar devices during lesson time.

Misuse of mobile phones by pupils in the sixth form will lead to sanctions according to our behaviour policy.

11.8 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.

11.9 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.

11.10 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.

12. Pupil transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

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

- Proper use of reasonable force
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

The school will analyse its behaviour data to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

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 to underpin Behaviour Management Policies in each school.

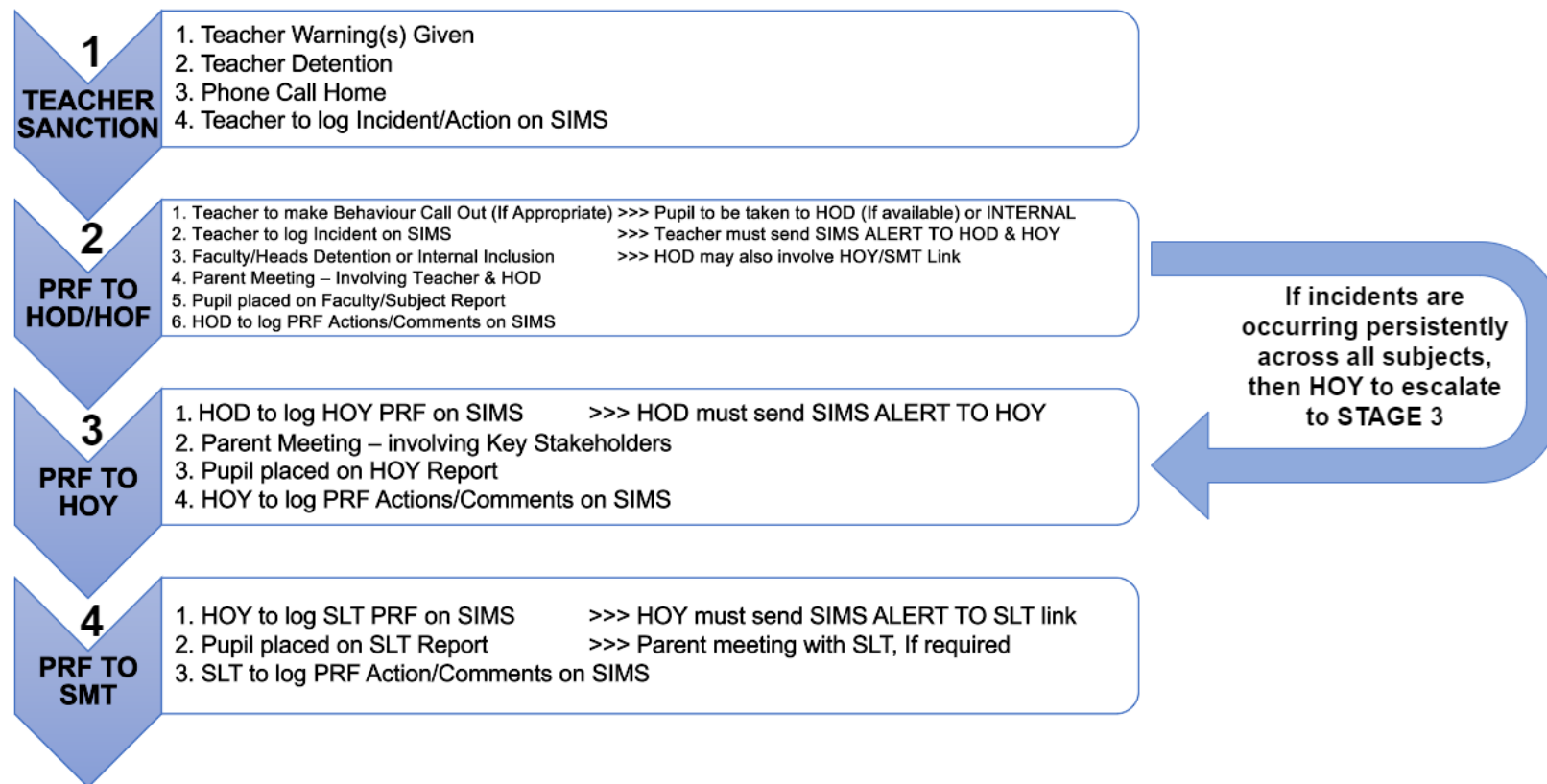
- Every member of Mulberry Schools Trust is of equal value, whatever their race, gender, class, ability, learning need, sexual orientation, age or religion.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from disruption of others.
- Staff and volunteers' model respectful behaviour and set an excellent example to pupils at all times
- 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 that are understood by all staff.
- 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 are supported to take responsibility for their actions and are helped to understand how to improve their behaviour.
- Named adults in each of our schools are appropriately trained to deliver this support.
- Exclusions will only be used as a last resort and the processes involved in suspensions and exclusions are clearly outlined.
- Pupils, staff, parents/carers and governors are all involved in ensuring our standards of behaviour are accepted and maintained.
- All pupils, staff and visitors are free from any form of discrimination.
- Providing support for pupils with SEND is underpinned by the following:

- Everyone needs to feel like they belong
 - We have high expectations for all our pupils
 - Behaviour is considered in relation to a pupil's SEND
 - The graduated approach is used to provide support
 - Likely triggers are anticipated and actions put in place to try and prevent behaviour incidents happening
- The behaviour policy in each school is understood by all pupils and staff.

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

As a school we will ...						
SCHOOL	- Teach children a set of subjects that will prepare them well for their future lives - Set appropriate work which will be assessed regularly to support your child's progress - Help your child to become a successful, independent learner - Provide a homework timetable and set homework accordingly - Tell your child what he/she needs for lessons - Provide each child with a school planner to support progress and communication with families - 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 - Insist that correct school uniform is worn at school and between home and school - Be clear as to standards of behaviour expected at school and in public and refuse to accept violent or abusive behaviour - Provide the appropriate support for children with Special Education Needs (SEN) - Ensure pupils use ICT appropriately, understanding the importance of e-safety - Listen and respond quickly to concerns - Hold regular parents' evenings - Report regularly on your child's progress, attendance and punctuality - Strive to create an atmosphere of respect both at school and in the local community - 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					
	Name		Signature			
	As a pupil I will ...					
	PUPIL	- Listen to my teacher and always work hard - Complete class and homework to the best of my ability - Do my best in all school activities and focus on making progress - Write all my homework in my diary, do my homework and hand it in on time - Bring the right equipment to school - Attend school every day on time and get to lessons on time - Follow the whole school ICT guidance as agreed on logging in, including reporting any unpleasant messages sent to me - Not visit internet sites that contain unsuitable material - Wear correct school uniform at school and between home and school - Boys - No jewellery or piercings of any sorts permitted. - Girls - Only ONE pair of earrings permitted. No other jewellery permitted (i.e., necklaces, bracelets & bangles, anklets.). No other body piercings permitted - Behave well at all times and follow the behaviour agreement in school and on the way to and from school - 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. - Let my teacher know if I have any worries - Take all letters home to my parents - Not bring out my mobile phone at school - Show respect to all members of the school - Make a positive contribution to the wider community - Never bring drugs, weapons, replica or toy weapons, knives or anything else that can be used as a weapon into school - Remember to log out (MS Teams/School Network) and keep my login and password secret				
		Name		Signature		
		As a Parent/Carer we/I will ...				
		PARENT/CARER	- Take an active interest in the work of my child - Encourage my child to do his/her best at school - Ensure my child reads at home - Ensure my child respects the schools ICT user agreement - Ensure my child signs the planner every week - Make sure my child does his/her homework - Make sure my child has the right equipment for school - 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 - Make sure my child leaves from home wearing correct school uniform - 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. - Let the school know if there are any issues likely to affect my child's learning - Attend parents' evenings and other meetings on request by the school - Read letters from the school and reply if necessary - Encourage my child to show respect to all members of the school and our wider community - 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			
			Name		Signature	Date